



Oak Bank School

Prospectus 2024



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#OakBankFamily
#EducationForLife
#Respect&Potential

Dear Prospective Parents and Carers,

At Oak Bank School, we are proud to be part of a vibrant and supportive family culture where every child is placed at the heart of everything we do. Our commitment to child-centred education ensures that each pupil is nurtured, valued, and empowered to achieve their full potential.

We strive to create a safe, inclusive, and inspiring environment where pupils thrive academically, socially, and emotionally. By offering a broad and balanced curriculum tailored to individual needs, we open doors to new opportunities and help shape confident, well-rounded young people ready for the future.

Joining Oak Bank means becoming part of a community that celebrates every success and supports each challenge with compassion and care. We look forward to welcoming you to the Oak Bank family.

Warm regards,
Mr. Phil Collier
Headteacher



Our Vision

Oak Bank School is a Single Academy Trust that works with pupils who have Social, Emotional and Mental Health needs. Our **strategic intent** will ensure we are the high performing SEMH school of choice for the local community and bordering authorities.

We are proud to have been recognised as an **Outstanding** school in all areas of the Ofsted inspection frameworks in 2015 and 2019, and to have been acknowledged in 2024 as continuing to deliver at this exceptional standard. For over a decade, we have consistently provided high-quality education, achieving life-changing outcomes for pupils with complex social, emotional, and mental health needs.

Our Core Purpose

At Oak Bank, our core purpose is to provide each pupil with an Education for Life. We value and respect every individual, focusing on developing their SEMH (Social, Emotional, and Mental Health) and nurturing their unique abilities to reach their full potential in a caring and orderly environment.

Strategic Intent

We believe a great school never stands still. At Oak Bank, we are committed to:

- Treating pupils with dignity and respect, ensuring equality of opportunity for all.
 - Raising pupils' self-esteem through positive reinforcement and encouragement.
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- Recognising that every pupil has the potential for growth, positive qualities, and the right to an outstanding education.
 - Holding high expectations and aspirations, believing that all pupils can learn and achieve.
 - Safeguarding and promoting the welfare of all pupils, and expect all those we work with to share in this commitment.

We hope the information provided in this pack helps answer some of the initial questions you may have about the school. If you would like further information, you can visit our website

(www.oakbank.beds.sch.uk) where you find further information or don't hesitate to contact the school directly.

How Oak Bank can meet identified SEMH need?

At Oak Bank School your child will receive support to increase their engagement in learning this is underpinned by a whole school approach characterised by:

- Every child being respected and treated as an individual
- being allowed
- All staff knowing children
- Incorporating restorative approaches, a focus on understanding not blame
- Continuous improvement, growth mind-set ethos
- Empowering pupils to take responsibility for their learning and preparing young people to be independent
- An environment that is predictable and reliable
- A holistic, interdisciplinary approach
- Activities designed to promote strong relationships with peers and staff
- Activities that are relevant to pupils

We achieve this by having small class sizes, a highly supervised environment, a high staff to pupil ratio and by building positive professional relationships. The school offers a unique SEMH (Social, Emotional, and Mental Health) approach within Central Bedfordshire. Our highly qualified staff provide dedicated mental health and wellbeing counselling, alongside access to a clinical psychologist, ensuring comprehensive support for all pupils.

The school strives to provide a positive experience, fostering trusting relationships with staff in a safe and secure environment. Our approach is grounded in principles of positive living, self-understanding, and consideration for others. We create a nurturing environment based on Maslow's hierarchy of needs, ensuring pupils are ready for learning by meeting their basic needs first.

Each pupil is assigned a Keyworker, a trusted adult who offers consistent support and builds positive relationships. Pupils begin the day with breakfast and an

opportunity to engage with their Keyworker, who assesses any additional support or adjustments needed.

Our behaviour management system, praised by Ofsted (April 2019) as highly effective, applies clear, consistent expectations and rewards. Behaviour is monitored through BehaviourWatch, ensuring immediate feedback and consequences. Daily enrichment activities reinforce positive engagement, behaviour, and learning, with rewards highly valued by pupils.

Curriculum Vision

At Oak Bank School, our curriculum is designed to empower every pupil to excel, regardless of their starting point or background. It is ambitious, inclusive, and aims to equip pupils—especially those with SEND or high needs—with the knowledge and cultural capital they need to succeed in life.

Since establishing our Sixth Form in 2015, we have expanded opportunities to support the diverse aspirations of our pupils. As noted by Ofsted (2019), “The curriculum is interesting and wide-ranging. The external provisions pupils attend are thoughtfully matched to their interests.”

We are proud to offer a curriculum that is:

- **Broad and Ambitious:** Grounded in the National Curriculum, our programme promotes intellectual, moral, and physical development, ensuring all pupils have access to an academic education where challenge and success are prioritised.
 - **Knowledge-Rich:** Pupils gain core and powerful knowledge to expand their understanding beyond their own experiences.
 - **Intelligently Planned:** Sequentially designed to ensure progression and clarity in learning, helping pupils understand what ‘getting better’ at a subject means.
 - **Culturally Enriching:** Pupils are exposed to global experiences through arts, music, sports, and extracurricular activities.
 - **Reading-Focused:** A love of reading is fostered as a gateway to the full curriculum.
 - **Context-Specific:** Supports pupils who are not yet secondary-ready, allowing them to rapidly catch up while broadening their horizons.
 - **Values-Driven:** Instilling respect, kindness, and a drive for excellence in all aspects of school life.
 - **Appropriate:** Tailored to meet pupils’ maturity and knowledge levels.
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Curriculum Implementation

Our teachers and leaders are committed to excellence in curriculum delivery. They:

- Present subject matter clearly, fostering discussion and systematically checking understanding.
- Adapt teaching to meet the needs of learners while maintaining high expectations.
- Use assessment effectively to embed knowledge and guide future teaching.
- Create a focused and supportive learning environment that reflects our ambitious curriculum goals.

A rigorous approach to reading ensures all pupils, particularly those at the early stages, develop confidence and enjoyment in reading.

Personal Development

The curriculum goes beyond academics, nurturing resilience, confidence, and independence while promoting physical and mental well-being. Pupils are prepared for life in modern Britain through:

- Understanding British values and diversity.
- Celebrating shared values and promoting respect for protected characteristics.
- Developing character and the skills to contribute positively to society.

Our values-driven curriculum, embedded through our *ASPIRE Skills*, fosters a strong sense of community and helps pupils develop the social and emotional tools for success.

Enrichment

We offer a wide range of enrichment activities, from academic to creative and physical pursuits, ensuring every pupil has access to memorable experiences that enhance their learning. Visits to museums, universities, and sports events broaden horizons, while pupil participation is tracked to ensure inclusivity.

Sixth Form and Beyond

Our Sixth Form provides a personalised education tailored to pupils' aspirations, offering a continuation of the strong academic and pastoral support they receive at Oak Bank. Pupils engage in accredited courses, including GCSEs and vocational qualifications, while also developing the independence, social skills, and resilience needed for adult life.

By fostering ambition and equipping pupils with the tools for lifelong learning, Oak Bank ensures every child is prepared to succeed and contribute positively to their community.

For more information, please contact the Deputy Headteacher for Quality of Education at: sbowen@oakbank.beds.sch.uk.

Personal property

All our pupils are advised not to bring personal items with them into school.

However, if pupils do bring in any personal items we will look after them for the time they are in school. When the pupils arrive in the morning they will be asked to hand over any personal belongings e.g. phone, keys, money. This also includes any forbidden items e.g. cigarettes. Items will then be locked away labelled with the pupil's name and kept secure for the day. Any items of outdoor clothing will also be hung up and locked in the pupil's cloakroom.

All items will be returned at the end of the day, unless confiscated for any reason, in which case items will be kept in the school safe until a parent or carer is able to collect in person.

Transport

There is no automatic entitlement for pupils with an Education, Health and Care Plan. However, transport may be provided by the local authority if you live further than the statutory walking distances which are:

2 miles from the school if they are under
8

3 miles from the school if they are 8 or
older

The statutory walking distances are measured by the shortest available walking route.

If your child lives under the statutory walking distance but their needs would mean it was unsafe for them to walk even when accompanied by an appropriate adult, then transport may also be provided.

If you need to contact School transport please use the following contact details.
Transport Commissioning and Entitlement Team.

Tel: 0300 300 8339

Email: school.transport@centralbedfordshire.gov.uk

Structure of the School Day

	Monday - Thursday		Friday		
Time	Mins	Activity	Time	Mins	Activity
9.45-10.10	25	Breakfast/Key worker	9.45-10.10	25	Breakfast/Key worker
10.10-10.50	40	Lesson 1	10.10-10.50	40	Lesson 1
10.50-11.30	40	Lesson 2	10.50-11.30	40	Lesson 2
11.30-12.10	40	Lesson 3	11.30-12.10	40	Lesson 3
12.10-12.30	20	Lunch sitting 1	12.10-12.30	20	Lunch sitting 1
12.10-12.50	40	Lesson 4A	12.10-12.50	40	Lesson 4A
12:50-1:10	20	Lunch sitting 2	12:50-1:10	20	Lunch sitting 2
12.30-1.10	40	Lesson 4B	12.30-1.10	40	Lesson 4B
1.10-1.50	40	Lesson 5	1.10-1.20	10	Tutor
1.50-2.25	35	Lesson 6	1.20-3.00	100	Enrichment
2.25-3.00	35	Enrichment			

STAFF LIST 2024-2025

Senior Leadership Team	Head Teacher	Philip Collier
	Deputy Head	Rachael Freer
	Deputy Head	Samantha Bowen
	Assistant Head/Head of 6th Form, Post 16, External Provision and Voc. Ed	Samantha Clayton
Extended Leadership Team	Business Manager/Chief Financial Officer	Louise Burton
	Site Manager	Chris Evans
	Outreach & Strategy Lead	Jan Lowe
	Senior Teacher/Head of English	Christine Longfils
	Senior Teacher/SENCo	Victoria Rankin
Teaching Staff	General Teacher	Mohammad Amir
	Careers Teacher & Post 16/18 Lead (UQT)	Steve Ball
	General Teacher (UQT)	Paul Batchelor
	General Teacher (UQT)	Catherine Billingham
	General Teacher (UQT)	Pete Blaxley
	General Teacher/Head of Voc Ed	Hayley Chewter
	General Teacher	Katie Draper
	General Teacher	Liz Goldney
	General Teacher	Stephen Heavisides
	General Teacher/Head of Maths	Hayley James
	General Teacher (UQT)	Daniel Jenkins
	General Teacher	Claire Kelly
General Teacher/Assistant SENCo	Vicki Kemp	

	General Teacher/Head of PE	Anna Larkins
	General Teacher	Laura Laverty
	General Teacher (UQT)	Steve McConnell
	General Teacher (ECT)	Sarah McLynn
	General Teacher (UQT)	Kayleigh Neale
	General Teacher	Chris Polley
	General Teacher	Lisa Record
	General Teacher/Head of Science	Muhammad Shah
	General Teacher/Head of KS2	Nick Sheldon
	General Teacher/Head of ASDAN	Jamie Stead
	General Teacher	Marc Tindall
	General Teacher	David Trendell
	General Teacher (UQT)	Charlie Warby
	Outreach Advisory Teacher	Katherine Yapp
Teaching Assistants	Teaching Assistant	Amanda Ayling
	Teaching Assistant	Azim Begum
	Teaching Assistant	Joseph Bidlake Hull
	Teaching Assistant	Ian Backhouse
	Teaching Assistant	Deborah Brown
	Teaching Assistant	Emily Bygrave
	Teaching Assistant	Hannah Connolly
	Teaching Assistant (Level 3)	Amber Cootes
	Teaching Assistant	Laura Coppin

Teaching Assistant	Kirsty Cristofoli
Teaching Assistant	Siann Darabi
Teaching Assistant	Michael Davis
Teaching Assistant (1:1)	Sarah Dias
Teaching Assistant	Jenny Dodd
Teaching Assistant (Level 3)	Elizabeth Fitzgerald
Teaching Assistant (Level 3)	Samantha George
Teaching Assistant (Level 3 - Animal Care)	Bailey Hearne
Teaching Assistant (PE)	Stuart Hedge
Teaching Assistant (Level 3)	Charmaine Isley
Teaching Assistant	Maia Johnson
Teaching Assistant (1:1)	Nicola Jones
Teaching Assistant	Lisa Kearney
Teaching Assistant	Emily Martin-Redding
Teaching Assistant	Mike Parkes
Teaching Assistant	Nicola Peach
Teaching Assistant	Alex Pryor
Teaching Assistant	Johanna Sach
Teaching Assistant	Adam Smart
Teaching Assistant	Carey-Ann Steel
Teaching Assistant (Level 3)	Sophie Ward
Teaching Assistant	Sally West-Robinson
Teaching Assistant (Level 3)	Amanda Willis

	Teaching Assistant	Morgan Winter
Home Tutor/External Staff	Home School Tutor	Lisa Baker
	Home School Tutor	Tamara Gordon
	Home School Tutor	Pipa Bruckland
	External Provision Support	Linda Callaghan
	External Provision Support	Sarah Drake-Hammond
Behaviour Support Team	Operational Behaviour Lead	Rachael Pirotta
	Lead House Behaviour Support Worker	Wesley Nottingham
	Behaviour Support Worker	Curtis Cutler
	Behaviour Support Worker	Carly Dyer
	Behaviour Support Worker	Sam Hubbard
	Behaviour Support Worker	Shaun Nottingham
	Behaviour Support Worker	Samantha Tansley
	Behaviour Support Worker	Abbi-Louise Halfpenny
	Behaviour Support Worker	Lisa Downing
	Behaviour Support Worker	Hannah Sweeney
Office/Support	Human Resources Manager	Lynette Grogan
	Office Manager	Julie Drosihn
	Office Administrator	Diane Rankin
	Office Administrator	Nikki Beaney
	Exams Officer	Victoria Pitchford
	Finance Assistant	Susie Bigrave
	ICT Technician	Michael Gurney

	ICT Technician	Dave Marden
	Kitchen Manager	Terena Connolly
	Kitchen Assistant	Marion Kilner
	Kitchen Assistant	Kimberley Spurr
Safeguarding and Student Support Team	Safeguarding Lead Professional	Hayley Blount
	Deputy Safeguarding Officer	Rory Finley Day
	Intervention Coordinator	Heather Ellams
	Autism House Lead	Olivia Goldney
	Family Engagement Officer	Leanne Cresswell
	Well-being Mentor	Ian Ball
	Well-being Mentor	Amy Knight
	Clinical Psychologist	Dr. Faye Bellanca

School Uniform

We are proud of our school and as such we expect all pupils to wear our school uniform.

- White polo top with the school badge
- Navy V-Neck jumper with the school badge or
- Navy V-neck Cardigan with the school badge
- Black school trousers (No jogging bottoms or denim)
- Plain black school shoes or black trainers

PE Kit

- Navy polo top with school badge
- Black tracksuit bottoms
- Black Shorts (optional)
- Black lightweight jacket (optional)
- Appropriate trainers

Level 2

Level 2 pupils will initially wear the same uniform as above with the badge indicating Level 2 status; we have agreed for any girls that reach Level 2 they will also be able to choose to wear black skirt and thick black tights.

We provide all pupils with their first 2 polo shirts, a choice of outer garment and PE Kit free of charge.

If you require further uniform, you can download a form on the website (Parent's Section) and send it into the school office or speak to your child's Keyworker.

Lunch arrangements

All pupils are welcome to eat lunch in the school dining room; either their own packed lunch or a meal provided by the school's catering staff. School lunches are charged at £1.80 per day (£9 per week). Payment must be made to the school office at the start of every week in cash, or cheque payable to 'Oak Bank School'.

Key stage 2 pupils eat in their own area.

Arrangements can be made for pupils requiring a special diet for health or religious reasons and a vegetarian meal is always available.

Free School Meals

Your child will get a free school meal if you receive a qualifying benefit, and your child is either at school, studying in further education or at a Sixth Form college.

Qualifying benefits to receive free school meals

The qualifying benefits to receive free school meals for children in Year 3 and over are:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit, and your annual gross income does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs)
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit (during the initial roll-out of this benefit)

How to apply for free school meals

If you think you meet the free school meals eligibility criteria, you need to call the Local Authority on 0300 300 8306. When you call to apply for free school meals, please have the following information ready:

- National Insurance numbers and dates of birth for you and your partner
- Dates of birth for your children
- If you receive support from the National Asylum Support Service, your NASS number

Medication in school

To ensure the information we have in school remains up to date and accurate we ask all parents and carers of children with a medical condition to help us by completing a Medication Information and Record Form for their child.

Please make sure you inform us of any changes to your child's medication or medical condition. This includes any changes to how much medication they need to take and when they need to take it.

Paracetamol

In order to administer Paracetamol, we must have written authorisation from the child's parent/carer. If we do not gain written authorisation, we will be unable to administer the medication.

The school can supply the paracetamol, but any other medication must be supplied by the parent/carer with the pupil's name clearly printed on the box.

The information provided will be kept confidentially in school.

How to contact us

Oak Bank School
Sandy Lane Leighton
Buzzard Bedfordshire
LU7 3BE

Telephone: 01525 374559

Email: schooloffice@oakbank.beds.sch.uk

In the first instance please contact the school by the details above, which is the main school office.

If you would like to speak to your child's Keyworker or a specific teacher, please ask the office staff.

If you would like to come into school to see to speak to a member of staff, please make an appointment with the school office.

Out of school hours there is an answer machine on the above number.

Teacher to Parent Call

The school uses Teacher to Parent Call to make first day responses or to send relevant information and messages to you; these will come to your mobile phone via text message. If we have your email address we will also send this information via email.

Information about the school can also be found on our School website page and Facebook.



Oak Bank School

An outstanding learning community

**Respect,
Growth,
Achievement.**

The Oak Bank Promise.
