



Oldfield School: Long Term Plan 2014 – 19



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CONTEXT

MISSION STATEMENT:

'To be a school which celebrates the achievements of each and every individual.'

Since gaining Academy status in 2011, the school is proud of its direction and vision. Our recent focus has been very much on ensuring we offer the best quality Governance and Leadership to move the school upwards and onwards in offering 'Outstanding' Teaching and Learning, as identified consistently in our respective Ofsted reports over the last decade.

So, we are extremely pleased to present the Oldfield School Strategic Development Plan (SDP) 2014 - 19, which aims to give a clear and detailed overview of the direction, vision and progress planned for the next 5 year period. As with any Strategic Development Plan, this will then become an ongoing, regularly evaluated and extended SDP from 2019 and beyond to ensure the school continues to build on its successes and move from strength to strength.

The goal of this SDP is to ensure, as our Mission Statement states, that the child is at the forefront of all that we do and that that child is equipped with all the necessary lifelong skills and attributes to become an independent, globally-minded citizen, prepared for the 21st century.

In order to achieve this, the Senior Leadership Team and the Full Governing Body have collaborated to identify the 6 areas, which we are defining as pillars which underpin this vision, outlined to ensure Oldfield School's continued growth over the next 5 years and beyond.

VISION: 'To be a school which celebrates the achievements of each and every individual.'

CURRICULUM

PASTORAL
GROWTH
AND
INCLUSION

COMMUNITY
LINKS AND
RELATION-
SHIPS
(EXTERNAL)

PLANNED
DEVELOP-
MENT

ACADEMIC
EXCELLENCE

EFFECTIVE
WORKING
RELATION-
SHIPS
(INTERNAL)



PILLAR 1: CURRICULUM

At the heart of our discussions, has been the need to ensure Oldfield School's curriculum reflects the needs of the 21st century to equip our students with the necessary knowledge and skills to go on to flourish within our increasingly globalised society.

In practical terms, this means we are:

- i. Embracing and expanding technology both explicitly through a more varied technology curriculum, such as greater vocational subjects on offer, and also discretely through a greater focus on e-learning and improved, more streamlined communication systems
- ii. Raising the profile and importance of Modern Foreign Languages throughout the curriculum to reflect the intercultural society in which we live
- iii. Ensuring our curriculum reflects the needs of both boys and girls by expanding the GCSE and A Level options on offer
- iv. Expanding and enriching our extra-curricular programme to place emphasis on the vital holistic aspect of education
- v. 6th form: embedding an effective and comprehensive careers advisory programme into the curriculum to ensure our students can make informed choices for their future



PILLAR 2: PASTORAL CARE AND INCLUSION

Seeing students as individual learners and promoting a fully-rounded education of the child is at the forefront of our Mission Statement. To achieve this, we are concentrating on 3 key areas:

- i. Pupil Premium: we aim to track the progress and attainment of every student more closely, regardless of social demographical backgrounds, colour or creed, through a more comprehensive data assessment tracking system
- ii. Behaviour Management: we are introducing a more transparent and efficient system to maintain our high levels of behaviour, allowing for greater consistency, immediacy of follow-up and better home-school communication
- iii. Pastoral Team: in keeping with the emphasis we place on holistic education, we are building on our pastoral team and provision, allocating more time to support this goal
- iv. House System: we are launching a new House system in September 2014 to allow for greater social integration and encourage a positive and healthy ethos of competitiveness and community
- v. Counselling Programme: we will be building on and expanding the very effective links we already have with external agencies such as Mentoring Plus and CAMHS



PILLAR 3: COMMUNITY LINKS AND RELATIONSHIPS (EXTERNAL)

Any thriving and successful school depends on the relationships between and amongst its community and so this is a vital pillar at Oldfield School. We are looking to forge even stronger links between:

- i. Our feeder schools and other schools within the area: to foster an Oldfield family ethos, we are looking to make even stronger links not only with our feeder schools but with other schools in the local area
- ii. Universities and vocational educational providers: we aim for all of our students to be able to move on to a further educational path and / or training programme in the field of their choice and so we plan to build robust and effective links between the school and universities / vocational education providers
- iii. Our stakeholders and the school: we are actively inviting our stakeholders to come in and participate in the Oldfield community, whether it be governors coming into spend a day within a Faculty or our OSA getting together to help raise money for the school
- iv. Non-stakeholders in the community such as the media and local government: we want to raise the very positive profile of Oldfield school within the local and indeed national communities, through a series of public events and schemes
- v. Our alumni: our ex-students are testament to the high quality education here at Oldfield and an inspiration to our current students, so we want to forge even stronger links with our Alumni and invite them back into school more regularly



PILLAR 4: PLANNED DEVELOPMENT

In order to create a long-term vision for any school, it is vital to plan for site expansion and development to underpin the crucially important role of quality teaching and learning. At Oldfield School, we have looked at our priorities closely and divided them into the following categories:

- i. Student Numbers: we want as many students as possible to have the opportunity of benefitting from the Oldfield education and our plan, which we have already begun, is to move to an 8-form entry Y7 – 11 school throughout by 2018
- ii. Finance: with these planned increases in student numbers, there clearly must be a long term strategic financial plan to underpin this, which is a very important priority for the FGB / IAB
- iii. Buildings: we are already underway with the new Drama building, which should open in early 2015 and then our next focus is on our Technology project to equip Oldfield with cutting edge technological facilities
- iv. Efficient Staffing Structure: as with any successful, expanding institution, it is essential to ensure the best and most capable staff are in place within the correct staffing structure in order to achieve the best outcomes for all
- v. The Sixth form: likewise, as our first mixed cohort comes through, we anticipate a significant rise in our sixth form numbers to average approximately 200 students each year



PILLAR 5: ACADEMIC EXCELLENCE

Oldfield School has always been proud of its consistently high academic achievement, remaining considerably above the national average year on year. This is an aspect we naturally want to maintain and hopefully develop even further.

This can be achieved by focusing on the following key areas:

- i. **Continuous Professional Development:** in order to develop and retain well-motivated and gifted teachers, we place a tremendous amount of importance on CPD and we are looking to build on this even further
- ii. **Rewards and Recognition:** we very much believe in recognising and celebrating individual teacher's strengths and achievements in the ongoing field of raising student attainment. As a result, we have reviewed the pay policy with a view to continuously improve on our teacher retention rate.
- iii. **Levels of Progression:** we are extremely proud of our outstanding value added statistics and our aim is to have every student at Oldfield surpass their predicted academic targets in all subjects
- iv. **Promoting High Achievement:** having been top of the league table for state schools in BANES for 2013 and other years previously and having been rated 'Outstanding' in Teaching and Learning for many years, we now want to ensure we maintain this position and promote this aspect of the school across the community
- v. **Target Setting and Assessment Data:** with our new data assessment tracking system, we are adopting a much more proactive and individualised approach to monitoring student's progress and setting targets, so that we can set up early intervention / rewards where appropriate



PILLAR 6: EFFECTIVE WORKING RELATIONSHIPS (INTERNAL)

Like any effective and efficient institution, it is essential for the lines of communication between all stakeholders to run as smoothly as possible.

To achieve this, we are concentrating on the following four key areas:

- i. **Governing Body Developments:** having implemented our EFA action plan, we are looking to encourage greater governor engagement and understanding
- ii. **Working Relationships:** we have re-structured the line management system within the school, creating a much more transparent, open and accountable system
- iii. **Policies and Procedures:** where necessary, our policies have been reviewed, updated, amended and ratified, so they are relevant, up-to-date and open to all stakeholders for comment upon future reviews
- iv. **Efficient Practices (Computerised / Automated):** in keeping with the increasingly technological world, we are placing great emphasis on investment and training in different technologies from the classroom to our administration offices to create improved efficiency and effectiveness of operations