

AGENDA: ODST INSET day, 3 Nov 2025

0900	Welcome & reflection Sharon Mullins, CEO
0915	How we drive good school practice through vision, values & strategy Ian Frost, Deputy CEO Lisa Austin, Principal Schools Adviser
0935	Values in practice: a window into ODST schools Empowerment - St Peter's CE Primary Abundant living – Dr South's CE Primary Inclusivity – Northbourne CE Primary Community – Tyndale CE Primary Service – John Henry Newman Academy
1020	Coffee break
1035	School-based activity 1. Discuss how your school puts ODST values into practice (25 minutes) 2. School-led time (1 hour) <i>(Schools can adjust timings to suit)</i>
1200	Lunch break
1300	Choice of online sessions <i>Choice of 2 x 45-minute breakout sessions, as listed below. Sessions run at 1pm and 2pm, with 15-minute break in between.</i>
1445	Close

Afternoon Session	Overview	Aimed at
Curriculum for aspiration: Lauren Arbor and Menna Milosevic-Powell, St Frideswide	<i>This session will look at effective inclusion within the wider curriculum in a mainstream class.</i>	Teachers
Modelling Gurdeep Ghattaura, St Peter's Middle School, Anna Prothero, Holyport, and Lisa Austin, ODST	<i>This presentation explores the concept of modelling as a powerful teaching and learning strategy. It demonstrates how clear, step-by-step examples can support students in understanding skills and processes. The session highlights practical approaches for effective modelling across different subjects to enhance pupil confidence and independence.</i>	Teachers; TAs
Modelling writing – Julie Sargent, English consultant	<i>Julie Sargent will lead a session on how to provide timely and effective modelling and scaffolding to support the journey towards independent writing.</i>	Teachers; TAs

<p>Early Years Strategy – Improving Writing Outcomes - Lisa Horton, ODST & Laura Rump, The Blake</p>	<p><i>This session considers the current national focus on improving outcomes in early writing and increasing the number of children achieving a Good Level of Development (GLD). Reflecting on the current offer we will consider how we can ensure every child is given the best possible start to their educational journey. We will look at an ODST school case-study which has been focused on strategies from Write from the Start to enhance early writing skills - Exploring targeted interventions and classroom practises that support improved writing outcomes for children.</i></p>	<p>Teachers; TAs</p>
<p>Questioning Cameron Purvis – EYFS St John’s & Lucy Markwell, New Christ Church</p>	<p><i>In this session, we will explore questioning based on Rosenshine's Principles of Instruction. We will spend time discussing Tom Sherrington's Think Pair Share and Checking for Understanding Walk Thrus and how these can deepen thinking and enrich pupil responses.</i></p>	<p>Teachers; TAs</p>
<p>Formative assessment – David Cox & Hayley Knight, John Henry Newman</p>	<p><i>In this session, we will take a closer look at formative assessment, what it is, why it matters, and how it can make a real difference to pupils' learning. We'll also share a range of easy-to-use classroom strategies to help you gather meaningful feedback and adapt your teaching in the moment.</i></p>	<p>Teachers</p>
<p>Developing a reading culture – Rhiannon Abberley, Leafield & Sarah DiGiorno, Wroxton (recorded)</p>	<p><i>In this session we will look at how the environment and teacher behaviours contribute to a positive reading culture. We will explore the 'Reading Teachers' project and look at examples of book areas in a variety of settings.</i></p>	<p>Teachers; School Leaders</p>
<p>Balancing budgets to maximise classroom impact Andrew Jeffrey & Katy Adams, ODST</p>	<p><i>Alas, until we can grow a magic money tree, schools have a very set amount of funding to deliver the educational outcomes and maximum classroom impact. This session will explore how we can make our budgets more effective and get better value for money from the resources available. There will be a particular focus on classroom staffing structures including looking at long-term staffing strategy and effective use of Teaching Assistants to build financial sustainability.</i></p>	<p>SBMs</p>
<p>Recruiting in a challenging world – Alison McBride, ODST & Isabel Mupita, South Moreton</p>	<p><i>Schools continue to face multiple challenges. The recruitment and retention of skilled teachers is perhaps one of the most complex. Schools are reliant on great teachers and yet they are in short supply. This session focus is on increasing diversity in the workforce, to not only better serve the pupils but also to attract and retain the best talent.</i></p>	<p>SBMs, School Leaders</p>
<p>Attendance – developing a whole-school culture</p>	<p><i>This session explores how every member of staff plays a vital role in the bigger picture of school attendance.</i></p>	<p>Office staff; SBMs; School</p>

<p>Sophie Welton, St Christopher's Cowley</p>	<p><i>We'll look beyond numbers and data to understand what attendance truly represents — belonging, connection, and the shared responsibility of helping every child be present and ready to learn.</i></p>	<p>leaders; Attendance leads</p>
<p>Positive behaviour – building a culture of connectedness and belonging Hannah Forder Ball & Ria Nelson, St Frideswide</p>	<p><i>Seeing Beneath the Surface: A quick guide to compassionate Behaviour Support</i> <i>Through the lens of trauma-informed practice, this session empowers teams to see behaviour as communication and respond with empathy and skill. Grounded in Team Teach principles, we'll explore proactive, positive approaches that foster safety and connection.</i></p>	<p>TAs; office staff (not for those who have done team teach training)</p>
<p>Zones of regulation Grace Challans and Ash Fox, ODST</p>	<p><i>Zones Of Regulation - looking beyond the 4 colours and labelling emotions - how do we effectively use the tools and language of the zones of regulation to build consistency across staff and independence in pupils. Including top tips, scripts, and scenarios.</i></p>	<p>TAs; office staff</p>
<p>Growing great people – learning and development opportunities for Teaching Assistants in ODST schools – Mark Jones, ODST & Nicola Green, Datchet St Mary</p>	<p><i>Teaching Assistants in ODST schools play a crucial role in supporting the learning of children and young people and many of them have the potential to progress further. This session will look at how one school has used the annual review process to develop its Teaching Assistants, hear from Teaching Assistants who have benefited from apprenticeship courses and find out about an exciting new programme that can enable Teaching Assistants to attain QTS whilst continuing to work in a school.</i></p>	<p>TAs</p>
<p>How to plan lessons that raise standards and save time – Holly Docherty, Burford and Freyja Clark, St Christopher's Langford</p>	<ol style="list-style-type: none"> 1. <i>Know your pupils and their SEND (collaboration with SENCo & TAs)</i> 2. <i>Clear, ambitious learning objectives</i> 3. <i>Reduce cognitive load, remove barriers and replace with accessible alternatives</i> 4. <i>Planning lessons that are inclusive is planning for all</i> 5. <i>Scaffolding and assessment</i> 6. <i>Reuseable resourcing</i> 	<p>Teachers</p>