



ON TRACK
EDUCATION

On Track Education Silverstone Social Impact Report 2024-2025

Support, Nurture, Inspire, Empower

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Ofsted

A joint venture.
Small changes.
Meaningful
transformation.



Core Values

And Beliefs

- We never stop learning- staff and students. We have high expectations about what we and others can achieve and recognise the journey is personal.
- To own our destinations, leading to self assurance, acceptance of who you are and celebrating the differences in others, establishing your own way of being.
- We are in 'it' for the duration, recognising the need to adapt and accept change.
- Unconditional positive regard: being kind, compassionate, empathetic, without judgement and without assumption.
- Recognise that behaviour is communication, to be curious about what this is telling us or what someone wants us to know
- Relationships help us to know 'we are not alone', it provides the basis for meaningful approaches, inclusivity.
- To create a culture of tolerance, acceptance and respect, where we all value one another.
- We recognise that working with young people who have traumatic experiences can have an impact on those who work closely with them. It is important to be reflective and emotionally aware, acknowledging we can be met with both joy and tragedy. We work in the uncertain.

Our Context

Number of qualifications offered, 15 across GCSE, BTEC and vocational courses. Students achieved 100% maths and English, 50% at grade 4 and above.

School Capacity- 40
Number on roll
throughout the year:
32

Number of staff-38, including 2 thrive practitioners, 1 Protective Behaviours practitioner, 1 Drawing and Talking practitioner.



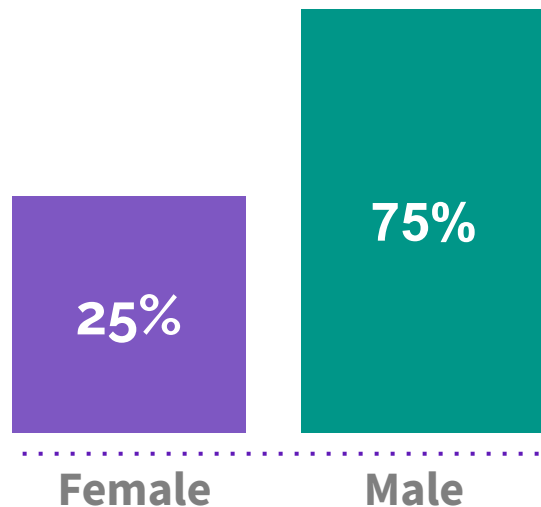
**Number of referring
authorities: 6, resulting in
197 referrals.**

**100%
students
with an
EHCP**



Our Profile

Our Students come to us with a range of needs across a range of age ranges.



Categories of Need

Social, emotional, mental health needs (SEMH): 76%
ASD: 56%
ADHD: 30%
ASD and ADHD: 16%
Other Neurodiverse diagnosis: 16%
Others with physical and sensory needs: 13%
Awaiting ASD/ ADHD or both: 16%

Age Groups

Year 7 = 13 %
Year 8 = 19%
Year 9 = 28%
Year 10 = 28%
Year 11 = 13%



Our Intent

At On Track Education Silverstone (OTES), we pride ourselves on offering a broad and ambitious curriculum to the students we teach. The curriculum is devised, throughout the school, to provide multi-disciplinary opportunities to engage students with a wide range of interests and skills. Our curriculum has been shaped taking into account the interests and requirements for further education and next steps for all students. We want our students to feel confident in their abilities and develop the courage to try new things they may not have had experience of prior to joining the school. Our small class sizes mean that students receive extra support to access the curriculum where needed- ensuring they get the close attention and support they deserve.

On entry to school each student has a baseline assessment to help us better understand their potential and identify gaps in learning. We have high expectations and will work to aspirational 'if challenged' targets. We believe that providing students with inspiring learning environments, offering a wide range of creative, academic, social and emotional learning opportunities will meet this potential. Additionally, we want our students to become active members of their community, developing the skills to become responsible, considerate and resilient young people, who embrace new opportunities when they arise.

Personal development is essential for our students; themed study relating to social, moral, spiritual and cultural development our approach helps them to build interest and develop cultural capital in the world around them, often providing them with opportunities and experiences they might not otherwise have access to. This supports all pupils we work with, allowing them to broaden their expectations, experiences and promote positive self-esteem.

Our support extends beyond the classroom and school, building on the belief that to best support a child communication and support to parents is vital. Our support to parents is as individual as it is to the students, responding to their family needs in a variety of ways including multi-agency collaborations and daily contact.

Our School's Missions.

- 1) To have high quality learning happening all day, everyday.
- 2) To have excellent relationships with all stakeholders.
- 3) To be pioneers in special educational needs



Our Missions

1 | To have high quality learning happening all day, everyday.

We recognise learning comes in a variety of ways, it could be learning how to punctuate a sentence, but it could also be to ask for a drink at break time and tell someone when you're struggling. We learn all of these things and we want to ensure that there is opportunity to develop each of these skills.

2 | To have excellent relationships with all stakeholders.

Supporting a child means listening to their voice and the voices of those around them. We pride ourselves on our good relationships, but recognise the need to expand our knowledge and stay open to ever changing social-economic factors.

3 | To be pioneers in special educational needs.

Following and implementing high quality research based practice provides a solid foundation for us to support our students. However, we aim to model our ambition, SEN is a fast developing field and we want to provide new and grounded methods to enhance the experience of the students and families in our school.

David's Story*

David joined On Track Education Silverstone at the start of Year 7 in 2019. He struggled with his learning, often finding tasks overwhelming when he felt he could not do them well, or that he did not understand. His confidence was low and this impacted how he interacted with others. He found some group activities difficult, sometimes leaving the lesson and finding activities such as competitions or sports with his peers challenging.

Not long after David started, the pandemic meant that school had to look different for a while. David found a way to learn and manage what was happening with the world, as a result, he kept up with his education and did not fall behind. He grew more confident with school and his subjects as time progressed and was willing to give subjects a go that he had previously not found interesting.

David's confidence and maturity continued to grow, he became more independent in his learning and developed good friendships with his peers. His increased confidence, meant that he was able to take external examinations at the end of year 11. By the end of his time here, David achieved 6 GCSES, including English maths and science.

Throughout his time with us, his provision consisted of:

- Small group education, no more than 4 in his class.
- High ratio of adult support, two adults for each of this lessons.
- Wellbeing support to help him process his feelings and understand those around him, including 1:1 Thrive sessions.

David recently made a successful transition into post 16 mainstream provision at the end of his time at On Track Silverstone, having gained the qualifications and subjects needed to start a level 2 course in his chosen subject.

*names have been changed to protect anonymity.

Milestones

New and exciting things that took place last year...

September

Thrive awards for leadership and reporative, welcoming our new year 7 students.

March

Open Evening: celebrating our school to the wider community, an open evening for all prospective families.

June

Our first world music day, exploring music in its various forms and from different cultures.

July

Students vote in our first ballot representing the General Election.

Sept

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

Jun

July

Aug

December

A whole school christmas dinner, where all students and all staff sit together and enjoy some christmas cheer.

May

Our first arts week, looking at art in different forms and different artists.

August

The school gets a well deserved makeover, a new purpose built classroom block dedicated to our year 7 and year 8 students.

Our Impact

Thinking about our students' attainment and emotional, social development.

Pupils making
personal progress
in core subjects -

66%

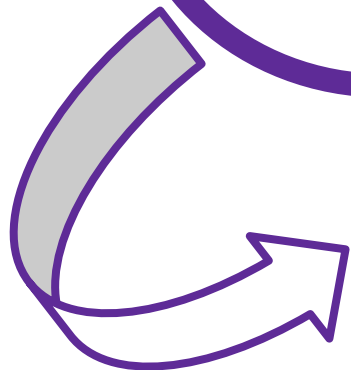
Met or partially met their
EHCP targets.

85%

By needs....
SEMH: 50%
ASC: 70%
C+L: 100%
P+S: 66%

Parents recognise
positive progress in
annual reviews.

83%



Our Impact

Thinking about our students' well-being to improve attendance

Outreach

Alternative education to students who struggle to attend school, or a preventative measure for suspension.

9

Well-being sessions

Individual wellbeing, protective behaviour and Thrive sessions delivered to our students.

980

Improved attendance

Developing programmes to increase attendance to education, students who made progress in attendance from the previous year.

50%

Our Impact

Thinking about ways to celebrate and share information with our stakeholders.

Multi Agency
Working

39%

Students and families
accessing early help or those
supported by social care.

Information
Sharing

8

Celebration and parent
information events to share,
update and celebrate
progress.

Next Steps into
Adulthood

100%

Students who secured
destinations to new post 16
providers.

Our Impact

Thinking about our students beyond the classroom

6

Community Reach

Working across different alternative provisions, and therapeutic environments to ensure students have contact working with the wider community.

3

Work Experience

Encouraging students to experience the world of work and further consider what life looks like after school.

4

Careers Events

External events that students attend to gain an overview of future careers, colleges and universities. Careers events hosted at school by a range of different professions.

13

Careers Interviews

External providers offering advice to students on next steps and future careers.

Our Impact

Thinking about our students beyond the classroom

7

External Visitors

Working with the community to produce better outcomes for students, ranging from mentors to poets and regular visits from musicians.

52

Reward Trips

Celebrating success and pupil voice. Reward trips with a variety of options reflecting the pupils interests and delivering wider community experiences.

27

Curriculum Enrichment Trips

Trips to enrich our curriculum ensure students have learning brought to real life- not only this, they are able to appreciate a wider range of personal experiences. This also includes visitors to school to highlight events such as ...

£291.65

Raised for Charity

10 Charity days/events, promoting SMSC, an important way for us to appreciate causes outside of the self. We encourage students to find, champion and raise money for causes they believe in.

Our Impact

Thinking about the wider environment and conservation matters.

Outdoor Education

1

National outdoor learning day, appreciating the outdoors and our natural environment.

Country Parks

6

Visits to our local country parks, supporting our communities efforts to keep and maintain places of natural beauty.

Heritage / National Trust

4

Experiencing life from across the ages, developing our knowledge of people, society and sustainability.

Our Impact

Engaging in community projects and places to widen our experience and knowledge.

External Awards

Celebrating success as a school delivering THRIVE at its heart.
Leadership and reparative approaches awarded.

2

Sports in the Community

Recognising that sports bring communities together, experimenting with new activities, locations and competing against other schools.

7

Libraries and Community Resources

Using libraries and community resources for alternative education and links within the community and to promote a love of craft and reading.

8

Our Impact

Thinking about our staff as active members of the community.

70%

All staff offered wellbeing supervision, to ensure they are able to support our students in the best way they can. Recognising the demands of the job.

7

Welcoming trainee teachers to experience a contrasting environment to better support the students in their school and developing teachers, through trainee programmes and supporting those in their ECT years.

6

Well-being events and activities for staff, supported by our mental health champions, ensuring staff prioritise their well-being and feel valued in the workplace.

16

Opportunities for staff to develop and obtain further qualifications and CPD outside of our standard offer. To develop staff as lifelong learners and provide new career opportunities.

Our Reach

Not only do we provide education for our local authority, West Northamptonshire, because of our unique location, we are able to support students far and wide up to a 50 mile radius.



Buckinghamshire

Northamptonshire
(West and North)

Bedfordshire

Warwickshire

Oxfordshire

Milton Keynes



What Do Our Parents Say?

"Thank you to each and every one of you for your support and kindness, On Track is one in a million"

"We are genuinely amazed at how well he's getting on with his learning. This progress has had an impact on his overall well-being"

"He loves and looks forward to coming into school each day...His self confidence has grown so much from accessing On Track"



What Do Our Students Say?

"I have achieved so much since I started"

"I know that I can talk to someone and trust someone"

"Everything is going really well for me at school"



What do our staff say?

**Has there been a moment
where you just stopped and
thought- this is why I'm here!**

*"Most days- I would literally say
everyday!"*

*"I love my job, it's such a fantastic
school"*

On Track Silverstone Ofsted Inspection

Good- June 2024

Pupils benefit from the positive and strong relationships they have with staff.

“”

The school has high aspirations for all pupils to fulfil their personal potential

“”

High-quality pastoral care and support for pupils' social, emotional and mental health needs underpin everything the school does.

