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## Introduction

My penultimate governing body meeting – tempus fugit!

Congratulations to Ricardo Morais on becoming the new deputy head teacher. I am confident that he will be a resourceful addition to the school leadership. His upbeat personality and engaging personal style enable him to interact effectively with parents, other leaders and staff. He is very well organized and with good attention to detail (the devil is always in the detail!) and a tremendous understanding of how to use complex applications. Allied to Louis' leadership I feel that Oaktree is in safe hands for many years to come. Louis has now taken responsibility for staffing, recruitment, budget and curriculum. I will retain overall responsibility for safeguarding (see Louis' contribution to this report below).

Financially we will be able to set a 3-year balanced budget without a deficit in any of the years for the first time since I arrived at Oaktree School (this is in stark contrast to virtually all schools in Enfield). This includes the school meals deficit (although this may rise over the next 3 years and if it did so our current assumptions concerning the budget over the next 3 years will need to be revised). At the moment school meals along with unfunded salary increase remains the greatest threat to a balanced budget.

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

Social media for Conway hall media pathway. Victoria class period 1 attention autism. Kyle is now responding much better connexion with Sunil (Thrive). Olga and Ricardo are continuing with developing a strategic approach to implementing our response to the Ofsted point **“What does the school need to do to improve?” (Sometimes, pupils’ journey through the curriculum is not closely matched to what they need to learn next as a priority. This means that some pupils do not gain all of the skills and knowledge they need to move on. Leaders should fine-tune the curriculum so that pupils can follow a flexible route through it, concentrating on the most important bits of learning.)**

This is focussing on our Journey 1 and 2 students) (it may be an idea for the governing body to invite Ricardo and Olga to discuss their progress thus far at the next governing body meeting). ZO is leading on our attendance project (our attendance is currently at 90% for years 3 to 11 and needs to improve). We will be taking up to 20 students for a week’s outward bound activities in June 2024 from Jubilee and Elizabeth classes and we will also include students from other 6<sup>th</sup> form classes. SK, SC and KN will look at other overnight stays for all students within the 6<sup>th</sup> form and some key stage 3 classes.

Ricardo has discussed the implementation of RWI with Orchardside pupil referral unit as we continue to expand our support over a range of SEND areas for the borough. Our relationship with the Conway tennis centre continues to develop apace with KN discussing with them our student media pathway supporting their social media output.

BK, LW and RM will look at the possibility of moving our Integris MIS fully to the [Arbor](#) MIS as a result of the recent takeover of Integris by Arbor (BK already uses Arbor for the school’s financial management).

Our Food tech and Café online ASDA shopping will be now be led by students with the support of teachers. Friday clubs are working well with Olga again providing the planning for all non-sixth form groups this term.

#### [From Louis](#)

As mentioned in Russell’s report I am delighted and honoured to have appointed Ricardo to work alongside me as deputy headteacher! Ricardo and I have already started the process of planning out the staffing structure for the next half term, April and September. Initially, this will mean some temporary solutions, but we are confident that we will have a solid foundation on which to build towards an excellent permanent staffing structure. As part of these conversations, we have discussed curriculum responsibilities and our refreshed outreach offer.

Paul Cutler, has now reduced his working hours each week from 5 to 3. Nicola Dunbar, our music therapist, who is also a trained psychotherapist, will now provide us with an additional two sessions of psychotherapy each week. This will mean that we can continue to offer one full day of music therapy and one full day of psychotherapy. Nicola will pick up the additional two hours after half term.

We now have three members of staff trained in drawing and talking therapy. Sarah Cox, working alongside our behaviour and wellbeing team, is assigning students to these members of staff for weekly sessions.

Olga has arranged for training for journey 1 and 2 staff to attend. The areas covered in this training are; Play-based approaches to semi-formal/informal learning, Play for Children with Autism, and Intensive Interaction for those with Autism.

Sarah Cox is exploring the Opal Program, which is a whole-school approach to developing, independence, social skills, supported risk-taking, and resilience through developmental play.

After half term two of our trainee teachers, Shikha and Wiktora, will be carrying out their contrasting teaching placements at De Bohun School. In turn, we will be joined by two trainees from the FIPC who will be placed in Northern and Circle Class.

Regarding recruitment, we will be advertising for LSA positions for the start of the summer term. Although Trish is still able to work her magic to find excellent agency staff we would like to redress the balance and take on some more permanent LSAs. Additionally, we will be advertising for a Food Technology Instructor position, which will commence at the start of the summer term.

## Curriculum

### **Attention Autism Bucket (& Montessori approach) within the NSS curriculum**

These activities aim is to improve students' fine motor skills, concentration and logic. Students participate in practical life activities, which are known to improve their fine motor skills (coordinated small muscle movements in the hands, wrists, and fingers) and hand-eye coordination (the use of the eyes to guide movements).

Based on the Montessori approach each of the students have an activity tray in front of them where the material is presented in a clear and challenging way. The arrangements are easy to implement and provide stimulation without being boring. The aim is to be playful, practice core basic skills but often allowing for a multidimensional experience. The tray provides the context for the activity and helps the students to focus on the materials.

The areas of focus are as below:

- Fine motor skills
- Sorting and arranging
- Practical life exercises - Victoria Class
- World experience & cause-and-effect

### **TIMETABLE for Attention Autism Bucket (& Montessori approach) in the NSS curriculum**

Victoria Class: Friday Block 2, C&L: the activities are linked to the Attention Autism Bucket (stages 2/3/4). The aim here is to promote students' independence and practical life skills e.g., polishing shoes, sweeping, hanging clothes etc. They will also incorporate C&L topics.

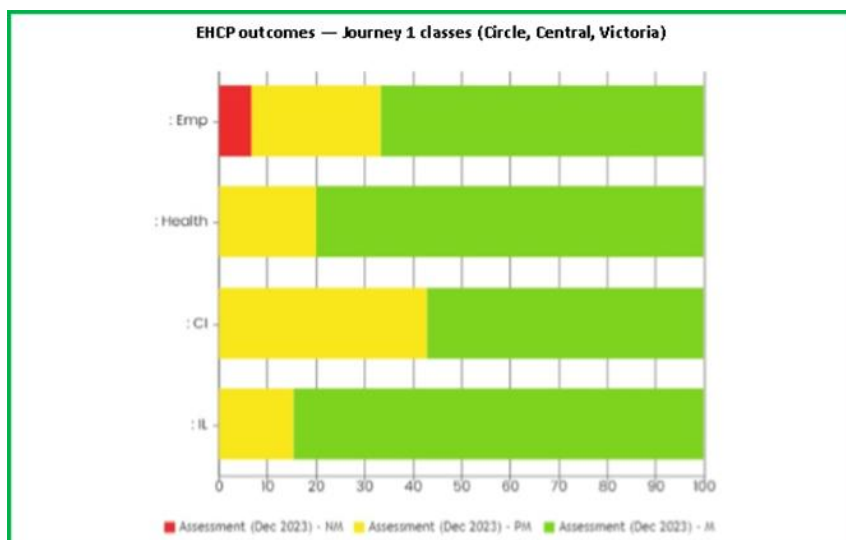
Bucket time (adult lead part), the students move to their tables

Trays: focus activity on the trays (student lead):

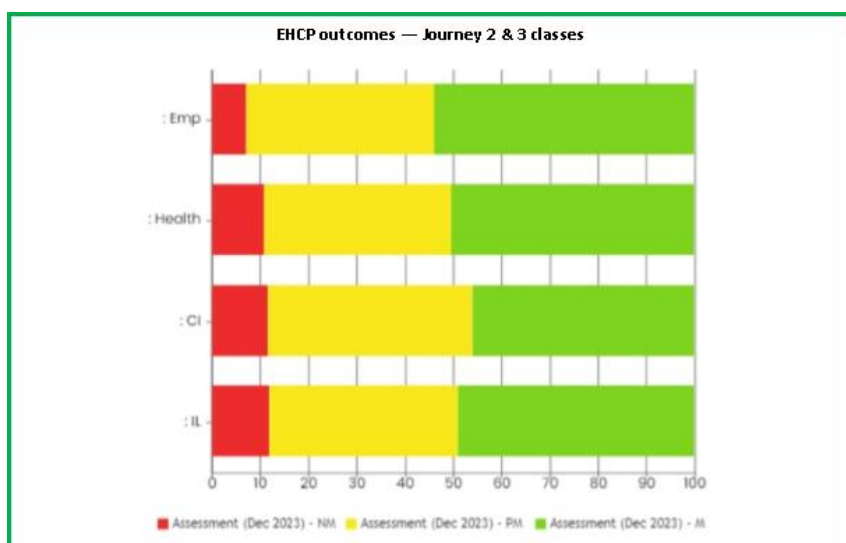
Circle Class: Friday morning registration time - linked to fine motor, 'Fingers Gym' time - opportunities to meet EHCP long/short term outcomes.

Central class: Thursday afternoon - linked to fine motor, 'Fingers Gym' time - opportunities to meet EHCP long/short term outcomes.

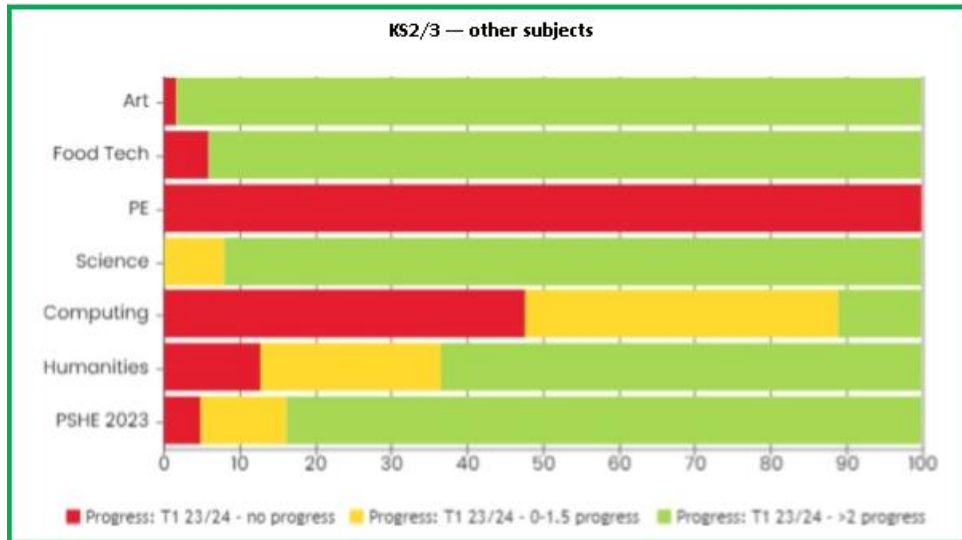
## First term narrative of our assessment data



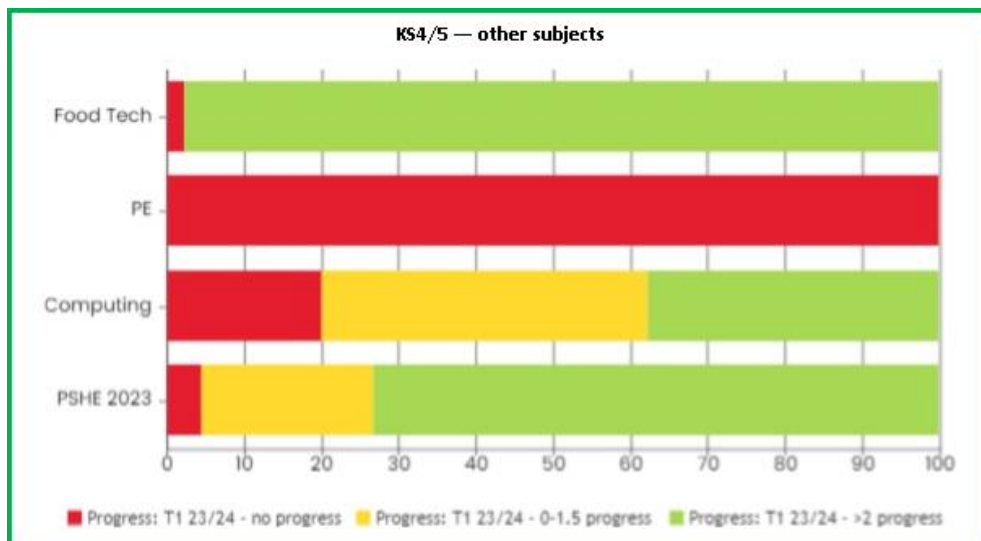
Journey 1 ECHP data shows that students made excellent progress with their targets – Health and Independent Living are the areas that showcase the most progress, followed by Health and Community Inclusion. There was a single student who did not meet their Autumn Term Employment target, a student for whom many adaptations were made in the course of the Autumn Term to support with his overall wellbeing.



EHCP outcomes for Journey 2 and 3 classes similarly evidence significant progress with Autumn Term outcomes, with Employment as the area showcasing the most progress – potentially because these targets are more easily linkable to the academic component of the curriculum.



Assessment data for Journey 2 and 3 students in KS2/3 classes – Northern, Metropolitan, Piccadilly, Bakerloo, District and Hammersmith & City – indicates that whereas Art, Science, PSHE and Humanities have seen good levels of progress, PE and Computing lag behind. The PE teacher may have missed the deadline for M/NM/PM judgements to be put onto EFL.



Assessment data for Journey 2 and 3 students in KS4/5 classes – Jubilee, Elizabeth, DLR, Waterloo & City – paints a similar picture, with PE and Computing underperforming when compared to Food Tech and PSHE.

## EHCP outcomes against academic outcomes (reminder)

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				

## 6th form

### 6 th Form/Careers/Pathways at Oaktree

Students in DLR and Waterloo and City have been identified, through assessment who will be in the GCSE (English and maths) set and those that will sit Entry Level Certificate in English and maths. GCSE students initially be supported by Sejal, as well as Wiktorja and the Southgate A level Students.

All students in Jubilee and Elizabeth will be entered for Entry level certificate qualifications for Maths and English.

College Visits have been made to check on the progress for all last year's students to see how they are settling in. The feedback from all students at college is very positive.

3 students have been travelled trained by a member of Oaktree School. One student has had a poor experience and stopped independent travelling for a week. He has been supported to return to independent travelling (especial thanks to KN and KV for supporting said student)

Work experience for Pathways and Voyages have started: Chicken Shed, Forty Hall, Oakhill College, Halo Dogs, Southgate school and Debohun primary school. 7 Victoria class continue to travel, with support on local transport in and about in the local area and have started a travel training programme.

Student Managed time continues to be a great success, students interact well with each other during these sessions and are developing valuable social interaction skills. On Friday afternoon students in all 5 sixth form classes have the opportunity to visit coffee shops and a range of other shops to buy food and other items.

We have had visits from employers who have spoken to students about a range of possible job options.

6 leavers this year have had meetings with KN regarding colleges and applications, visits to colleges have been made with parents and students to make the decision as to what their next steps will be upon leaving school.

Oaktree School has achieved 100% of the Talentino Compass SEND Gatsby Benchmark targets and will now move to gaining Compass +. We have been given £1000 by the careers and enterprise scheme to expand our employer talks and workshops. Talentino continue to support the school with careers and will support a Careers/Pathway fair in the Spring Term. Links have been established with Oaklands college and Waverley school. (Hoping to carry out work sessions at both places)

## Training



Senior mental lead health training for SC. Emotionally school based avoidance training for ZO (this will support the schools drive to improve attendance). CAHMS training for staff and SC to begin her Dyslexia diploma course to enable more confident borough wide support.

Sophia and Ellie, our SALTs, are continuing with bitesize training for LSA's and started the new year with a refresher on now and next which will be followed by the use of visual timetables and symbols and comic strip training. LSAs have had training on Makaton, iPads Grid 3 software, language boards and Widgit on Thursday afternoons, delivered by the Speech and Language team.

OK has continued with modelling best practice for Victoria staff every Friday (this has seen a significant improvement in both learning and behaviour from all students as a result).

All staff have had weekly training every Monday either on Read Write Inc phonics or on White Rose Maths. Both RWI and WRM consultants have been in this year and delivered a session to all staff. Most of their time was spent with the subject coordinator so that he could continue facilitating weekly meetings for all staff. Staff have also had training on Attention Autism, particularly relevant for Journey 1 students but interesting and useful for all staff to know about.

Teachers have had English and Maths moderation sessions, which were useful to devise the English and Maths sets, as well as PSHE moderation. Teachers also had training sessions on Thrive, e-safety, and colleges & destinations, in addition to practical sessions on report writing and Humanities week preparation.

All staff have also had an INSET morning with a focus on safeguarding (KCSIE 23/24) as well as the Journey 2 Project.

### Curriculum Development

The INSET session at the start of the Spring half term (Monday 8<sup>th</sup> January) was useful in bringing staff together and agreeing a general consensus around the idea of reshaping the curriculum offer for Journey 2 KS2/3 and KS4/5 classes. Staff were divided into groups and asked to brainstorm ideas that could improve the Journey 2 experience. Each group had a particular area to focus on - timetabling and subject areas; assessment trackers for Community Inclusion/Independent Living; Voyages & Pathways. Each group gave feedback on the content of their discussions and emailed the SLT a list of topics to consider. SLT have now compiled all the suggestions and created an action plan identifying priorities for Journey 2 and ensuring meaningful changes are effected in timely fashion for the start of 24/25.

Safeguarding training also occurred on the same day with a staff refresher and quiz on the key elements of KCSIE 2023.

## Premises and Finance

Please see Brenda's report for the main topics of discussion (including expansion).

## 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]

We have had no cases of racism or sexual harassment this academic year and one case of serious bullying during this term.

We have many children that are on CIN plans that receive a service from Cheviots. These are mainly short breaks services. A meeting will only be called if the package needs reviewing and then the school will be invited for our input.

We have many families that are living on the bread line and we have supported them over Christmas with food parcels and vouchers (thanks to LS and LW). We are a school that holds food vouchers and are able to distribute to the families when they ask or we think it may be time to offer. We have sent four home weekly for the next four weeks to a very needy struggling family that don't get free School meals and are in over £30k worth of debt that is being paid off £100 monthly which is also a struggle.

We now have more therapy based interventions than we have ever had which is supporting the demand for support with the young people's mental health which increased during Covid. Also the work being done by our Thrive Practitioner and the many years of experience many of our staff have who have also been completing the bite size Thrive training when offered. We also have a group of staff that meet weekly to talk about student behaviour and discuss and agree strategies for these students going forward to try and reduce the number of incidents we have which. We believe this should reduce the number of referrals we need to make and support our young people to thrive and reach best outcomes in school, including attendance. (Thank you LN for submitting this for the HT report).

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.