



# ODST INSET

## DRIVING GOOD PRACTICE THROUGH VISION, VALUES AND STRATEGY

3 NOVEMBER 2025

OXFORD DIOCESAN SCHOOLS TRUST  
ST MARY'S CONVENT, DENCHWORTH ROAD,  
WANTAGE, OXFORDSHIRE, OX12 9AU

REGISTERED NUMBER: 08143249

## Welcome to the ODST INSET day

### **Why hold a whole-trust INSET day?**

As a large trust of 43 schools, we want to maximise the benefits of having so much expertise within the organisation, and share some of the fantastic work happening around ODST.

We also want to include all staff in setting the direction for how we best serve our school communities in the future. You work closely with the children every day and are at the forefront of what we do, navigating challenges while delivering a high-quality education. It's our aim as a trust that you are supported with training and development to do that.

Training events, networks and CPD at ODST is central to both school improvement and staff development, and we hope this INSET is a valuable addition to the programme.

### **Theme: Driving good practice through vision, values and strategy**

At the heart of how we work is a 'Common Vision for the Common Good, and the belief that we can achieve more together than we could alone. Today we will explore how values guide our thinking and strategy, and how this is best put into practice and applied locally at school-level by every member of staff across ODST schools.

## To access all Teams links and

pre-recorded backup videos, please visit [www.odst.org.uk/INSET](http://www.odst.org.uk/INSET)

Or use the ODST Sharepoint folder.

On the day contact details should you need them:

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## AGENDA

<b>0900</b>	<b>Welcome &amp; reflection</b> Sharon Mullins, CEO
<b>0915</b>	<b>How we drive good school practice through vision, values &amp; strategy</b> Ian Frost, Deputy CEO Lisa Austin, Principal Schools Adviser
<b>0935</b>	<b>Values in practice: a window into ODST schools</b> 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
<b>1020</b>	<b>Coffee break</b>
<b>1035</b>	<b>School-based activity</b> <ol style="list-style-type: none"><li>1. Discuss how your school puts ODST values into practice (25 minutes)</li><li>2. School-led time (1 hour)</li></ol> <i>(Schools can adjust timings to suit)</i>
<b>1200</b>	<b>Lunch break</b>
<b>1300</b>	<b>Choice of online sessions</b> <i>Choice of 2 x 45-minute breakout sessions, as listed below.</i> <i>Sessions run at 1pm and 2pm, with 15-minute break in between.</i>
<b>1445</b>	<b>Close</b>

## Afternoon session options

All sessions will run twice, at 1pm and 2pm (unless otherwise indicated). Most are live online training, some are pre-recorded. Live sessions will also be recorded so that they can be accessed in the future too.

Session	Overview	Aimed at
<b>Curriculum for aspiration:</b> 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
<b>Modelling</b> 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
<b>Modelling writing</b> – 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
<b>Early Years Strategy – Improving Writing Outcomes</b> - Lisa Horton, ODST & Laura Rump, The Blake	<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>	Teachers; TAs
<b>Questioning</b> Cameron Purvis – EYFS St John's & Lucy Markwell, New Christ Church	<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>	Teachers; TAs
<b>Formative assessment</b> – David Cox & Hayley Knight, John Henry Newman	<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>	Teachers

<p><b>Developing a reading culture</b> – Rhiannon Abberley, Leafield &amp; 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><b>Balancing budgets to maximise classroom impact</b> Andrew Jeffrey &amp; 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><b>Recruiting in a challenging world</b> – Alison McBride, ODST &amp; 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><b>Attendance – developing a whole-school culture</b> Sophie Welton, St Christopher’s Cowley</p>	<p><i>This session explores how every member of staff plays a vital role in the bigger picture of school attendance. 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>Office staff; SBMs; School leaders; Attendance leads</p>
<p><b>Positive behaviour – building a culture of connectedness and belonging</b> Hannah Forder Ball &amp; Ria Nelson, St Frideswide</p>	<p><i>Seeing Beneath the Surface: A quick guide to compassionate Behaviour Support 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><b>Zones of regulation</b> 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><b>Growing great people – learning and development opportunities for Teaching</b></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</i></p>	<p>TAs</p>

<p><b>Assistants in ODST schools –</b> Mark Jones, ODST &amp; Nicola Green, Datchet St Mary</p>	<p><i>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><b>How to plan lessons that raise standards and save time –</b> Holly Docherty, Burford and Freyja Clark, St Christopher's Langford</p>	<ol style="list-style-type: none"> <li>1. <i>Know your pupils and their SEND (collaboration with SENCo &amp; TAs)</i></li> <li>2. <i>Clear, ambitious learning objectives</i></li> <li>3. <i>Reduce cognitive load, remove barriers and replace with accessible alternatives</i></li> <li>4. <i>Planning lessons that are inclusive is planning for all</i></li> <li>5. <i>Scaffolding and assessment</i></li> <li>6. <i>Reuseable resourcing</i></li> </ol>	<p>Teachers</p>

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0915 session: How we drive good school practice through vision, values & strategy  
Use this page to record notes & reflections



## A window into values in practice, in five ODST schools

Use this page to record notes & reflections.

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

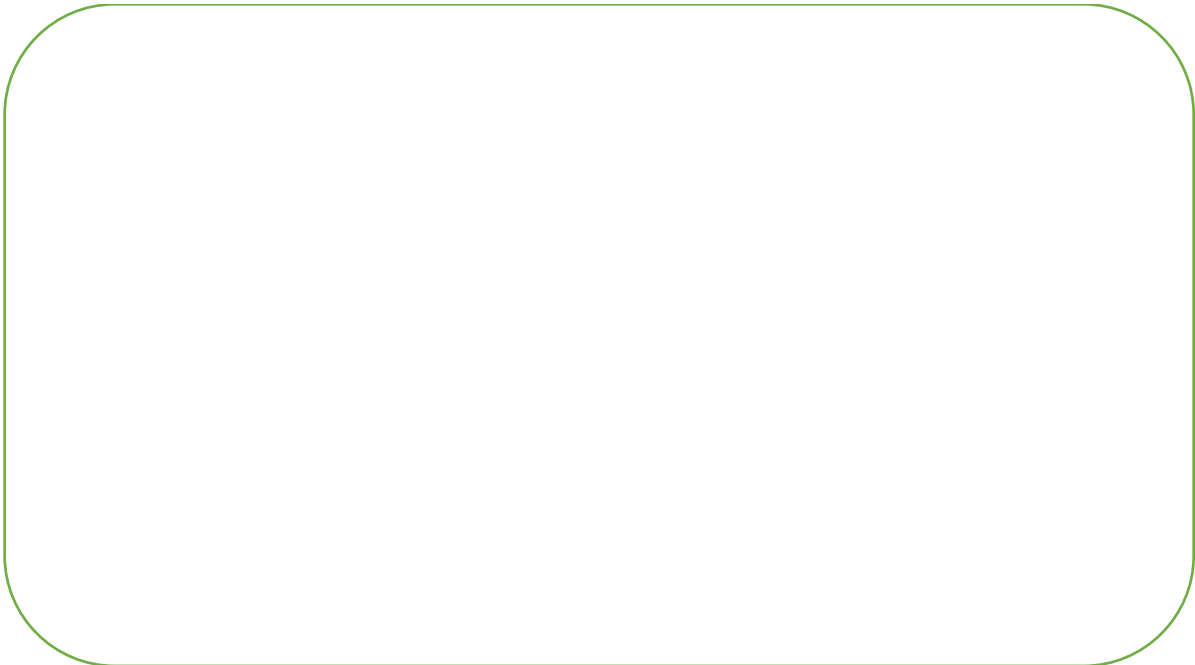
## School-based discussion and reflection – values

What do you do in your school and your role that is guided by these values?

### **Inclusivity**



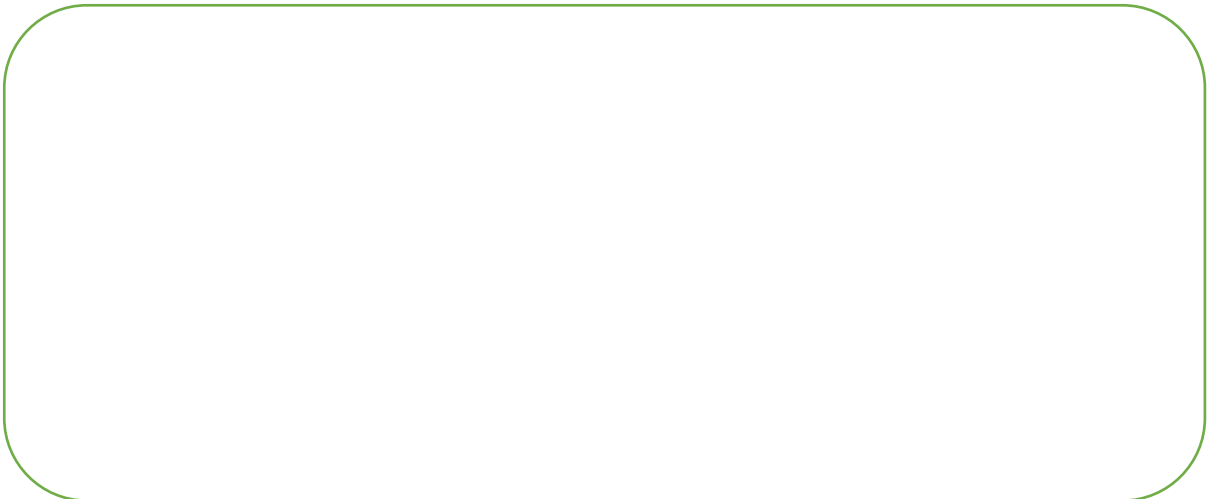
### **Empowerment**



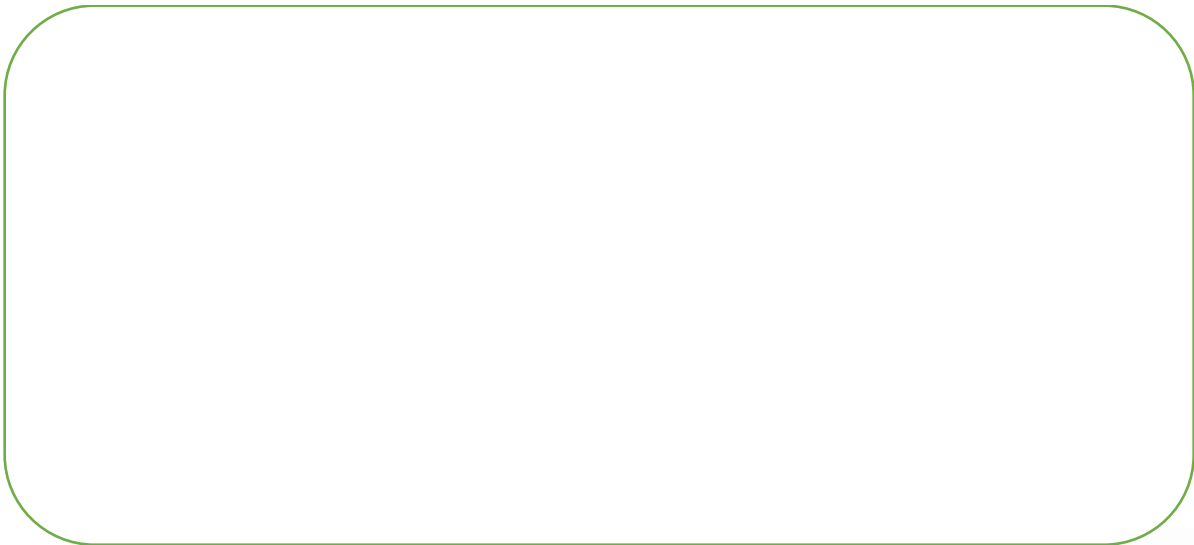
**Abundant living**



**Service**



**Community**





## Afternoon session 1

Use this page to record notes & reflections

## Afternoon session 2

Use this page to record notes & reflections

**Please let us know your feedback on the INSET day**

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