



Oakbank
School

SCHOOL PARENT GUIDE

2026-27



GREENSHAW
LEARNING TRUST

Section 1: ABOUT OAKBANK SCHOOL

1 - HEADTEACHER WELCOME	3
2 - WHAT DO WE BELIEVE?	4
3 - WHAT DO WE WANT?	5
4 - WHAT OUR STUDENTS SAY	6
5 - WHAT OUR PARENTS SAY	7
6 - WHAT OUR STAFF SAY	8

Section 2: OUR APPROACH

1 - SAFEGUARDING	10
2 - BEHAVIOUR	10
3 - ATTENDANCE	12
4 - TEACHING	14
5 - SEND	18
7 - CHARACTER EDUCATION	21
8 - SPORT	22
9 - RAISING STANDARDS	23

Section 3: OUR SCHOOL STRUCTURES

1- TIMINGS OF THE DAY	24
2 - GREETINGS	25
3 - READY FOR LEARNING CARDS	26
4 - TUTOR READING	27
5 - ASSESSMENTS	28
6 - HOMEWORK	29
7 - REWARDS	30
8 - DETENTIONS	31

Section 4: OPERATIONAL INFORMATION

1 - KEY CONTACTS	32
2 - SAFEGUARDING TEAM	34
3 - TERM DATES	35
4 - MY CHILD AT SCHOOL & PARENT PAY	35
5 - ABSENCE PROCEDURE	36
6 - UNIFORM	38
7 - EQUIPMENT	46
8 - PE KIT	49
9 - BANNED ITEMS	50
10 - PARENT / CARER FEEDBACK	53



Section 1: ABOUT OAKBANK SCHOOL

1 - HEADTEACHER WELCOME

Dear All,

I am delighted to welcome you to Oakbank School. Oakbank School was transferred to the Greenshaw Learning Trust in September 2025. The Greenshaw Learning Trust has a reputation for providing high-quality education, and as a proud member of the trust, we are a community defined by a knowledge-rich culture where every student thrives.



Our focus has been, and will continue to be, rapid and sustainable improvements, ensuring that school life is an appropriate balance of hard work and fun. Together, we share best practices, provide mutual support, and continuously learn from one another, all while nurturing and developing the unique character of our school.

Our core values of Work Hard, Be Kind are the foundation of our collective commitment to a higher-performing school environment. We believe that providing students with powerful knowledge is a matter of social justice. We empower our students with the "cultural capital" necessary to have genuine choices in their lives. We strive for excellence because we want our students to lead lives of opportunity.

We believe in working together to ensure that our community supports one another and challenges one another to be the 'best' version of ourselves, not because we have to improve, but because if we do, the potential is endless. We believe in our vision for students and staff, and strive to retain our moral compass when making decisions, to foster an open, inclusive, safe and happy community at Oakbank..

We are incredibly proud of our wonderful school community. We have made great strides in recent times to become a highly successful school, and we will not rest in our ambition of being the best that we possibly can be. We will continue to build on this in September 2026.

This guide contains some vital operational information as well as an overview of our core beliefs and vision for the school. Please read it! More information and a digital copy of this guide are available on our website.

Warm regards,

Rob Gerrard



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2 - WHAT DO WE BELIEVE?

We believe that there is no ceiling on what children can achieve under the right conditions.

We believe that every child deserves to attend a school that will support them to become kind, successful, sociable, conscientious, hard-working adults who have choice and agency over the rest of their lives and who care deeply about their local community and want to lead in it.

We believe that under the right conditions, every child is capable of climbing their own personal mountain to one of the very best universities in the country or careers of their choosing. We know and understand that this can be challenging; however we also know that where the expectations are raised for children, they always rise to meet them. We believe that to undertake this climb successfully children must be kind, confident, resilient and hard working.

We believe in the power of the Shinfield community and beyond that want them to be truly proud of the school that we have built together.

We believe that the key to choice and opportunity in the future is the combination of great character and excellent academic outcomes.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future. More information about the Greenshaw Learning Trust can be found [here](#).



3 - WHAT DO WE WANT?

We want every child, regardless of background or individual need, to thrive academically. We want them to know that education is for them, that the classroom is a place where they belong.

We want our school to be a place where students and staff are happy and feel a sense of belonging.

We want our school to be a safe, welcoming, inclusive and supportive environment for students, staff and families.

We want our school to be a community; we want parents, carers, siblings, family friends, extended family - all those involved in raising our students - to feel that they are part of our community.

We want our community to be inclusive, proud of its diversity.

We want our students to be confident young people, who live safe, healthy and fulfilling lives.

We want students to experience learning beyond the classroom and to develop curiosity and interests of their own.

We want students and community members to feel their voices are heard and have their say. We want our students to learn how to use their voices and articulate their ideas confidently.

We want consistency, clarity and fairness in our approach, so that students know what to expect and what is expected of them.

We want students to take pride in themselves and everything they do. We want them to feel a strong sense of self-worth.

We want to be the school of choice for all children in Wokingham and your local school of choice.

We want to build relationships with local Greenshaw schools including Hartland High Sixth form.



4 - WHAT OUR STUDENTS SAY

In July 2026, we partnered with Lorefully to give students a safe and anonymous opportunity to share their thoughts about their experiences at Oakbank School throughout the 2025–26 academic year. Below are some of the powerful comments our students shared about life at Oakbank School.

"I enjoy seeing my friends, and I enjoy the lessons. They are engaging, and the reward system is great because if you work hard, you actually get rewarded."

"What I enjoy about coming to school is meeting my friends, learning new things, lessons and stuff like that."

"What I enjoy about coming to school is the prizes and things we get, and the education now that Greenshaw has come, it is actually getting to a good level."

"Since September 2025, it has gotten a lot better. Doing really well in lessons actually has rewards now, with gold, silver and bronze, so it is pretty cool."

"My experience at Oakbank School has been amazing. When I came here this year in January, I really appreciated how much they greeted me. I made new friends quickly and got comfortable."

"The school has been doing a lot better ever since Greenshaw arrived. Before, I was not really learning much, but now the school is better overall."

"The other thing would be how understanding the teachers are, because even in tricky situations, they find a way to calm you down."

"I have had a bit of fun at Oakbank School, especially at break and lunch."

"My learning has got a lot better now, and I am a lot happier now that I am here."



5 - WHAT OUR PARENTS SAY

In May 2026, we asked our parents for feedback as part of our Parent Voice Survey. Below are some of the encouraging comments our parents shared about their experience with Oakbank School for the academic year 2025/26.

"Thank you for everything you have done so far. We're so grateful to finally have such a great school on our doorstep."

"Overall, I have been incredibly impressed by the transformation at Oakbank."

"Receiving positive phone calls from my son's teachers has been really encouraging and greatly appreciated."

"My son is much happier, says there is far less disruption in lessons, and is enjoying learning, even though he finds some subjects challenging."

"Whenever schools come up in conversation, I always tell people how well Greenshaw Learning Trust has transformed Oakbank."

"The clear and consistent approach to behaviour has made a real difference, allowing children who want to learn and succeed to do just that."

"The appointment of strong subject specialists has given our Year 11 students the great teaching they deserve as they prepare for their GCSEs."

"The transition to Greenshaw Learning Trust has been managed exceptionally well and has been much smoother than I expected."

"The pace of improvement has been impressive, and my daughter has benefited far more than I anticipated."

"My child is genuinely happy at Oakbank and has grown in confidence throughout Years 7 and 8. That reflects the positive environment, dedicated staff and welcoming student community."



6 - WHAT OUR STAFF SAY

"There was a time when walking into school could fill one with anxiety, but since GLT stepped in, a profound sense of peace and pride has been restored at Oakbank. I have seen Oakbank transform into a vibrant, warm space filled with joy, curiosity, and genuine learning. For the first time in a long time, staff and students walk through the gates feeling deeply safe and truly valued. Students are excited to learn, well behaved and have made such wonderful progress in such a short time. I am excited for what the future has in store for us and I am proud to be a part of this school community!" - **Ms Quarcoo, English Teacher**

"Since starting at Oakbank, I really like the sense of belonging that Oakbank has placed a significant emphasis on. This is something that I feel many schools, including some of my own when I was a student, lack. I have thoroughly enjoyed the support and development here as a teacher, surrounded by welcoming staff and students." - **Mr Gale, Geography Teacher**

"The improvement I have witnessed and been a part of over the last year has been incredible. I have never known students to work as hard as they are now while also having the highest standards of behaviour. The school's expectations have been raised dramatically and I know that students are already benefiting from this." - **Mr Smith, Head of Maths**

"I now feel empowered to make decisions that have a genuine, positive impact on my students. Oakbank is a place where I feel safe, supported and valued as a teacher, and I look forward to coming to work every day. I am excited about the opportunities we have to make a meaningful difference in our local community, and it is truly inspiring to see the enthusiasm and excitement for learning growing in our students every day." - **Mrs Shaughnessy, History Teacher**



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Section 2: OUR APPROACH

1 - SAFEGUARDING

“Effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of the most vulnerable children.” Working together to safeguard children, 2023.

The safety and wellbeing of our students is the school’s number one priority. We know that our students thrive in an environment where they are safe, successful and known.

This means that children are accounted for throughout the school day through rigorous attendance procedures.

This means that we support all children to access every part of the school day.

This means that we understand the importance of consistency and boundaries for all students.

This means that we see it as our obligation to ensure that every child accesses a full education characterised by high quality teaching, excellent character education and a broad enrichment and raising aspirations offer.

This also means that we work hard, with families, to ensure that every child attends school, every day.

This means we create an environment in which students can trust members of staff and feel able to talk to them. We do not judge. We do not criticise.

This means that we teach our staff how to provide a ‘warm-strict’ persona, with professionalism and friendliness. This means that we provide frequent and comprehensive safeguarding training for all staff.

There are a number of ways students and parents can report concerns.

- Tell a member of staff about it if you’re in school
- Email safe@oakbankschool.co.uk
- Make an online report using the school's “Report it” facility on the school website.

More information about safeguarding can be found on the school website under the Safeguarding page [here](#).



2 - BEHAVIOUR

1/4 of a students' learning time is taken away by distractions and misbehaviour - National Behaviour Survey, Department of Education

Good behaviour is essential to ensuring every child is **safe, successful and known** in the school.

Good behaviour is the **responsibility of everyone**.

Every student in the school deserves **disruption free learning**. This means that we promise the entire community, parents, children and teachers that they will be able to learn and teach without disruption. This means that in lessons, when children receive a warning, they use this to improve their behaviour. If their behaviour continues to be disruptive after one warning they are removed from class. All of our rules apply to every child in the school.

We teach children our routines, ensuring they have the very best chance of success and know how to access every part of the school day.

Expectations of students

- Arrive on time to school and lessons in an orderly manner
- Enter classrooms silently, organise equipment and begin the Knowledge Is Power (KIP) Quiz on their mini-whiteboards
- Move from lesson to lesson with pace and purpose, following the one-way system
- Listen attentively in lessons whilst the teacher speaks
- Raise your hand to ask a question without calling out
- Answer politely and bravely when spoken to by a teacher (mistakes are fine and a key part of learning!)
- Work exceptionally hard, every minute of every lesson of every day
- Respect the school environment and resources
- Attend the Ready for Learning Centre (RfL) if referred by a member of staff.



Attending RfL

RfL is an essential measure for:

- Ensuring there are clear boundaries for students
- Maintaining a safe, calm environment in the rest of the school, where all students can learn
- Creating a space in which students can reflect on their conduct

Students are sent to RfL for receiving two warnings in lessons, for receiving three signatures on their RfL cards for talking in line, for refusing to correct incorrect uniform, and for significant breaches of the school's behaviour policy.

While in RfL, students are expected to work independently in silence, and produce a minimum of two pages of high-quality work per lesson. Students can have their time in RfL reduced if they demonstrate that they are working hard and receive no warnings for further poor behaviour. Students can also have their time in RfL extended if they continue to demonstrate they are not ready for learning.

We support students in RfL by:

- Providing a clear curriculum so that students can work, which links to the curriculum in lessons
- Ensuring they have the opportunity to speak to a member of staff when they arrive at RfL
- Where appropriate, providing the student with the opportunity to speak with a relevant member of staff. We will be increasing our Mountain rescue provision as part of this.
- Ensuring students have the opportunity for toilet breaks
- Enabling students who have a particular intervention, such as ELSA, DI English and Maths, or Mountain Rescue, to attend that lesson as normal, as long as their conduct is appropriate.



3 - ATTENDANCE

Attendance at school is the responsibility of everyone. In order for children to be successful they must attend school regularly and on time. Securing great attendance relies on schools and families working in partnership to remove any barriers that prevent children from attending school.

What we will do as a school:

- Provide a disruption free environment in order to ensure every child can be **safe, successful and known** in the school.
- Welcome every student at the gate.
- Regularly meet with families who are experiencing barriers to securing excellent school attendance though a graduated response to non-attendance..
- Provide uniform and equipment where children need it.
- Remove barriers to learning so children can access school successfully.
- Provide rewards for children with good attendance, including a Swap Shop and Attendance Prize Draws.
- Provide a free breakfast for every child, every day
- Believe in every child's ability to climb their own personal mountain to the very best universities in the country or careers of their choosing
- Listen to your child if they are feeling unwell and provide first aid where needed
- Contact you if your child is unwell during the school day
- With your consent, provide your child with paracetamol for manageable conditions such as headaches



What we ask parents / carers to do:

- Support your child to attend school every single day
- Ensure your child arrives at school on time every single day
- Read [this helpful NHS page](#) on when it is and isn't advised to keep your child at home due to illness
- Report any absences via the MCAS app by 8.30am each morning of absence, stating the clear reason for absence.
- Work with the school, by coming into meetings and keeping in touch with key staff members, if your child is struggling with their attendance for any reason
- Talk to your child about the importance of attendance
- Refrain from contacting your child by mobile during the school day - if there is cause for concern about your child's health, the school will contact you
- Refrain from booking holidays during term time. We know how frustrating it is that holiday prices increase during the school holiday. However, we also know that every single day of school matters and that every day of school missed will impact your child's progress and make it harder for them to catch up. Term-time holiday will not be authorised and you will be issued with a fixed penalty notice, in line with guidance from the Department of Education.

For more information about attendance, please see the attendance pages of the school website [here](#).



4 - TEACHING

‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.’ - Education Endowment Foundation

We know that good teachers vastly improve the life chances of children. We also know that good teachers improve students’ enjoyment of learning and of school in general: students spend about 80% of their time at school in lessons. We are committed to ensuring that time is well spent and that every student feels that they belong in the classroom.

Teaching

We believe that school leaders have a responsibility to create the conditions for good teaching and learning and support all teachers to improve. This means:

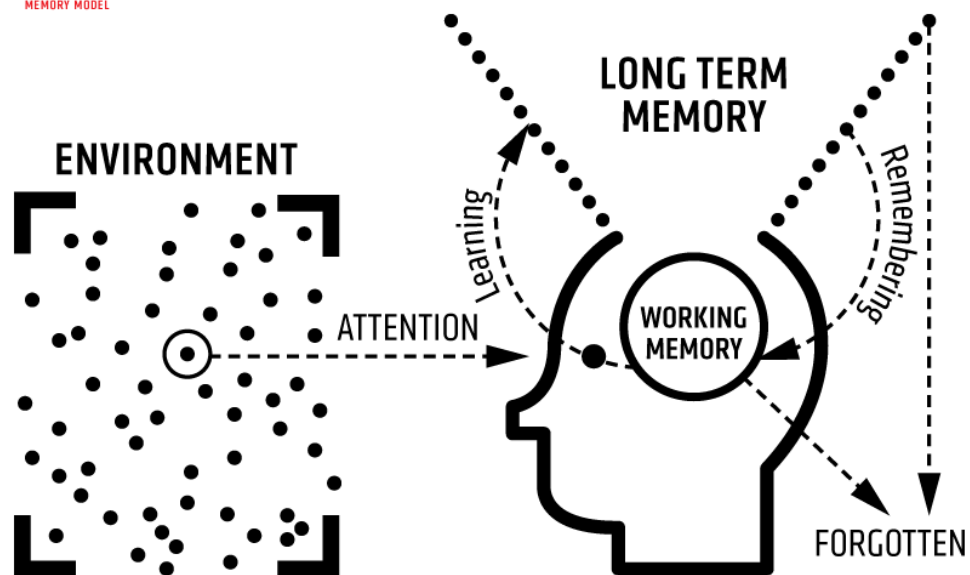
- ensuring that lessons are disruption free every second, of every minute, of every day; and
- ensuring every single teacher in our school is brilliant at what they do. We will never compromise on the quality of teacher we hire and we have a range of professional development courses for teachers, to ensure they are continually seeking to be the best teachers they can be.

Our lessons are informed by high-quality research into what makes effective teaching. Our lessons are highly structured, with routines that are the same in every classroom, so that students know what to expect and no time is wasted.



The Science of Learning

**OLI
CAV**
OLIVER CAVIGLIOLI
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olicav.com
WILLINGHAM'S SIMPLE
MEMORY MODEL



At Oakbank School, our lessons follow a research-led approach to teaching. We believe that there is a 'right' way to teach, that enables students to make excellent progress, whatever their starting point. This approach is characterised by direct instruction, meaning we tell the students what they need to know rather than asking them to 'discover' it; high frequency retrieval practice, meaning we ask children to remember what they have learnt; chunked explanations with frequent opportunities for teachers to check student understanding; independent practice, which allows students to consolidate and practise their knowledge, and gives teachers the opportunity to provide feedback.



What this looks like:

I We You

Our lessons typically follow an I, We, You structure. This means teachers first model success, then students practise together with the support from the teacher, then they practise independently. Often this structure is taught through booklets, with teachers modelling under the visualiser.

Consistency

We know that all students, but particularly students with SEND, are supported by a consistent and predictable environment. For this reason, our teachers use the same Core Routines across all our lessons. This means that all students know what to do and what to expect in each room. This in turn frees up their cognitive load to focus on learning. For more information on our Core Routines and lesson structure, please [click here](#).

STAR

We ask students to sit in STAR. This means Sit Up, Track the Speaker, All Equipment Down, Ready to Respond. We know that learning happens when students think hard about the right thing and that memory is the residue of thought. Sitting in STAR ensures that students are focusing on the right thing and prevents distractions.

123 Show Me

Teacher exposition is always broken into chunks, with frequent mini whiteboards checks. We use the same routine for mini whiteboards in all our lessons, meaning that it

Ready to Read

A lot of our learning takes place through reading. When the teachers reads to students, we expect students to track along on their own copy of the text using their 30cm ruler. This allows teachers to see that students are following and makes it less likely that students' attention wanders, meaning they miss out on crucial learning.

No Opt Out

Questions do not use hands up. After posing a question, a student is chosen by the teacher to answer having been given thinking time. Students are encouraged to have a go and get it wrong - learning and a culture of error is celebrated.

Celebrating Success and Effort

All our staff strongly encourage and reward effort at all levels of learning through precise praise, merits and golden tickets every lesson

Curriculum

Educational research consistently shows that it is critically important for students to know things and be able to remember things. What students already know is a strong indicator for how quickly they will learn new content.

For this reason, we value fingertip knowledge; we want students to understand and be able to use advanced vocabulary and terminology; we want students to be able to spell words confidently; we want students to have strong numeracy and know their times-tables without mental effort; we want students to be able to articulate what they know and be curious to learn more; we want students to develop skills such as critical thinking, problem solving, oracy, and teamwork, but we know that you cannot teach skills without knowledge. Indeed, we believe that skills are simply a form of knowledge!

We make no apology, therefore, for a traditional curriculum, which is filled with exciting and powerful knowledge, and we make use of teaching methods, such as retrieval practice and frequent checks for understanding, that encourage students to remember things over time.

For more information about our approach to teaching and the curriculum, please visit the school website [here](#).



5 - SEND

Every child deserves access to a high-quality, inclusive education that enables them to thrive, regardless of their starting point, background or additional needs.

We believe that the most effective support for children with Special Educational Needs and Disabilities (SEND) begins with excellent teaching in every classroom. High-quality, inclusive teaching is at the heart of our approach and forms the foundation upon which all additional support is built.

Our vision is to provide a ramp for every child, ensuring that all students can climb their own personal mountains, to the best universities in the country or the careers of their choosing. We are committed to ensuring that all students are fully included in every aspect of school life and have equitable access to all that our school provides.

We recognise that some students require additional support to achieve their potential. Where this is the case, we work closely with students and families through the graduated approach to SEND. This is underpinned by the Assess, Plan, Do, Review cycle, ensuring that support is carefully tailored, regularly evaluated and responsive to each child's individual needs.

We will provide this, with our students and families, by:

- Delivering high-quality, adaptive teaching in every classroom.
- Ensuring all students access a broad, ambitious and inclusive curriculum.
- Identifying needs early and acting swiftly to provide appropriate support.
- Using the Assess, Plan, Do, Review process to monitor progress and refine provision.
- Providing targeted interventions that address specific barriers to learning.
- Ensuring students with SEND participate fully in enrichment opportunities, leadership roles and wider school life.
- Developing staff expertise so that all teachers are confident in meeting diverse learning needs.
- Creating a culture of belonging, where difference is valued and every child feels safe, successful and known.

Ultimately, our responsibility is to create the conditions in which every child can succeed. Inclusion is not an additional consideration, but a fundamental principle; where every student is challenged, supported and empowered to achieve their potential.



Graduated Response

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	• High quality inclusive teaching • Carefully planned scaffolding • Assessment for learning • Support, enable, challenge	• Reviewed using progress data
2	Early intervention support	In addition to Stage 1: • In-class individual strategies and provision in place	• Record using a Pupil Passport • Pupil Passports are reviewed 3 times per year with pupils and parents
3	Targeted, additional support	In addition to Stages 1 - 2: • Additional groups or individual programmes • Evidence based interventions • Raised at inclusion meetings	• Continue to record using a Pupil Passport • Pupil Passports are reviewed 3 times per year with pupils and parents
4	Targeted, intensive additional support	Consider request for EHC Plan (at least 2 cycles of APDR required) In addition to Stages 1 – 3: • Multi-professional support • Learning Plan • Provision map	• Continue to record using a Pupil Passport • Pupil Passports are reviewed 3 times per year with pupils and parents • Some students may require a Learning Plan with SMART targets, reviewed 3 times per year
5	Provision over and above Stage 4	In addition to Stages 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually • Multi-professional support • Learning Plan • provision map	• EHCP • Annual Review Meeting and Report • Pupil Passport • Learning Plan

What does it mean to have a Special Educational Need?

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age; or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream



schools. At Oakbank, we are committed to ensuring that all students receive an education that enables them to grow as successful learners and members of our community.

We work hard to provide effective support to students with Special Educational Needs and Disabilities, starting from our first contact with parents and carers when students join our school.

We make sure that additional needs are identified early and offer a range of provision to meet the identified needs. We identify Special Educational Needs and Disabilities (SEND) in a variety of ways, including:

- Discussions with primary schools and parents on transition.
- Assessment of reading age and levels upon entry.
- Assessment for any specific learning needs upon parental request.
- Pupil passports for the continued support of students with additional needs.
- Close monitoring of both academic and emotional capacity.
- Parental/carers request.
- Notification from outside agency

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carers has a concern about their child, parents are asked to speak with the SENDCO so that appropriate observations and assessments can be undertaken.

Pupil Passport

A pupil passport is a regularly reviewed document that contains the needs, strengths and individual strategies for every student with an EHCP or on SEN Support. These are developed in partnership with pupils and their parents/carers. Where appropriate, they might also include strategies recommended by other professionals.

For more information about how we support students with SEND, see our website [here](#).



6 - CHARACTER EDUCATION

‘Intelligence plus character - that is the goal of true education’ - Dr. Martin Luther King Jr.

The development of a child’s character must sit at the centre of every decision about schools. Without good character, exam results aren’t enough for success.

Our core mantra is **work hard, be kind**. This underpins everything we do as a school.

We believe that every child deserves to attend a school that will support them to become kind, successful, sociable, conscientious, hard-working adults who have choice and agency over the rest of their lives and who care deeply about their local community and want to lead.

We will provide this, with our students and families, by:

- Providing an enrichment offer, for free, that rivals that of a fee-paying school.
- Offering students the opportunity to participate in student leaders and ambassadors.
- Ensuring all students participate in activities designed to improve the school and the community so they develop responsibility.
- Teaching children how to work hard and be kind and regularly rewarding good character.
- Having a competitive and inclusive house system.
- Running Fun Friday events and rewards for all students.

To learn more about our character education offer and to view our latest enrichment timetable, please see the school website.



7 - SPORT

ENRICHMENT

We believe that the children who attend Oakbank School should have an experience that rivals that of children who attend private schools. We believe that if experiences can be purchased as part of a child's education, the children who attend our school should have access to the same experiences and opportunities free of cost. We want our children to be able to stand toe to toe with children who have attended the most expensive fee paying schools in the country and match them in terms of qualifications and character.

As such, in all of our schools, we commit to:

- Running high quality enrichment activities
- Providing these free of charge before school, at lunchtime and after school.
- Utilising expertise in the community to provide a wide range of enrichment activities
- Running activities that enrich student experience at school
- Running a programme of speakers, university visits and workplace visits designed to expose children to a wide and comprehensive range of options for their future.
- Providing high quality careers guidance for all of our children.

SPORT

Our Sport provision is central to our mission here. We believe in the uniting power of sport and hold firm its place at the heart of our school. We are extremely proud of the facilities, staff and pathways that we have in place here. The sport offered at this school will rival that of the most expensive fee - paying schools in the country. Given the quality of our offer we will always expect children to present as smartly as those in the top sporting academies in the country.



9 - RAISING STANDARDS

We know that good qualifications give children the choice and agency that they need over the rest of their lives in order to lead in our community.

We provide Year 11 with:

- An additional, compulsory, timetabled period every day with their expert teachers. This is Period 6
- Voluntary Champions' Hour every day for students to work independently
- Supervised Working Lunch, in a computer room, available every day
- Carefully planned homework and holiday work, some via online learning platforms such as Sparx, some on paper
- Mock exams that run like the real thing, in the main hall in exam conditions, three times before their actual exams take place

During exams and mocks we provide Year 11 with:

- Exam warm ups, boosters and breakfasts
- Holiday school in the lead up to exams
- Clear expectations for exams, including mocks, that prepare them for the JCQ rules
- Pastoral support to help them manage stress
- Rewards to keep motivation high
- **Most importantly, high-quality teaching every single day**

Greenshaw Learning Trust's schools are some of the most improved in the country: we are the second highest performing multi-academy trust of our size in the country. We know that this approach to improving outcomes works.

Section 3: OUR SCHOOL STRUCTURES

1- TIMINGS OF THE DAY

THE SCHOOL DAY	
Arrive in school	08:00 - 08:30
Greetings (Late after 8.30am)	8.30-8.37
TTRP - Bell to signal end of lesson (4 minutes to get to lesson 1)	08:40 – 09:20
Period 1 End signalled by bell(4 minutes to get to lesson 2)	10:15
Period 2 End signalled by bell	11:10
Break	11:10 – 11.28
Greetings (First Whistle to signal line up)	11:28
Period 3 End signalled by bell(4 minutes to get to lesson 4)	11:30 – 12:25
Period 4 End signalled by bell	13:20
Lunch	13:20 – 13:58
Greetings - lunch time greetings and start of period 5	13:58
Period 5	14:00 – 14:55
End Of Day Greetings	14.55-15:00
Extra-curricular Activities / Period 6	15:05 - 16:00
Champions Hour (Year 11s)	16:00 - 17:00

2 - GREETINGS

Every child at our school deserves to feel **safe, successful and known**.

The whole school lines up throughout the day in order to get ready for their lessons and hear positive messages about the school. We do it together, in silence.



We do this so that:

- Every child can enter class safely and calmly.
- Every child can have a disruption free start to their lessons.
- Every child can be seen, and we know they are safe.
- We can celebrate successes because when one succeeds, we all succeed.
- Share reminders to students to ensure they have the best chance to succeed in every lesson.
- Share our values of work hard and be kind.
- Staff can greet every child.
- The pastoral team can support children where required.
- We can share important information and enrichment reminders to students throughout the day.



3 - READY FOR LEARNING CARDS

Every student has a Ready for Learning card.

This is so that staff can recognise positive behaviour and teach children the correct way to behave, in line with our values of **working hard and being kind**.

These cards are given to tutors every Friday and points are entered on to the system.

Parents can check these cards every day and speak to their child's Head of Year with any questions.

We believe that there must be consequences for actions so that children learn how to do the right thing and recognise that it is the right thing.

RFL Card			Student Name:		Tutor Group:	
Positive Behaviour	w/c:		Positive point tally:			
Attended school on time						
Perfect uniform						
Using STEPS						
Helping others						
Sharing about learning & reading						
Picking up litter/tidying						
Attending enrichment/ Fun Friday						
Other:						
Work Hard. Be Kind.						

Negative Behaviour					
Communicating in line (3 per week = Sent to RFL)					
Missing Equipment (3 per week = Detention)					
Five signatures in any of the rows below will result in a full day in RFL.					
Incorrect uniform					
Rudeness / disrespect (includes littering or leaving a mess)					
Anti-social or hands on behaviour (includes chewing gum)					
Lack of Pace and Purpose					
Remember: If asked you follow instructions first time, every time.					

4 - TUTOR READING

Reading is one of life's greatest pleasures. At Oakbank School, we want all of our children to read widely, love reading, and love talking about books. Through our Tutor Time Reading Programme (TTRP), we help students build essential reading skills, expand their vocabulary, and broaden their understanding of the world.

How TTRP Works in the Classroom

Four times a week, students in Years 7–10 read together during tutor time, covering five to nine novels over the course of the academic year. During these sessions, teachers read aloud to model fluent, expressive reading. They bring the text to life while providing essential historical and cultural context, linking the story's themes directly back to our wider school curriculum. To keep everyone actively engaged, every student follows along in their own physical copy of the book using a tracking ruler to maintain focus, while ambitious new words are explicitly taught and discussed to boost their communication skills.

(Please note that Year 11 students do not participate in TTRP, as they use this time for targeted "Period 0" core subject preparation for their upcoming GCSE exams.)

A Diverse Range of Books

Originally established across the Greenshaw Learning Trust, our carefully chosen reading list is designed to keep teenagers highly engaged with reading. Rather than sticking to a single style, our curriculum exposes students to a rich range of diverse cultures and traditions, building empathy and a global outlook. Over their four years in the programme, students will explore a healthy mix of contemporary fiction, timeless classics, autobiographies, and non-fiction. These texts tackle challenging themes and significant historical events, gradually scaling in complexity as your child matures and builds reading stamina.

Monitoring Progress & Extra Support

We carefully monitor every child's progress to ensure they can confidently access their schoolwork. Twice a year, students complete the New Group Reading Test (NGRT), a standardised assessment that helps us track reading ages and comprehension growth. If we identify that a student needs an extra boost with their reading speed, accuracy, or phonics, we quickly provide targeted support through the structured, highly successful *Read Write Inc. Fresh Start* programme.



Reading Beyond the Classroom

Reading at Oakbank extends far beyond morning registration. Our school library is a vibrant, welcoming space open every lunchtime for book borrowing, quiet study, and our popular student-led Book Club. Additionally, all students have 24/7 access to the Sora digital library platform. This free app allows your child to borrow and enjoy thousands of digital eBooks and audiobooks at home or on the go using their school login details.

How You Can Help at Home

We encourage all of our parents to talk to their children about the books they are reading in school, and to talk to us about them as well. You can support this at home by celebrating reading as a valuable life skill, encouraging independent reading on the Sora app, and asking your child about the new vocabulary and big ideas they encounter each week. Working together, we can help them build a lasting, lifelong love of books.

Want to learn more? You can find more details and see our current reading list [on the school website](#).



5 - ASSESSMENTS

We know that assessment is an important tool because it:

- Enables parents, carers and students to know how students are performing
- Creates an opportunity for students to revise and recap key knowledge, which embeds learning over time
- Allows teachers to plan to address gaps in understanding

All students in all year groups will have assessments.

In Years 7-10, assessments take place three times a year. Students will complete end of unit assessments, which will be a mixture of multiple choice questions and knowledge from their knowledge organisers. We use data from these assessments to inform student groups. Students in years 7-9 are taught in the same groups for all their lessons, other than tutor time, which are streamed based on performance in assessments. Students will often change groups during the academic year, but students in all groups study the same curriculum, so moving groups is not disruptive to their progress. In Year 10, students are streamed for core subject lessons (English, maths and science), but not for their choices subjects.

Students in Years 10-11 also complete mock exams at the following times of year:

- November - Year 11
- February / March - Year 11
- June / July - Year 10

Mock exams are important because they help students understand what is in their exams, enable students to revise and practise the process of revision, help teachers plan and adapt the curriculum, demonstrate to students where their strengths and weaknesses are, and help students plan their next steps (sixth form or university) using their attainment data.

For all assessments and mock exams, we support students by:

- Sharing when their assessments will be
- Providing guidance on how to revise and revision materials wherever possible
- Providing guidance for parents and carers on how to support during assessments or exams
- Providing in-school support for wellbeing

You will find more information about our approach to assessments on the website.



6 - HOMEWORK

‘Compared with national norms Sparx students made 67% more progress in year 7 and a further 63% more progress in year 8’ - Sparx Maths, Impact Report

We have a responsibility to teach our students how to work independently and be organised: this is a critical part of their character development. Homework is also demonstrated to impact academic progress significantly.

Sparx Maths, Science and Reader

Sparx Maths, Science and English are online platforms, which are aligned to our curriculum, and allow students to practise independently, with questions personalised to their level, with immediate feedback.

Parents can view their child’s progress using the Parent Portal, which will be sent to you via email.

A parent guide to Sparx Maths is available [here](#). A parent guide to Sparx Reader is available [here](#). More information for parents about Sparx Science is available [here](#). The Sparx learning website is [here](#).

Self-quizzing

In addition, students will be given a knowledge organiser for each long term. This knowledge organiser will contain key knowledge for each unit. Students will complete self-quizzing on this key knowledge every day. This is new for September, but a model used successfully in many of the schools across the trust. More information on self-quizzing will be available on the homework section of the website.



7 - REWARDS

Our students work incredibly hard and are very kind: when they demonstrate these things we reward them.

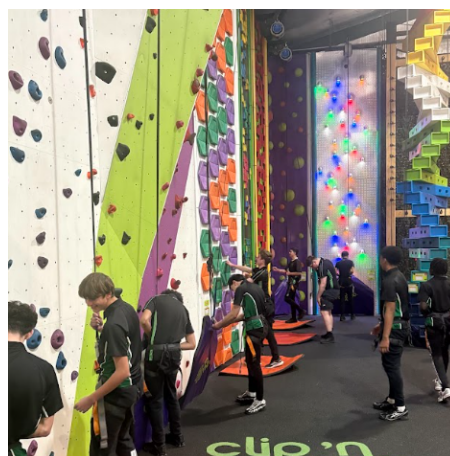
This means that out of lessons children receive points on their RfL cards for positive behaviours, in line with the school's values. Every time a child works hard, and is kind, they deserve to be recognised for it.

This also means that in lessons students receive 'merits' to an unlimited extent every time they do something well in class. The child who has worked hardest in a lesson will also receive the 'golden ticket' which is worth five points.

At the end of each unit, we run rewards experiences for students in which they go on trips, have in school experiences and are rewarded for the things that they have done well.

These rewards includes things like:

- Vouchers
- Inflatables
- Cinema experiences
- Go - Karting
- Laser Quest
- Bowling
- Trampoline Park
- Silent Disco



We also run celebration assemblies at the end of each half term, where students earn badges, prizes, certificates for a range of reasons including homework completion and gaining top merits. We also want to recognise students who are always in and doing the right thing. Students with 100% attendance and no negatives always receive badges and prizes.

Sometimes we reward all students as part of our Fun Fridays program, offering treats like hot chocolate and cookies, just because we understand every student is at a different stage in climbing their own personal mountain and deserve something nice to keep them going.



8 - DETENTIONS

It is really important that our students develop excellent habits and excellent self-discipline. Great habits and great self-discipline will enable our students to go on to have happy and successful lives. In order to build habits and instil self-discipline, students require both incentives and consequences. We use detentions as a deterrent and to reinforce to students the things that matter to us.

Detentions are typically 30 minutes. Detentions are held the same day, if the sanction is issued before 12:30. Detentions are held the next day, if the sanction is issued after 12:30.

During detention, students must work silently. They are encouraged to complete their self-quizzing homework for the next day.

Detentions are issued for:

- Arriving late to school
- Arriving late to lesson or greetings
- A referral to RfL
- Chewing gum
- Mobile phone or smart-watch confiscation
- Three signatures on the RfL card for missing equipment
- Missing RfL card
- Missing homework
- Missing PE kit

We will inform parents and carers via MCAS if a student has a detention. Please note that we cannot rearrange detentions other than in highly exceptional circumstances. All students must complete their detentions, even students who have responsibility for collecting siblings from primary school, for example. This is because detentions are a crucial tool in helping students understand consequences and learn from mistakes. We appreciate your understanding and cooperation in this matter.

Section 4: OPERATIONAL INFORMATION

1 - KEY CONTACTS

Mr R Gerrard - Headteacher

Mr P McKane - Deputy Headteacher

Dr G Mills - Assistant Headteacher

Miss K Reggler - Assistant Headteacher and SENDCO

Mr P Lant - Assistant Headteacher

Ms A Korporowicz - Associate Assistant Headteacher

Address: Hyde End Ln, Ryeish Green Reading RG7 1ER

Telephone: [0118 988 3616](tel:01189883616)

Email: contact@oakbankschool.co.uk

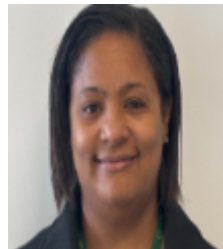
If you would like to contact a particular member of staff, such as a Head of Year, please email the above email address stating the member of staff you would like to be put in touch with.



2 - SAFEGUARDING TEAM

We recognise that safeguarding is everyone's responsibility.

The Designated Safeguarding Team are:



Mr P McKane – (Designated Safeguarding Lead)

Mrs N Smith—(Deputy Designated Safeguarding Lead and Attendance Lead)

Ms S Thomas—(Deputy Designated Safeguarding Lead and Attendance Lead)

To report safeguarding concerns, please contact one of the members of staff above, or:

- Email safe@oakbankschool.co.uk
- Make an online report using the school's "I want to talk" facility on the school website, also available [here](#).

More information about safeguarding can be found on the school website under the Safeguarding page [here](#).

3 - TERM DATES

August dates	Wednesday 19th - Results prep (SLT if possible) (9am) Thursday 20th August - GCSE results, SLT required am. Planning day pm. Friday 21st August - SLT planning day
Half term 1	Tuesday 1st September 2026 - Inset, all staff Wednesday 2nd September - Inset, all staff Thursday 3rd September - Inset Day Friday 4th September - return 7+11 Monday 7th September - return to school for all students Friday 23rd October - last day of term - (INSET)
Half term 2	Monday 2nd November - inset day Tuesday 3rd November - return to school for all students Friday 18th December - last day of term
Half term 3	Monday 4th January - Inset day Tuesday 5th January - Year 11 only Wednesday 6th - All Years Friday 12th February - last day of term
Half term 4	Monday 22nd February - return to school for all students Thursday 25th March - last day of term
Half term 5	Monday 12th April - Inset day Tuesday 13th April - Year 11 in school Wednesday 14th April - return to school for all students Monday 3rd May - Bank Holiday Friday 28th May - last day of term
Half term 6	Monday 7th June - return to school for all students Tuesday 20th July - last day of term Wednesday 21st July - inset day
August	Thursday 19th August 2027 - GCSE results day



4 - MY CHILD AT SCHOOL

My Child at School (MCAS)

You will have received an activation code on your e-mail, which will allow you to download *My Child at School*.

This is the main school portal, which will enable you to track your child's attendance, punctuality and behaviour. **It is essential that all parents and carers download this app to enable clear communication between school and home.**

Please contact the school via contact@oakbankschool.co.uk if you have not received this or if you have any questions about this.



5 - ABSENCE PROCEDURE

Please ensure you let the school know if your child is unable to attend school.

Please communicate reasons for a late arrival or absence to school by 8:30am on the morning of each day of absence.

Absences can be reported via the MCAS app

Please refrain from booking any holidays during term time. These will not be authorised, in line with DfE guidance on school attendance.

If you are requesting exceptional leave, for example for the wedding of a close family member, complete the form which you can find on the school website attendance page.



6 - UNIFORM

We believe that a school uniform provides a sense of belonging and identity whilst setting an appropriate tone for an educational environment.

Our children are a part of something special and so they all wear the same uniform to symbolise belonging to Oakbank School.

All school branded uniform can be purchased from Stevensons <https://www.stevensons.co.uk>

If you should require support with the cost of uniform please contact the school office on admissions@oakbankschool.co.uk.

We will always try to provide the right uniform for a child who does not have it, but children cannot attend lessons with incorrect uniform.

For further information on, please watch this short video which details some of the uniform requirements - (link to be added when received)

Uniform	Detail	What this means	Picture to support
Oakbank School Blazer	Green embroidered with School logo	Compulsory item. Must be worn every day. During lessons, teachers will give permission for blazers to be removed when appropriate. Branded	

Tie	School tie with clip.	Compulsory item. Must be worn every day. Branded (available to buy from Stevensons)	
Blouse/shirt	White school shirt (not polo shirt) (short or long sleeved) that buttons up to the neck.	Compulsory item. Shirts should be tucked in and buttoned up at all times. Non-branded	
'V' neck sweater	Plain grey. Jumpers must be knitted in appearance.	Optional item as an extra layer. Cannot be worn instead of a blazer. Jumpers do not need to be branded in order to reduce costs. Students can also wear the school three-quarter zips, which students earn as rewards, in place of the school jumper.	

Trousers	Tailored, full length, plain black, loose fitting.	Optional item - students may choose to wear a kilt or tailored shorts instead. Full length to the ankle. A tailored style will typically have a pleat at the front and back and a zip fly and belt loops. Prohibited trouser styles include but are not limited to: tight, skinny fit, narrow fit, stretchy or elasticated fabrics, low rise, chinos, jeans, drainpipe, linen, leggings, cropped styles or flared styles if they are tight on the upper leg. Non-branded Here are some recommended ones: <u>M&S Boys</u> <u>M&S Girls</u>	Acceptable  Unacceptable  Please note these images are not exhaustive. Please read the description for more details.
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Kilts	School skirt / kilt	Optional item - students may choose to wear tailored trousers or shorts instead. Must be at least knee length. Must not be rolled or shortened in any way. Branded (available to buy from Stevensons)	
Shorts	Black, tailored loose fitting shorts, that land on the knee and have a pleat.	Optional item - either a kilt, trousers or tailored shorts. Shorts must be tailored with a pleat. Non-branded	
Socks	Plain black and above the ankle.	Compulsory item (unless wearing tights with a kilt). Coloured or patterned socks are not acceptable. Socks with branded logos or trainer socks are also not	

		acceptable. Socks worn with kilts must be no higher than shin height. Non-branded	
*Shoes (additional information below)	Plain black, flat and logo-free. Leather or similar polishable material.	Compulsory item. No canvas or trainer style shoes (even if plain black) will be accepted. Shoes must be polishable. Boots are not permitted. Heels are not permitted. Please see below for more information. Non-branded	See below for images.
Tights	Plain black opaque or flesh coloured.	Optional item Coloured or patterned tights are not acceptable. Tights are optional. A combination of tights and socks is not permitted. Non-branded	



Belts	Plain black	Optional item Belts should be discreet. Buckles should be plain and unbranded. Non-branded	
Coat/Jacket	Appropriate coat allowed, must be removed prior to entering any part of the building.	Optional item. No hooded sweatshirts zipped or otherwise, fabric/knitted tops, cardigans, jumpers other than plain grey v-neck, or sweatshirts, are permitted. Students bringing these items will be required to hand them in. Non-branded	
Bags	These should be ruc-sac or messenger style bags. Bags must be able to carry A4 size books (school planner and	Compulsory item No plastic bags, shoulder pouches/bags, cross body bags, shoulder bags, fashion bags including handbags or other	

	knowledge organiser).	inappropriate bags. Ideally unbranded.	
PE top		Compulsory item Black Oakbank branded PE shirt.	
PE Shorts		Plain black shorts Non- branded	
Black Socks		Plain black football socks Non-branded	

Further information about footwear

Acceptable footwear



Unacceptable footwear



Hair, make-up and accessories

The only jewellery that is permitted is **one pair of plain silver or gold ear studs** and a non-internet enabled wrist watch. Nose studs, facial and body piercings or visible tattoos are not permitted. No accessories are to be worn around the neck, wrists, and ankles or attached to clothing.

All hair, including weaves, is of a natural colour.

Durags are not permitted. Headscarves may be worn for religious reasons and must be black or school colours (black, green).

No visible obvious make up / make-up must be discreet, lines in the hair and eyebrows are not permitted and no nail varnish or fake / acrylic nails can be worn.

Fake eyelashes are not permitted.

All our uniforms can be worn by any student regardless of gender.

If you require support with uniform or you are unsure if the uniform is acceptable please contact us via your child's Head of Year.



7 - EQUIPMENT

In order to work hard, children must come to school prepared. We check everyone's equipment every morning and if they are missing something we will provide it.

A full list of equipment is on the next page.

All equipment must be kept in a 30cm see-through pencil case, as this is a requirement for their exams and creates parity for all children.

All students in Y7-11 must have a casio scientific calculator. When taken care of properly, calculators will last for years. They are essential for success in maths and science exams. As a school we cannot lend all children calculators. We recommend the Casio fx-83GTCW (see next page) because this is the calculator teachers will use when modelling to children in lessons.

If children forget three pieces of equipment in one week, or if their equipment is damaged and requires replacing, they receive a detention. All detentions are on the same day after school.

Year 7 students will be provided with the below equipment, excluding the calculator, free of charge.

Equipment list:

- 30cm ruler
- Two black pens
- Green pen
- Two highlighters of different colours
- Rubber
- Pencil
- 30cm clear pencil case
- Mini whiteboard pen (provided by the school)
- Mini whiteboard (provided by the school)
- Mini whiteboard rubber (provided by the school)
- RfL card (provided by school and replaced weekly)
- Timetable (provided by the school at the start of each term)
- Independent learning book (for homework working out and cover lessons in school - provided by the school)
- A casio scientific calculator (Casio fx-83GTCW - model available to buy [here](#))



Please note, at the start of Year 7, all students will be provided with a full pencil case, with all equipment other than the calculator. **After this time, it is the student's responsibility to ensure they have their equipment with them every day and to replace any equipment that is damaged, lost or used up.** The only exception to this is mini whiteboard pens, which the school will replace when they run out.



What happens if a student does not have an item of equipment?

Missing equipment results in a signature on the RfL card. Three signatures within a week will result in a detention. We replace all equipment, other than calculators, during tutor time, because we believe that no student's learning should be disrupted or inhibited because of lack of equipment.

8 - PE Kit

Compulsory items:

- Oakbank School PE polo shirt
- Plain loose-fit navy shorts. No cycling or tight gym shorts are permitted
- Plain football socks
- Astro trainers
- Other suitable sports trainers can be worn for indoor lessons but converse, vans and other fashion trainers are not permitted

Optional items:

- Plain black thermal wear to be worn under shorts or polos
- White sport socks
- Oakbank school School tracksuit top
- All jewellery is to be removed for all lessons and hair tied up
- PE kit is required for all lessons, even if a student is medically unfit to take part and cannot take part practically
- If a student requires a warm layer, it must be thermal or the tracksuit top

If you have any queries, please contact the school.



What happens if a student does not have their PE kit?

Kit Expectations and Participation

The PE department maintains high standards for organisation and participation:

- **Missing Kit:** If a student does not have their kit, they will be sent to RFL and receive detention. If a student is missing part of their kit, the student will be set for detention. If students don't have the required kit for a lesson, they will be sent to RFL. For example, shinpads and astros or boots for football or gum shields for rugby.
- **Illness and Injury:** All students are expected to change into their PE kit for every lesson, even if they are unable to physically participate. The only exception is if they physically cannot get changed due to their injury. This allows them to engage in the lesson through coaching, officiating, or analytical roles.

If your child is unable to participate, please provide a signed parental note or an email to the class teacher explaining the reason why. If a student is injured or ill and does not have their PE kit, they will be sent to RFL.. Failure to receive a signed note will also result in the student joining in or being sent to RFL. If a student is unable to participate for longer than one week, medical evidence will need to be provided.



9 - BANNED ITEMS

Oakbank School is a safe environment, in which all students are supported to flourish. To that end, please note that the following items are banned from the premises. Please be aware that the school accepts no liability for any banned items which are subsequently confiscated and lost or damaged.

Item	Reason for ban	Sanction
Mobile phones and internet enabled watches	These devices are a distraction for students. We also know that they are the source of a great deal of anxiety for students and a platform on which bullying takes place. Our school must be a safe place: this means it must be free of phones. This is in line with Department of Education guidance which mandates all schools must be phone-free. At school, they must be switched off and in bags. Students are not permitted to use these devices during the school day, including to contact home. If you need to contact your child during the school day, please phone the reception staff who will be able to pass a message to your child or enable you to speak to them, in case of an emergency.	Confiscation and detention, returned at end of day unless repeat offense in which case must be collected by parents/carers
Aerosols	These pose a severe health and safety risk to students with respiratory problems, and have been known to trigger life-threatening asthma attacks	Confiscated and not returned
Headphones	Headphones are distracting for students; mobile phones are not permitted so headphones cannot be used.	Confiscation and detention, returned at end of day unless repeat offense in which case must be collected by parents/carers
Lighters or matches	Health and safety risk	Confiscated and not returned



Fizzy drinks and energy drinks	These contain high quantities of caffeine and sugar, which are harmful and make concentration difficult.	Confiscated and returned at staff member discretion
Items of clothing that are not part of the uniform policy	Items of clothing such as hoodies, sweatshirts, cardigans and branded caps are not part of the uniform policy. We are committed to implementing the uniform policy consistently.	Confiscated and returned at the end of the day
Jewellery, other than plain silver or gold stud earrings, one per ear	Additional items of jewellery are not in line with our uniform policy. This includes items such as necklaces, additional earrings, bracelets, nose studs, decorative (rather than functional) hair accessories.	Confiscated and returned at the end of the day
Chewing gum	Causes damage to school environment and furniture	Detention. Confiscated if the student is in possession of a pack of chewing gum.

The following items are illegal and not allowed on site. If a student is found in possession of one of the following items, a sanction will be issued in line with the behaviour policy, and may include temporary or permanent exclusion:

- Alcohol
- Cigarettes/vapes
- Illegal drugs
- Knives and weapons
- Pornographic images
- Stolen items



10 - PARENT / CARER FEEDBACK

We welcome feedback from parents and carers. Your experiences help us to improve and provide us with a perspective that we don't otherwise have.

We provide opportunities for parents and carers to give us feedback through:

- Regular surveys through the course of the year
- Coffee mornings or afternoons with the headteacher
- In-person events, such as Academic Review Evenings and Information Evenings

We are hugely grateful to all parents and carers who give us feedback, particularly those who attend the in-person opportunities listed above. It makes such a difference.

You are welcome to write to us at any time if you have any additional feedback you would like to give us. Please simply email contact@oakbankschool.co.uk and, if you know it, include the name of the person you'd like to hear your feedback or who you'd like to speak with.

We are very keen to hear from you and eager to resolve any problems, should they occur. Please note, however, that meetings must be planned in advance. We are not able to accommodate meetings with parents or carers without prior notice, so please do not simply arrive at school and expect someone to meet with you if there's a problem.

If you would like to make a formal complaint, please email contact@oakbankschool.co.uk and state that you would like to make a complaint. The complaints policy is available on the school website [Oakbank School Complaints Procedure](#)



