

## SCHOOL DEVELOPMENT PLAN (SDP) PRIORITIES 2025 - 26

The School Development Plan (SDP) has been written in response to the analysis of the schools Key Performance Indicators (KPI) and School Evaluation Form (SEF)

The SDP priorities are the key drivers behind the academies performance management process, which is closely monitored, planned for through extensive CPD and tracked for impact and scrutinised by Governors every term.

### Moral purpose

"Oakwood strives to inspire all learners to believe achieve and succeed so that we can change lives for the better and prepare our learners for a successful future."

### 3-year Strategic Plan (2025 - 2028)

1. Develop and embed a whole-school literacy strategy that strengthens vocabulary, phonics, and oracy across all subjects, with a focus on accessibility and impact for pupils with the lowest levels of literacy.
2. Review, refine, and embed a consistent whole-school pedagogical approach that is rooted in evidence-informed practice and implemented through high-quality CPD and coaching.
3. Staff Retention and Wellbeing: Improve workload, wellbeing, and CPD culture to retain skilled staff and promote further professional growth.

Quality of Education Section				
Overview of Priorities	Lead people	Timescale	Cost	Intended Impact
<p><b>1. Improve Literacy Across the Curriculum (KS2/3)</b></p> <p>Develop and embed a whole-school vocabulary strategy to improve literacy by consistently using subject-specific and high-frequency words across all subjects.</p>	LHN and JMN (leads), SMN, LSN, SLT	Summer 2026	CPD - *NPQLL	<p>Enhance literacy skills through consistent use of subject-specific terminology and high-frequency words</p> <p>Improve student engagement and understanding across subjects</p> <p>Foster a unified approach to vocabulary development across the curriculum.</p>

<p><b>2. Implement a Semi-Formal KS4 Curriculum</b></p> <p>Design and deliver a semi-formal KS4 curriculum focused on life skills and supporting smooth transitions to post-16 pathways.</p>	<p>JHR and JES (leads), SLT</p>	<p>Autumn 2026</p>	<p>CPD - £1000</p> <p>Curriculum budget (life skills dept) - equipment and resources</p> <p>Allocate additional transport funds to facilitate external learning opportunities and real-world experiences</p>	<p>We will have developed a bespoke semi formal curriculum pathway for a target cohort of pupils at KS4 which is suited to their needs and future transitional arrangements</p> <p>Clear progression routes from semi-formal to formal or supported pathways, ensuring continuity in learning and support post-16.</p> <p>Positive feedback from parents, carers, and receiving providers, indicating that pupils are well-equipped socially, emotionally, and practically for the next phase of their education or training.</p>
<p><b>3. Improve KS4 Outcomes</b></p> <ul style="list-style-type: none"> <li>Improve Key Stage 4 outcomes by expanding access to Level 1 vocational qualifications—particularly in technology and computing—to ensure 100% of option pupils achieve an accredited L1 qualification in 2027</li> </ul> <p>Continue to ensure that we are above national average for special schools in relation to A5 slots filled (Progress 5 and Attainment 5 measures)</p> <ul style="list-style-type: none"> <li>Raising Progress 5 scores in English and Maths to be at or above the national average for comparable schools over a three-year period.</li> </ul> <p>Current 2024 exam data shows:</p> <ul style="list-style-type: none"> <li>12% of pupils achieved Level 1 qualifications in English and Maths (national average over 3-year trend: 16.0%)</li> </ul>	<p>JMN, JES (leads), LSN, JBD</p>	<p>Summer 2026</p>	<p>CPD budget - staff training (new maths HOD)</p> <p>Curriculum budget - teaching resources for exam pathways.</p> <p>TA deployment. Use of HLTAs for core interventions.</p>	<p>All pupils leave Key Stage 4 with a recognised qualification, ensuring improved post-16 readiness, increased confidence, and access to further education, training, or employment.</p> <p>Improved Progress 5 scores in English and Maths, demonstrating that pupils are making sustained and accelerated progress across their qualification pathways.</p> <p>Narrowed attainment gaps between school performance and national averages for comparable settings, particularly for pupils working at Level 1 and Level 2.</p> <p>Strengthened curriculum offer that better meets the needs and aspirations of all learners, particularly those with SEND or on vocational pathways.</p> <p>High-quality teaching and targeted intervention become embedded practice in English and Maths, ensuring that all pupils receive the support and challenge they need to succeed.</p>

<ul style="list-style-type: none"> <li>2% achieved Level 2 qualifications in English and Maths (national average over 3-year trend: 2.7%)</li> </ul>				
<p><b>4. Embed a Consistent, Evidence-Informed Pedagogy</b></p> <p>Refine and embed a whole-school teaching framework supported by Step Lab coaching to improve classroom practice and pupil outcomes.</p> <p><b>SMART Target 1: Whole-School Pedagogical Framework</b> By the end of the Autumn Term, finalise and launch a refined whole-school pedagogical framework, aligned with evidence-informed principles, and share it with all staff through INSET and departmental meetings</p> <p><b>SMART Target 2: Step Lab Coaching Rollout</b> By Summer Term 2026, trial Step Lab coaching with a cohort of teachers as part of an action research project, evaluating its impact before rolling out to teaching staff, focusing on embedding core instructional strategies linked to the school's teaching and learning model.</p>	JMN JES (leads), SLT	Summer 2026	CPD  Steplab cost	<p>A clear and consistent approach to teaching and learning, tailored to meet planned outcomes across the curriculum</p> <p>Teachers confidently apply evidence informed strategies that support all learners</p> <p>Improved pupil engagement, progress and attainment</p> <p>A stronger culture of professional reflection and collaboration</p>
<p><b>5. Strengthen the Food Technology Curriculum</b></p> <p>Review and implement a sequenced Food Technology curriculum with appropriate staffing to support high-quality delivery from September.</p>	JES and CRR (leads), SLT	Summer 2026	CPD SLA	<p>Ensure a well-sequenced and engaging Food Technology curriculum is in place to meet pupil needs and national curriculum expectations</p> <p>Support a successful transition for new staff, enabling consistent delivery and improved pupil outcomes</p> <p>Increase pupil engagement in practical food education and develop essential life skills</p>

### Quality of Behaviour and Attitudes Section

Overview of Priorities	Lead people	Timescale	Cost	Intended Impact
------------------------	-------------	-----------	------	-----------------

<p><b>6. Improve Attendance in 'Cause for Concern' Band</b></p> <p>By July 2026, reduce the number of pupils in the 90-95.9% attendance band (currently 73 pupils, 27.9%) by implementing targeted support and intervention strategies, led by Heads of Year and the Attendance Team.</p> <p><u>Attendance bands (end of 2024/25)</u></p> <ul style="list-style-type: none"> <li>• Excellent attendance - 98%+ = 73 pupils (27.9%)</li> <li>• Good attendance - 96% to 97.9% = 53 pupils (20.3%)</li> <li>• Cause for concern - 90% to 95.9% = 73 pupils (27.9%)</li> <li>• PA - Below 90% = 62 pupils (23.7%)</li> <li>• Severe absence - Below 50% = 11 pupils (4%)</li> </ul> <p><b>7. Reduce Persistent Absence</b></p> <p>Maintain persistent absence (PA) at or below 17%, ensuring it remains under the national average, with regular monitoring and follow-up for pupils below 90% attendance.</p>	<p>CKG and HOY (leads), LCL, SLT</p>	<p>Summer 25</p>	<p>Inclusion Manager/ HOY/ Learning Mentors time</p>	<p>Increased overall attendance for pupils at risk of persistent absence, moving more pupils above the 90% threshold.</p> <p>Improved engagement, wellbeing, and academic progress for previously low-attending pupils</p>
<p><b>8. Embed Behaviour Watch as a Whole-School System</b></p> <p>By December 2025, ensure 100% of staff consistently use Behaviour Watch to record, monitor, and analyse behaviour incidents, with weekly reviews by Heads of Year and Form Tutors to inform targeted responses.</p>	<p>CKG &amp; HOY (leads), LCL, SLT</p>	<p>Summer 25</p>	<p>Inclusion Manager/ HOY/ Learning Mentors time</p>	<p>All teaching and support staff trained and confident in using Behaviour Watch. Reports to be reviewed by key staff. Half-termly review of behaviour trends to inform pastoral interventions and SLT decisions. network with other schools within the trust who already use behaviour watch.</p>
<p><b>9. Early Intervention for At-Risk Pupils in Years 9 and 10</b></p> <p>By April 2026, identify and implement personalised support plans for all at-risk Year 10 and 11 pupils showing signs of disengagement, with the aim of reducing alternative provision placements and improving long-term outcomes</p> <p>Current data shows 45 low level incidents (Year 9), 17 low level incidents (Year 10) over 52 days. We want a reduction in this.</p>	<p>CKG &amp; HOY (leads), LCL, SLT</p>	<p>Autumn 25</p>	<p>Inclusion Budget for intervention plans</p>	<p>Network with Arbour Academy and similar schools. Improved engagement, attendance, and behaviour for targeted pupils in Year 9 and 10. Reduced referrals to alternative provision by addressing issues earlier and more effectively. Use of systems for identifying early signs of disengagement using data and staff insight.</p>

## Leadership and Management Section

Overview of Priorities	Lead people	Timescale	Cost	Intended Impact
<p><b>10. Autism re -accreditation at Oakwood next academic year</b></p> <p>Secure Autism Accreditation in 2025-26 and further strengthen practice for pupils with autism and complex needs across the school.</p>	NSR and DJS (leads), SLT	Autumn 2025	<p>Cost for AA review.</p> <p>See AA action plan.</p>	<p>The school achieves re-accreditation from the National Autistic Society demonstrating that it meets high standards in autism practice.</p> <p>Pupils with autism and complex needs experience a consistently inclusive, structured, and supportive learning environment that enables them to thrive.</p> <p>Staff demonstrate a shared understanding of autism-specific strategies and implement them consistently across the curriculum and wider school life.</p> <p>Families of pupils with autism report high levels of confidence in the school's provision and communication.</p> <p>Autism support strategies are embedded into whole-school systems, contributing to improved engagement, regulation, independence, and pupil outcomes.</p>
<p><b>11. Develop Leadership Capacity and Support Across Middle and Senior Leaders</b></p> <p>Provide structured support and development for newly appointed senior and middle leaders, including Heads of Department in Maths and English, Head of Upper School, Inclusion Manager, and Assistant Headteacher (Behaviour and Attendance), to foster their professional growth, build leadership capacity, and enhance their effectiveness in driving whole-school priorities.</p>	DJS, CKG, JES, JMN (leads), Team Leaders	Summer 2026	<p>CPD</p> <p>Cover time to support</p>	<p>Improved leadership effectiveness at both middle and senior levels, leading to stronger curriculum planning, teaching, and pupil support across key areas such as Maths, English, behaviour, attendance, and inclusion.</p> <p>Increased confidence and capability of newly appointed leaders to drive school improvement initiatives aligned with strategic priorities.</p> <p>Greater consistency in the implementation of policies and expectations, particularly in core subjects and pastoral systems.</p> <p>Improved outcomes for pupils through more responsive and proactive leadership in key areas of academic and pastoral provision.</p> <p>Stronger succession planning and long-term leadership sustainability across the school.</p>
<p><b>12. Embed Arbor MIS to Support Progress Tracking and Curriculum Planning</b></p>	JES JMN JPR (leads), Team Leaders, SLT	Summer 2026	<p>Insights software</p> <p>Cover time</p>	<p>Improved assessment and progress tracking for complex learners, enabling teachers and leaders to identify small but meaningful steps of progress and respond with appropriate support or challenge.</p>

<p>To use Arbor to assess small-step progress for complex learners and improve data analysis to inform planning and intervention.</p>				<p>Enhanced data literacy and analytical capability among Heads of Department, supporting more informed curriculum planning, targeted intervention, and evaluation of pupil outcomes.</p> <p>More effective and timely decision-making at all leadership levels, driven by accurate, accessible, and actionable data from Arbor MIS.</p> <p>Greater consistency and efficiency in how progress data is used across the school, leading to more joined-up support for pupils with SEND or working below age-related expectations.</p> <p>Stronger accountability and evaluation of teaching impact, with subject leaders using Arbor insights to monitor and improve classroom practice.</p>
<p><b>13. Strengthen TA Practice Through a Consistent Mental Model</b></p> <p>Develop and embed a TA mental model focused on evidence-based strategies, feedback, and professional growth through StepLab and performance management.</p>	<p>RJS, DJS (leads) JES JMN, CKG, SLT</p>	<p>Summer 2026</p>	<p>StepLab cost</p>	<p>Improved effectiveness and consistency of Teaching Assistant support in classrooms, leading to better outcomes for pupils, particularly those with additional needs.</p> <p>Greater TA confidence and professional understanding of high-impact strategies such as scaffolding, prompting, and feedback.</p> <p>Stronger alignment between TA practice and teaching priorities, resulting in more cohesive support for pupils and improved classroom dynamics.</p> <p>Clearer expectations and accountability through specific, meaningful performance management targets linked to the TA mental model.</p> <p>Enhanced professional growth and retention of TAs through structured mentoring, coaching, and feedback, supported by the StepLab platform.</p>

### Quality of Personal Development Section

<p style="text-align: center;">Overview of Priorities</p>	<p style="text-align: center;">Lead people</p>	<p style="text-align: center;">Timescale</p>	<p style="text-align: center;">Cost</p>	<p style="text-align: center;">Intended Impact</p>
<p><b>14. Improve Communication with Parents About Pupil Achievement</b></p> <p>Establish an effective and consistent method for sharing each pupil's personalised learning journey, achievements, and wider participation with parents and carers.</p>	<p>DJS (lead), HOD, SLT</p>	<p>Spring 2026</p>	<p>EFL</p>	<p>Strengthen parental engagement through clear, regular communication of pupil progress and achievements</p> <p>Provide parents with a broader understanding of their child's academic and personal development</p>

				Support a stronger home-school partnership that reinforces learning beyond the classroom
<p><b>15. Strengthen Pupil Voice Through School Council Initiatives</b></p> <p>Strengthen the impact and visibility of the School Council by increasing pupil-led initiatives, such as a newsletter and fundraising projects, to promote student voice across the school.</p>	JES (lead), School Council group,	Spring 2026	SLT and LM time	<p>Empower pupils to lead and contribute meaningfully to school life through visible, purposeful initiatives</p> <p>Raise the profile of the School Council as a key platform for student voice and leadership</p> <p>Enhance whole-school engagement through pupil-led communication and charitable activities</p>