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Introduction

Well the news is out and congratulations to Louis the new head in waiting! I am confident that under Louis' leadership Oaktree school will continue to go from strength to strength.

Louis and I will develop a transition plan which we will submit to governors at the January FGB meeting.

The Tottenham Hotspur Football Foundation are delivering a level 2 sports coaching course to both Waterloo and City and DLR classes. So, another level 2 course to go with the GCSE English and Maths we are already offering.

Samantha Hill the LA SIP for Oaktree School as well as supporting the Headteacher interview process visited the school on the 23rd November to look at our Pathways groups and Communication and interaction Journey 1 groups. She has offered to assist in developing our students recall of key facts from lessons taught (this will link closely to the Ofsted improvement point from the Inspection report).

Curriculum

The tools we now use for assessing the effectiveness of progress within the curriculum are now complete. We can assess the fundamental elements of communication and interaction (and the possible development to reading and functional along with more mature social interactions) through EHCP short term and long term outcomes¹. The [SEND code of practice: 0 to 25 years](#) [PFA](#) Employment outcome is linked to Cognition & learning whilst Independence is linked to Communication and Interaction short term and long term targets.

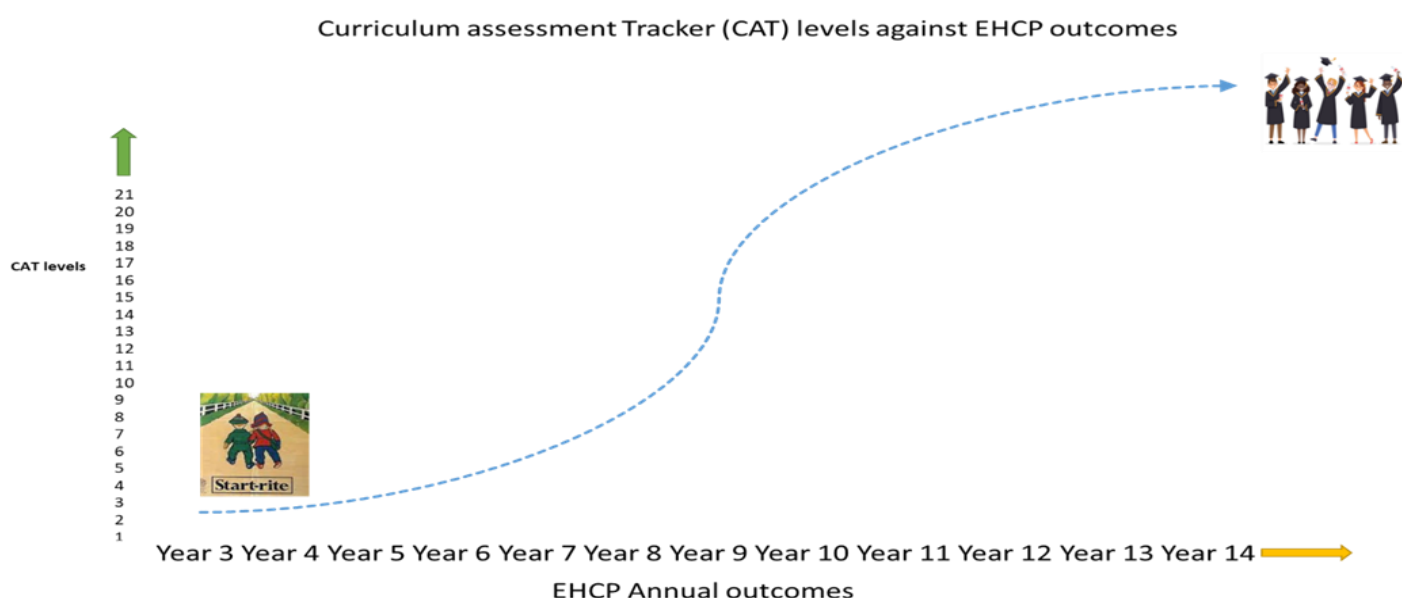
Community Inclusion is linked to Relationships, Social, Emotional and Mental Health and Health to Physical and sensory development.

Short term EHCP targets are set over a term with 3 short term targets for each PFA outcome (12 overall in a year for the 4 main areas). We use the EHCP outcomes as assessed outcomes for Communication and Interaction and Cognition and Learning PFA outcomes for all Journey 1 students. Please see example below

Name:	Class:	Date:
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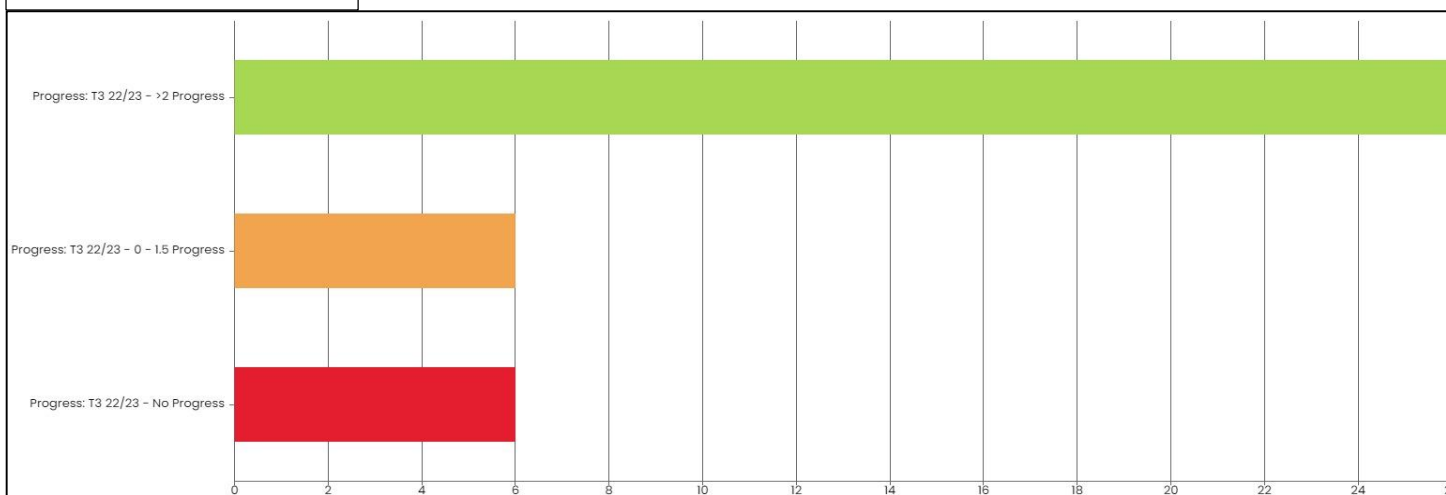
Preparation for Adulthood	EHCP outcomes (Short term and Annual)		Progress		
			Autumn	Spring	Summer
Independence	Communication and Interaction (Journey 1)	1 (reading)			
		2 (writing)			
		3 (Oracy)			
Employability	Cognition and Learning (Journey 1)	1 (Maths Number)			
		2 (Shape and measure)			
Community Inclusion	Social, Emotional and Mental Health	1 (Can be linked to SALT outcomes, RSHE or behaviour)			
Health	Sensory and Physical	1(OT/Sensory)			
		2 (Physio/PE)			
Annual outcomes	Preparation for Adulthood Employability Independence Community Inclusion Health				

We also measure Journey 2 (J2) and Journey 3 (J3) PFA EHCP short term and annual outcomes. These outcomes should, as the students progresses to and beyond year 9, link with the agreed section A outcomes of the EHCP ⁱⁱ and support the necessary steps towards a successful transition from Oaktree School to either further educational possibilities, leisure activities or employment. These EHCP outcomes should themselves reflect the academic progress towards meeting the student's desired outcomes. Progress against the short term targets should also for J2 and J3 students link to their academic success as measured by curriculum assessment tracker (CAT) levels and the study and achievement of qualifications from year 9/10 onwards.



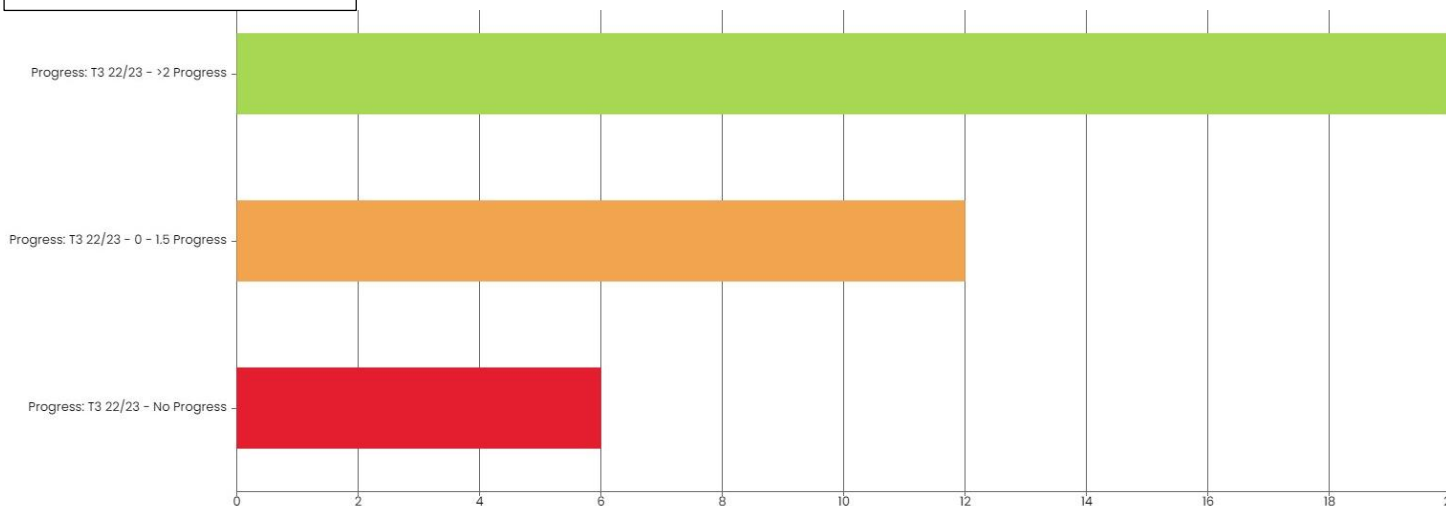
The graphs below show the progress of J2 and J3 students in English and Maths. There are small, marginal, differences between each journey which probably reflects a uniformity of teaching and teacher expectations across both curriculum areas. This is again reflected in the progress students have made in their Entry level certificates. Progress has been stronger for J1 students against their EHCP targets which is pleasing. However there have been more students failing to make progress against targets at J2 and J3. This could be due to the larger numbers of J2 and J3 students compared to J1, or that the targets are naturally harder or that teachers in all classes haven't attached as much importance to the EHCP short term targets as with other assessments. Follow ups by the SLT will be required to understand why there is a difference in achieved outcomes between the cohorts

Journey 2 (J2) reading



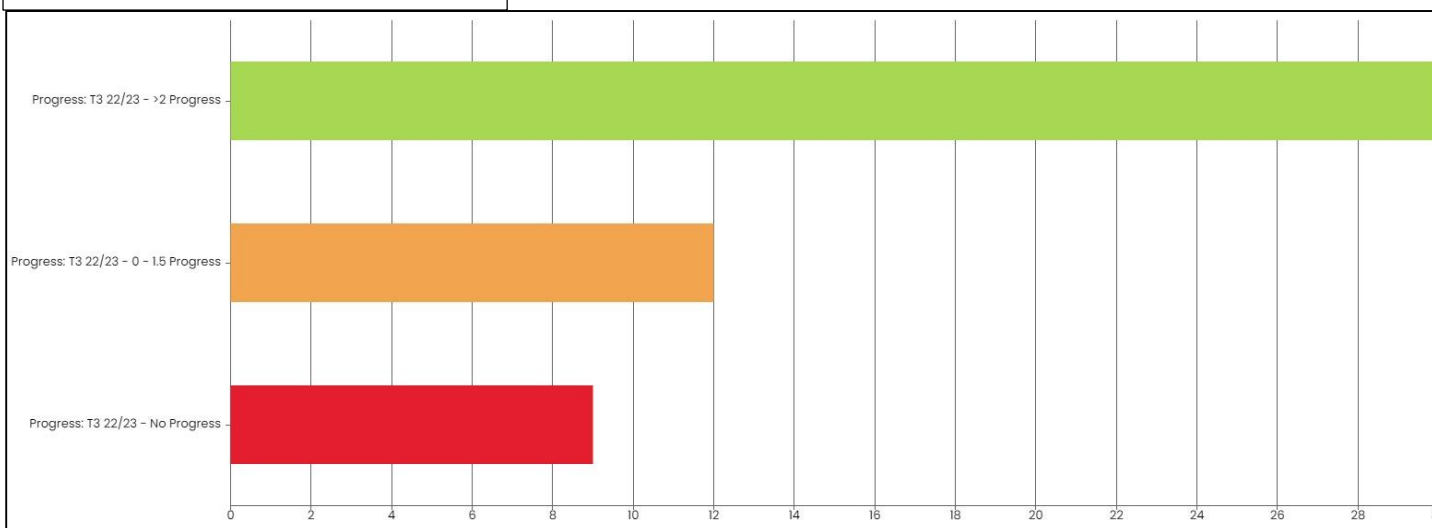
Students within J2 have made outstanding progress in reading – this can be linked, in large part, to the implementation of RWI and the associated reading schemes.

Journey 3 (J3) reading



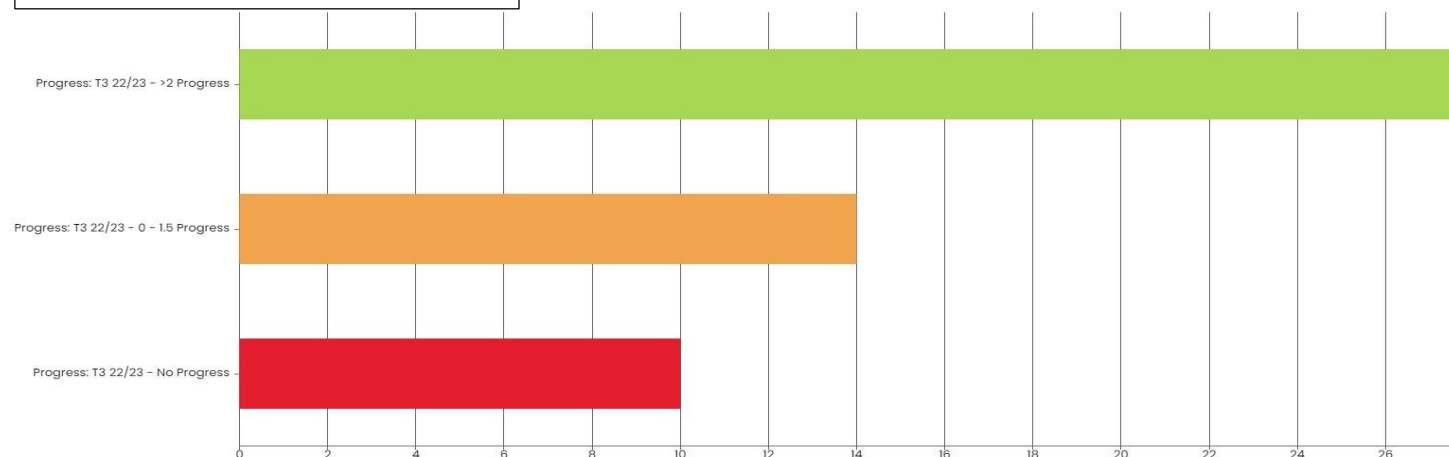
Students in J3 have also made strong progress but not quite at the level of J2 students. All students who have made no progress are being followed up through progress meetings with their teachers.

Journey 2 (J2) Maths number



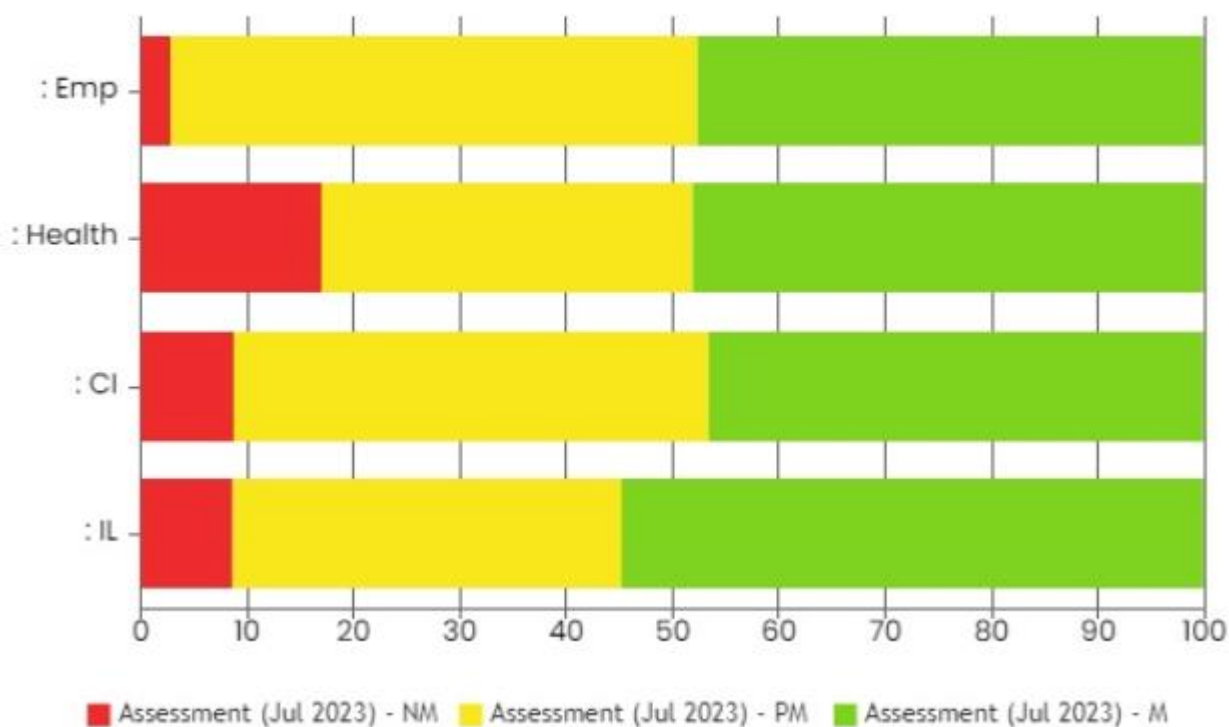
The progress with maths in J2 is strong with 9 students not making any progress last year. These students will be tracked through teacher progress meetings through the year.

Journey 3 (J3) Maths number

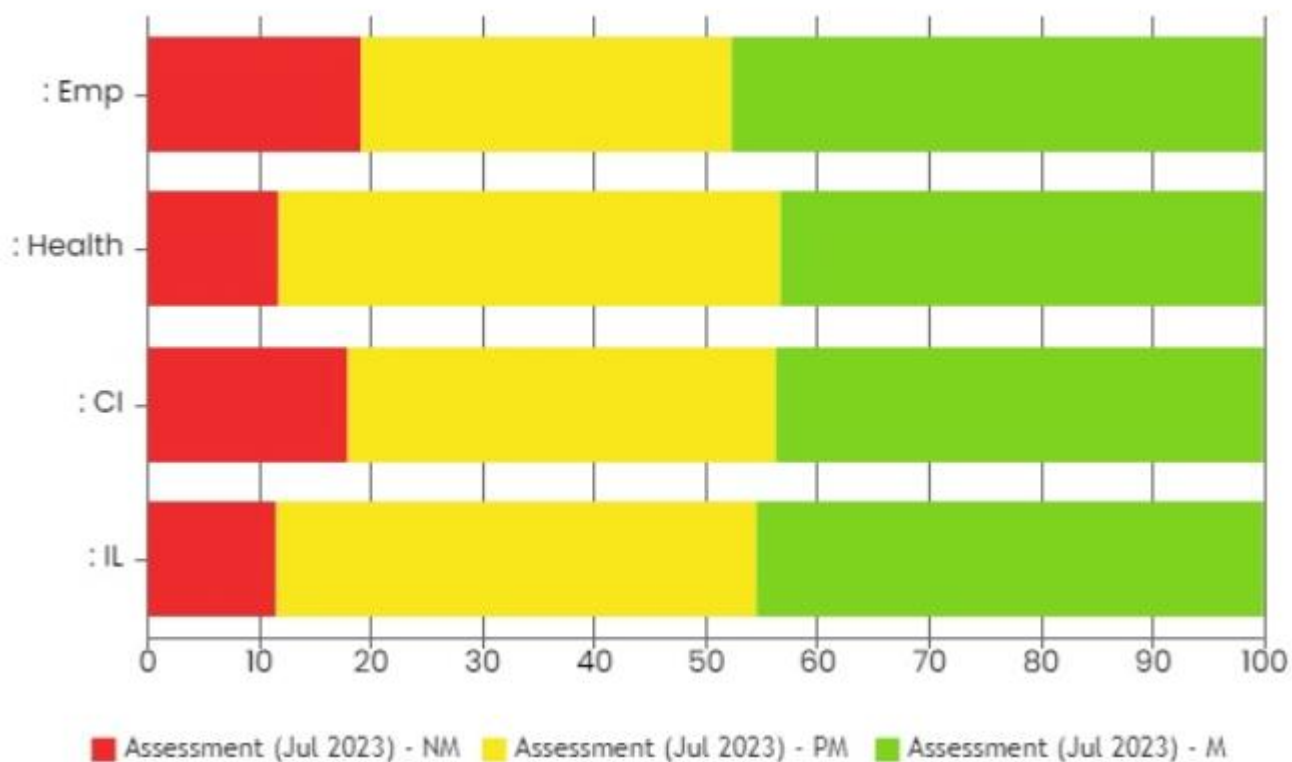


Again the progress with maths in J3 is strong with 9 students not making any progress last year. These students will be tracked through teacher progress meetings through the year. There is little difference between the students' progress in either journey.

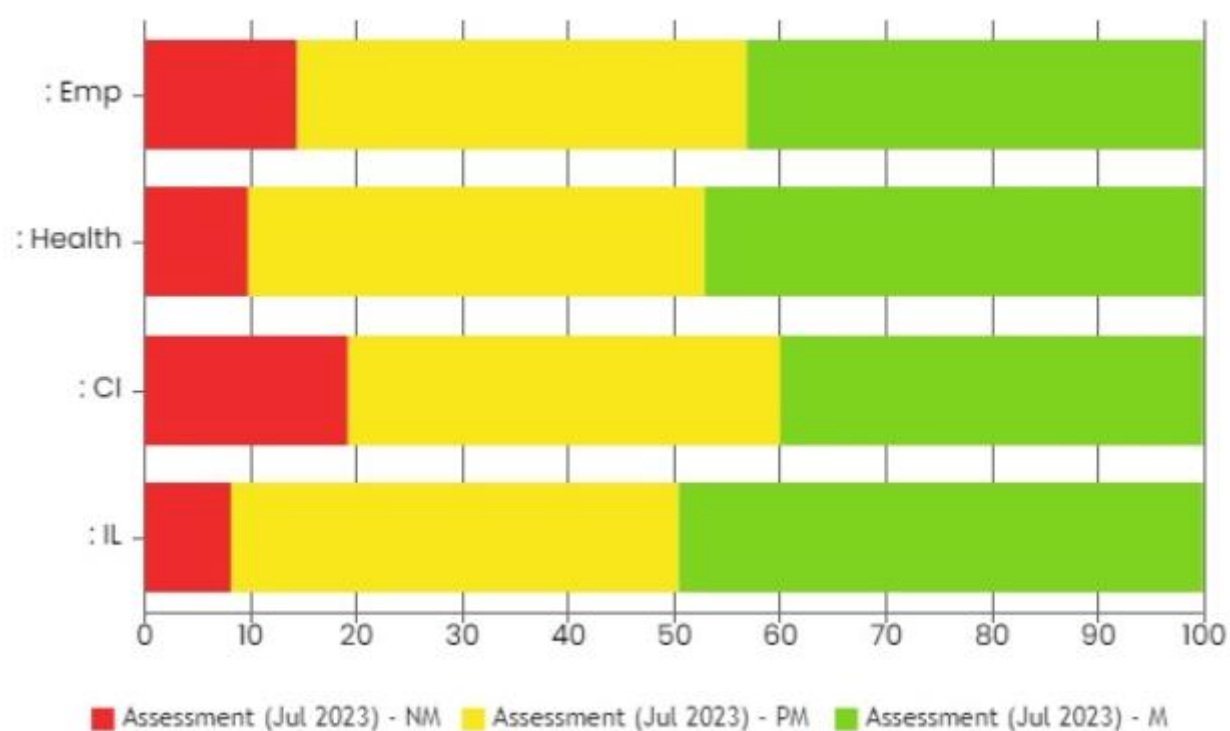
Female EHCP progress 2022 to 2023



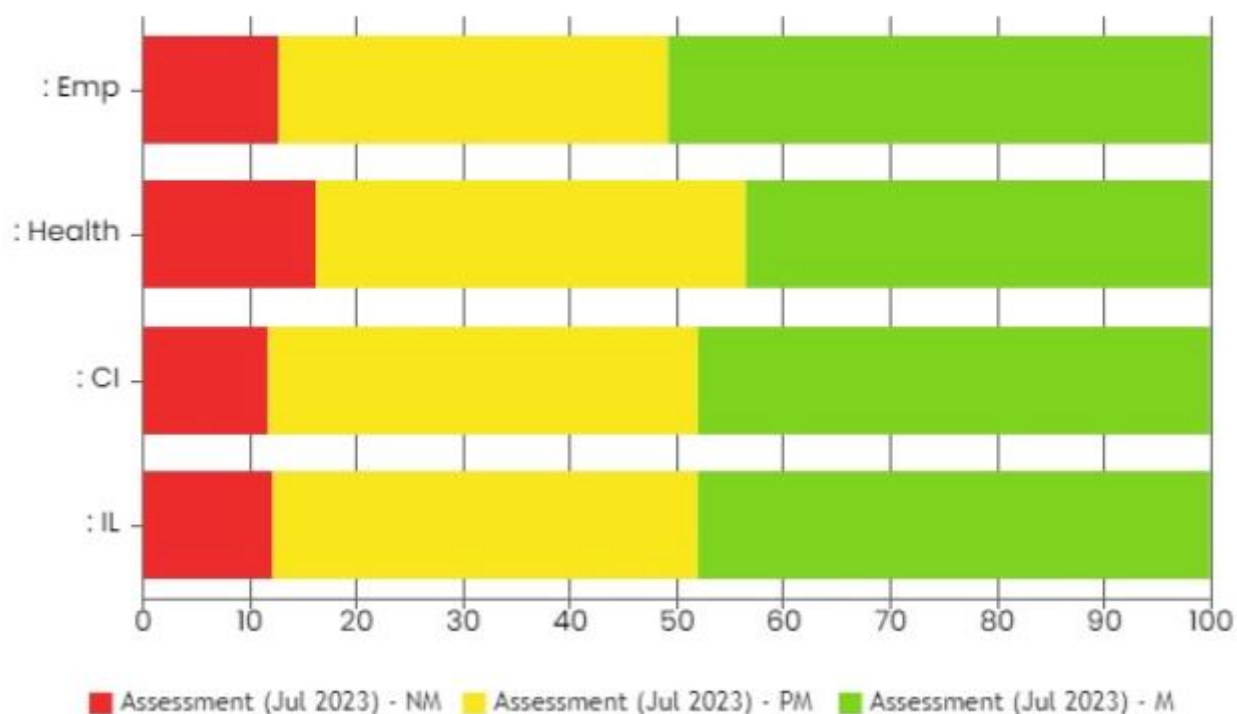
Male EHCP progress 2022 to 2023



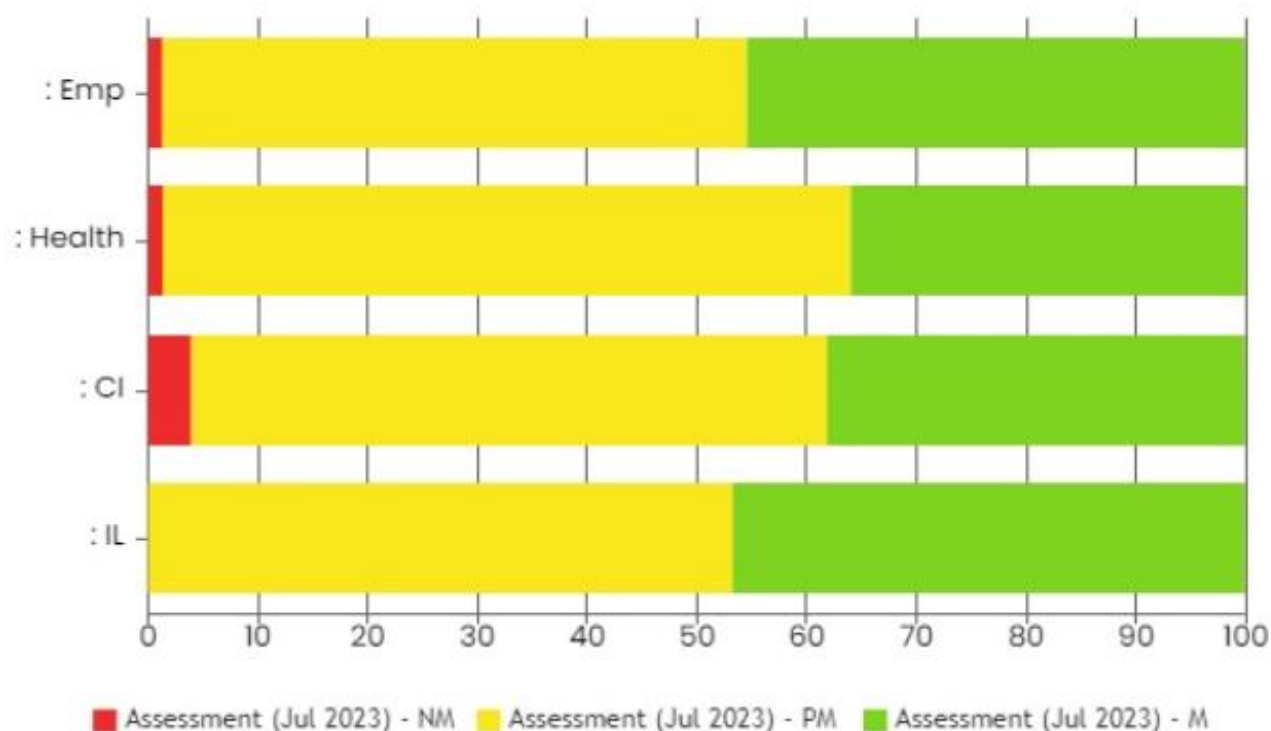
Pupil Premium EHCP progress 2022 to 2023



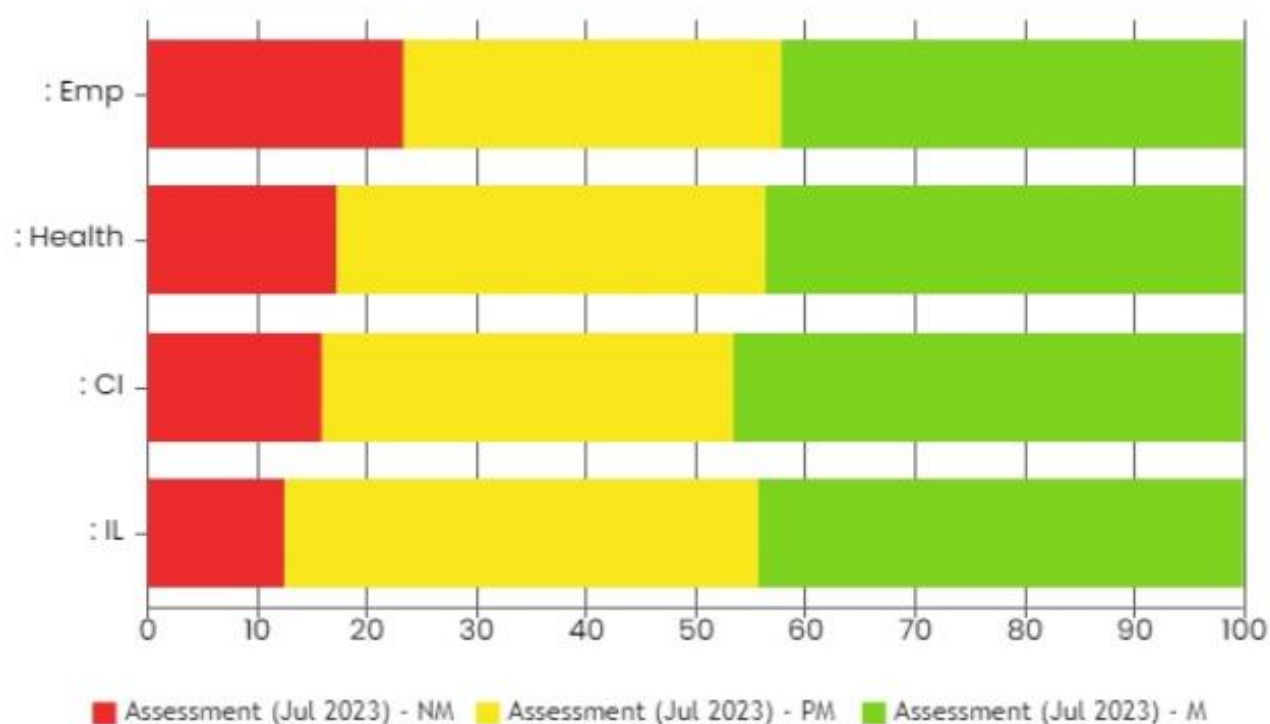
Not Pupil Premium EHCP progress 2022 to 2023



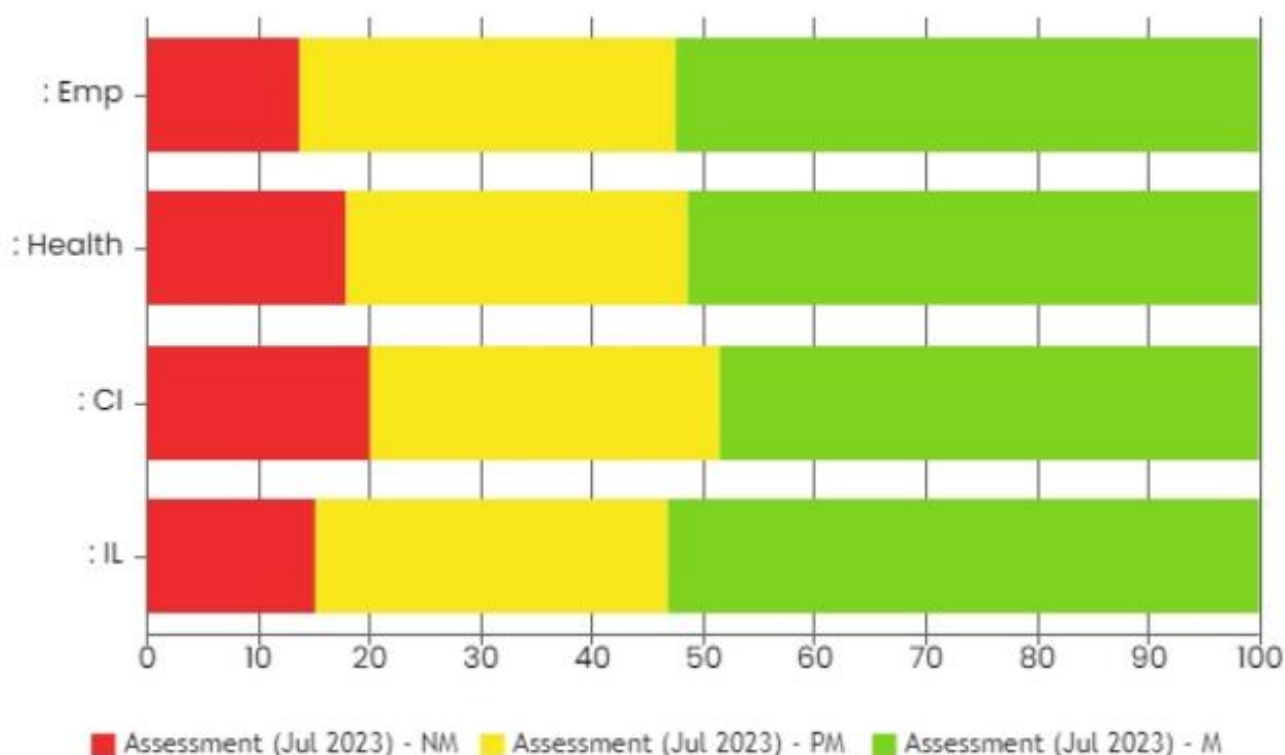
Journey 1 EHCP progress 2022 to 2023



Journey 2 EHCP progress 2022 to 2023



Journey 3 EHCP progress 2022 to 2023



The EHCP short term assessments show all cohorts and groupings of students to be performing, more or less, in line with one another. (little significant difference in EHCP short term target progress between PP and none PP students and girls and boys).

Additional assessments for students include The NGRT and NGSL tests which we use to chart progress from grapheme and phoneme competence to reading comprehension.

6th form

We now have a schedule for independent travel training which has now seen 3 students trained so far this term.

Training

We are continuing with White Rose maths training alongside RWI phonics training every Monday after school (We have also had a full morning sessions training with White Rose maths as well this term). We are also expanding the training to develop more Thrive practitioners within school.

SC will complete an additional dyslexia course to go with her level 5 dyslexia qualification. We are now the main source of borough support for dyslexia.

DM and DP will complete their drawing and talking therapy

The extended SLT has its next session of coaching on the 4th December (2nd out of six sessions).

Premises and Finance

Please see Brenda's report for the main topics of discussion.

Health

All medical bags will continue to be stored in the Medical room after a trial run at keeping the medical bags in classrooms was deemed unsuccessful. We are also now an @asthma champion school.

HR

THE extended SLT has had its first Glasshouse Labs coaching session which was great success. We have agreed to hold the second one at West Lodge Hotel to continue to develop the SLT in an uninterrupted space (however, 1 ½ miles from school, just in case!).

We have also now transferred over 2 LSA's from agency contracts to permanent contracts this month (Immanuel and Henry). Tania, a drama degree student from Chickenshed, is now teaching our Thursday Pathway group and Elizabeth class drama.

Safeguarding

There have been seven MASH referrals this academic year (AA, CTx2, OH RR YG and DB]

AA has allocated SW. AA was working better with SW and attended her EHCP review in school. They only attended for one day and have not been seen since. Mum is asking for help again. School is communicating with transport to see if they will provide a cab to and from school as AA has to get on three public transport buses. We think this may be a constraint to AA travelling to school on a consistent basis. AA was in school on the 23rd November but arrived at 11:45 am. We will continue to review the situation

CT has allocated SW and is in care under section 20. Has met the threshold and an assessment has been carried out by Cheviots resulting in a joint section 47 investigation. They are now a LAC child.

OH NFA

RR ongoing at present

YG ongoing at present

DB ongoing at present

We have had three 5 day exclusions for AA, JC and CT. AA had a social worker to take their case to panel and have had their short break allocation extended and been given hourly morning support . Mum has also been offered behaviour support. Their case is now with SW duty to follow up on any other concerns . We are still continuing to raise safeguarding concerns with Cheviots re: AA0. If there is no progress from Cheviots re: AA's outcomes school will then refer the safeguarding concerns directly to the Head of Service for further support .

We have two LAC children SB and CT

ALF is on a CP plan.

PBP is on a CIN plan and we continue to have significant concerns about her.

SW visits PBP and she refuses to engage with the SW and is usually quite rude. Claire is working with PBP through Thrive and continues to work and stay in touch with PBP's mother. Daily medication is now being administered in school too.

GI is also on a CIN plan

CA professionals meeting arranged.

Open cases

A.	PBP	I	YG
B	AA	J	DB
C	GI	K	CA
D	CT		
E	AA		
F	ALF		
G	SB		
H	RR		

- Complaints; 0
- Number of Children Looked After; PLA 2
- Child Protection (Safeguarding) referrals to social care; 7
- Allegations against staff reported to the Lead Officer for Child Protection; 1 (resolved)
- Reported racial Incidents; 0
- Reported serious bullying Incidents; 1
- Any significant safeguarding issue, whether to do with sexual behaviours, 1
- Radicalisation or any other form of threat or risk to young people; 0
- Exclusions and suspensions; 3
- Child on child abuse 0
- Open cases (Cheviots short break referral] 0

We also now have a behaviour working party that meets weekly on a Wednesday. We are hoping this will support families with early interventions to reduce safeguarding referrals.

ⁱ 9.66 ([SEND Code of Practice 2015](#)) An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided – for

example the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved.

9.67 When agreeing outcomes, it is important to consider both what is important to the child or young person – what they themselves want to be able to achieve – and what is important for them as judged by others with the child or young person’s best interests at heart. In the case of speech and language needs, what is important to the child may be that they want to be able to talk to their friends and join in their games at playtime. What is important for them is that their behaviour improves because they no longer get frustrated at not being understood.

9.68 Outcomes underpin and inform the detail of EHC plans. Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage. An outcome for a child of secondary school age might be, for example, to make sufficient progress or achieve a qualification to enable him or her to attend a specific course at college. Other outcomes in the EHC plan may then describe what needs to be achieved by the end of each intervening year to enable him or her to achieve the college place. ***From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.*** In all cases, in all cases, EHC plans must specify the special educational provision required to meet each of the child or young person’s special educational needs. The provision should enable the outcomes to be achieved.

9.69 The EHC plan should also specify the arrangements for setting shorter term targets at the level of the school or other institution where the child or young person is placed. Professionals working with children and young people during the EHC needs assessment and EHC plan development process may agree shorter term targets that are not part of the EHC plan. These can be reviewed and, if necessary, amended regularly to ensure that the individual remains on track to achieve the outcomes specified in their EHC plan. Professionals should, wherever possible, append these shorter term plans and targets to the EHC plan ***so that regular progress monitoring is always considered in the light of the longer term outcomes and aspirations that the child or young person wants to achieve.*** In some exceptional cases, progress against these targets may well lead to an individual outcome within the EHC plan being amended at times other than following the annual review.

ⁱⁱ 9.65 ([From the SEND Code of Practice 2015](#)) Long-term aspirations are not outcomes in themselves – aspirations must be specified in Section A of the EHC plan. A local authority cannot be held accountable for the aspirations of a child or young person. For example, a local authority cannot be required to continue to maintain an EHC plan until a young person secures employment. However, the EHC plan should continue to be maintained where the young person wants to remain in education and clear evidence shows that special educational provision is needed to enable them to achieve the education and training outcomes required for a course or programme that moves them closer to employment. For example, by accessing a supported internship or apprenticeship.