# Newfield School – School Development Plan 2024-2028



# Our Development Planning Process - Assess, Plan, do, review.

- This School Development Plan (SDP) presents a strategic overview to support on-going improvement & drive towards a culture of excellence.
- Each year the SDP is evaluated aspects carried over where needed, new targets set, and others discontinued. This process is fluid and supported by our self-evaluation (SE) process.
- We use the SDP to draw up our focused School Improvement Plan (SIP). This plan ensures we address areas which emerge from ongoing evaluation.
- We also actively 'scan' the horizon to ensure we are future proof and support innovation
- At Newfield we view SE as the following:-
  - A whole school approach to continuous improvement involving all stakeholders allowing accountability at all levels
  - A way to determine:-
    - Where we are and where we want to be
    - How we will get there
    - Our success criteria
    - Who will help us
    - A means to critically evaluate our own development and processes and look to external validation of this

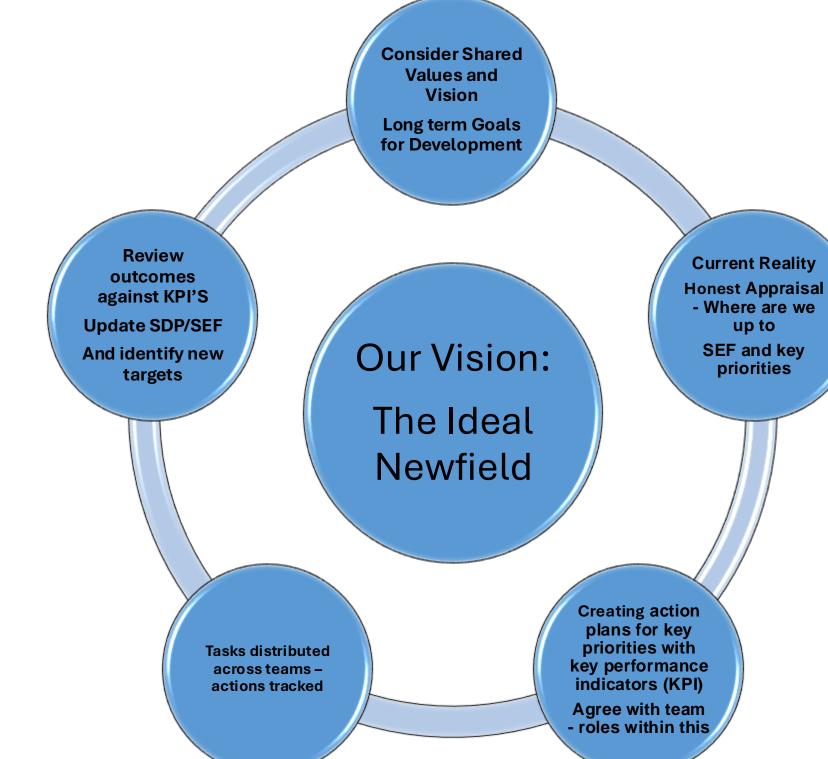


# Addressing Current Reality: The Working SIP

- The improvement plan is our operational action plan to ensure achievement of our strategic priorities/long-term vision.
- The plan relates directly to the areas we have identified requiring our current focus as a result of ongoing SE.
- The plan is developed by, shared with and monitored by our whole school staff team including governors. This is through consultation and participation events held during the school year.
- Responsibility for monitoring the plan rests with the Leadership Team and Governing Body.
- Members of the team are responsible for overseeing the development of each key section of the plan as well as constructing the working document to ensure effective implementation and measure impact.
- To secure accountability and measure impact, we hold regular meetings with the Self Evaluation Committee.
- The planned and targeted professional development for the year is then aligned with key priorities. This runs alongside our career development pathways approach.



### We follow a cycle of School Development and Improvement







# Newfield School is... An inspirational, safe and happy community, empowering pupils to develop meaningful, relevant skills for life.



### **Our Guiding Principle**

# Never do for a child what they can, could or should do for themselves

We just need to identify what each child **needs** and teach them the skills to achieve it **themselves** 



### Our Areas of Focus for Continual Improvement : Drive for Excellence

**Quality of Education – Curriculum & Provision** Intent Design, relevance to learners Coverage/content Implementation Delivery model incl. specialist provision Teaching - pedagogy Assessment - Formative & summative; measuring what matters Impact Next steps & Life outcomes Attainment & Progress EHCP outcomes – golden thread

Leadership and Management Culture, Vision and Ethos- Psychological Safety **Research approach for best practice – futureproofing Embracing innovative technologies** Staff Development/Talent Management- developing expertise Employee Engagement – compassionate leadership Multi - Disciplinary approach- team around the child Teams of expertise Empowering leadership at all levels – coaching and mentoring model



Pupils physical and mental health and wellbeing SMSC/SRE/Citizenship Skills to thrive within the wider community Managing transitions at all levels Developing individual strengths and interests Equality and Diversity Outcomes - Peparation for Adulthood



### **Personal Development**

**Behaviour for Learning and Attitudes Regulate to Educate** Resilience and independence **Optimising engagement** Attendance Attachment and trauma aware Individual learning needs/provision Developing self- regulation skills on 3 levels

### Our Current Development Priorities – Three year cycle (introduce/develop/embed)

Quality of Leadership and Management Embedding Feedback/growth culture - neuro leadership approach Agreed core ethos and values Revisit School wellbeing support systems for pupils, families and staff Layered leadership & expertise - Lead learning teams Introduce Layered approach to CPD to address skills gap and development across 'One School' Growing future talent - future proofing incl. governance In house multi-disciplinary provision model introduced

Developing 3 leve 'Regulate Optimal learning Maximising ansfer skills to h

### **Brilliant Basics:-**

Maintaining best practise in light of internal & external factors & influences

> Mental Health & Physical Wellbeing - embedding attachment and trauma informed approach Extend lunchtime offer

> > Su Stayin Ext

### **Quality of Education/Curriculum**

Outcome led Individual learning pathways - Measuring what matters Outdoor learning and provision - (increased use of grounds and community) Expanding skills in staff team around specific learning needs - new pedagogies/research based practice Effective transitions in/between lessons

Post 16 Functional skills curriculum and assessment model embedded supporting preparation for adulthood



### **Quality of Behaviour and Attitudes**

Developing 3 levels of regulation for optimum learning and engagement – 'Regulate to Educate' – applying approaches consistently

Optimal learning environments supporting above, class and additional

Maximising Independence and resilience for personal growth

Transfer skills to home and wider community – mastery and generalisation

### **Quality of Personal Development**

Supporting the family to achieve best outcomes

Staying safe - making safe choices - risk sensible model

Extended community links - supporting transition

Enhanced 16-19 offer - vocational impact

# Our Emerging Development Priorities 2025-2028 (reviewed annually) Post Ofsted.

### **Quality of Leadership and Management**

**Expansion of School** Establishment review incl. R and R Embedding Feedback/growth culture – supervision Coaching model to improve practice – conscious articulation Layered leadership & expertise – department led approach Layered approach to CPD to address skills gap/cascading In house multi-disciplinary model supporting enhanced provision

Developing 3 levels of regulation for optimum learning and engagement – 'Regulate to Educate'

**Building excellence** at all levels from a secure base **Embedding High** Standards, **Aspirations and Expectations** 

> Attachment and trauma informed approach embedded Extended Training offer for parents/carers Enhanced enrichment opportunities – on / off site Extended community links - supporting transition options

Staying safe - making safe choices - risk sensible model Enhanced 16-19 offer – expanded base; internship and wider vocational

### **Quality of Education/Curriculum**

Developing INSIGHTs (EFL) – AHT's enhanced ownership of progress Revisit pathways - viability of nurture/therapeutic pathway across school Outdoor learning and provision – enhanced spaces for holistic curriculum offer Continue to upskill Seniors and EHCA's – rolling training programme Post 16 Functional skills curriculum and assessment model supporting preparation for adulthood-discrete provision model Reviewing outreach /in reach offer

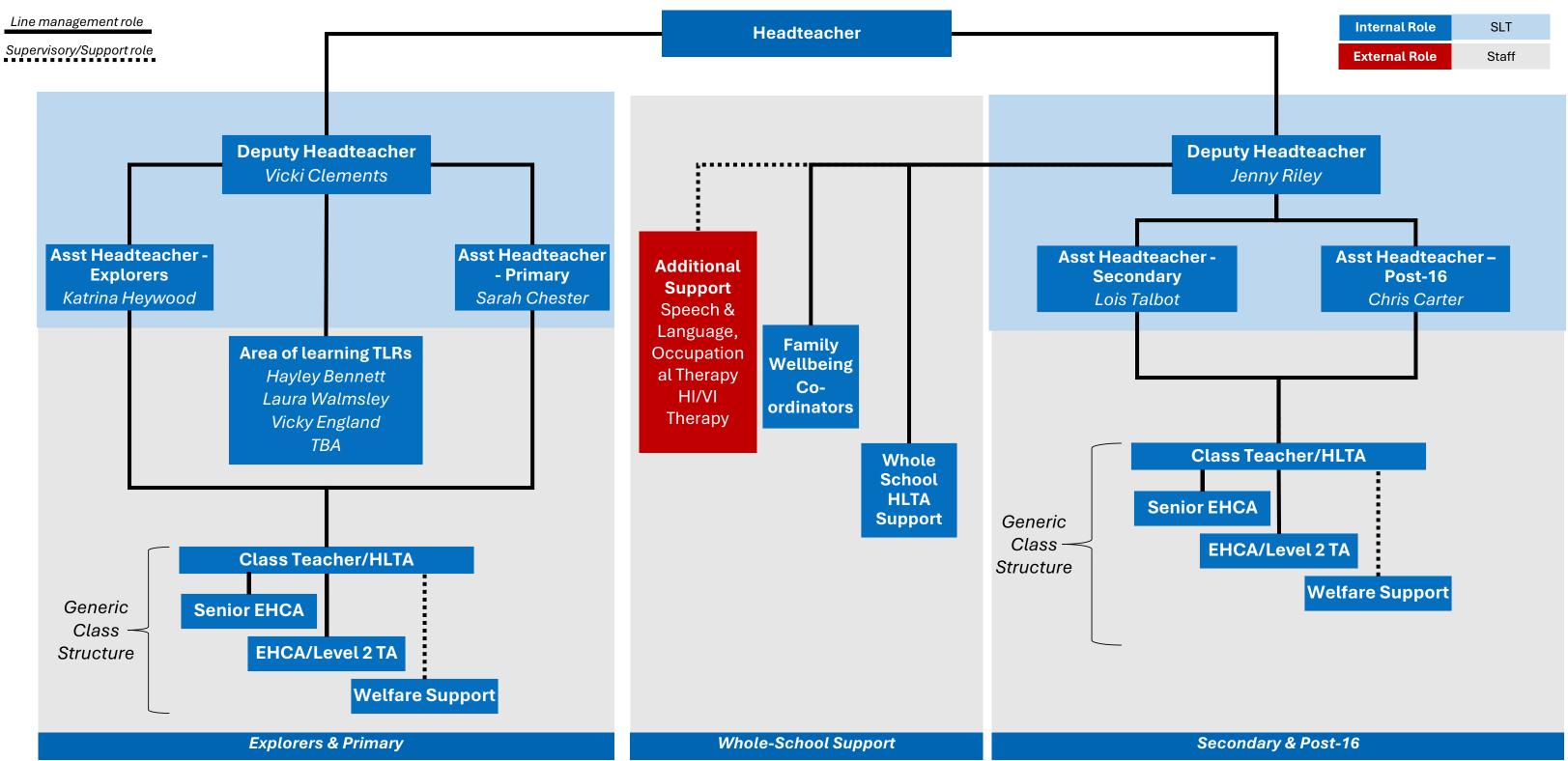


### **Quality of Behaviour and Attitudes**

- Creating optimal environments for learning
- Maximising Independence and resilience for personal growth
- Transfer skills to home and wider community mastery and generalisation
  - In the moment coaching for support in the mind's eye

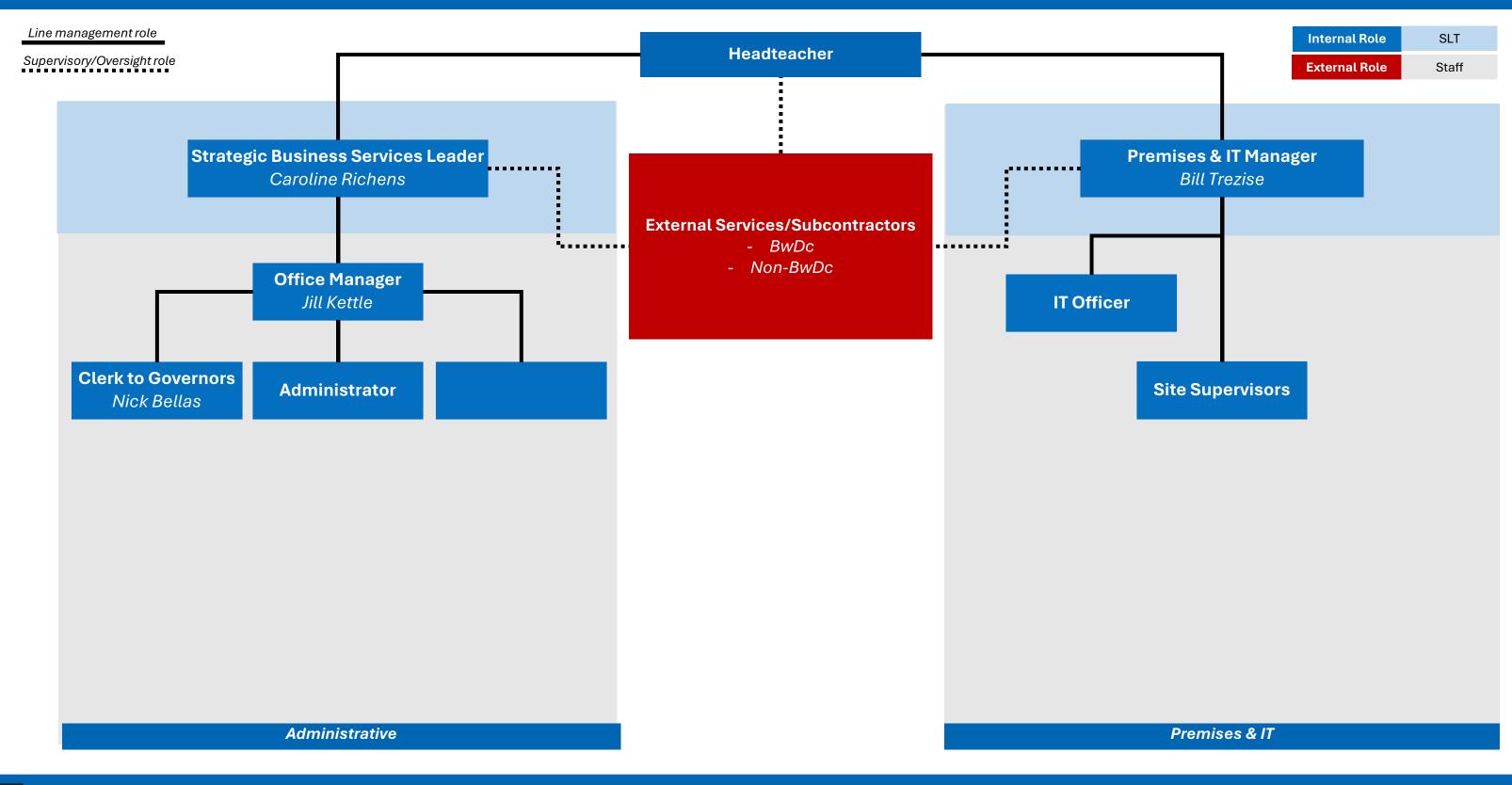
### **Quality of Personal Development**

### **Staffing Structure**



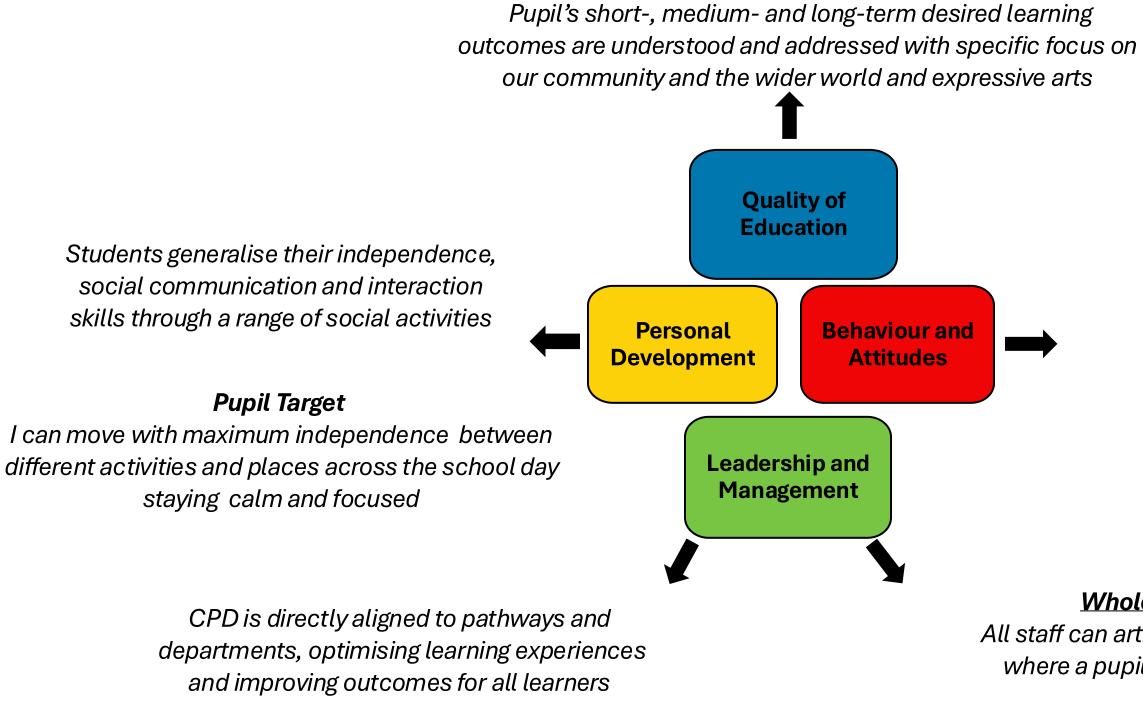


### **Staffing Structure**





## Current School Improvement Targets 2024-2025





All staff understand and apply the principles of REGULATE to EDUCATE consistently, to support Optimal engagement for meaningful learning

-YEAR 2 of 3

### Whole School Appraisal Focus:

All staff can articulate, via structured conversations, where a pupil has progressed from, and the next steps in their learning

### School Improvement Targets 2024-2025 Ongoing



**Ongoing Organisational Management** 

Middle leaders can evidence and articulate curriculum impact/progress for learners across each key-stage, accurately identifying areas for growth and development of their area New TLR structure in place will mean this target is revisited with new appointments

### Ongoing (Year 3 of 3)- linked to Employee engagement Strategy

Systems are in place to offer feedback for improvement at all levels: Developing a culture of psychological safety

### 2024-2025 School Culture

Improved levels of employee engagement- 'buy in' is evidenced supporting the developing culture of psychological safety and feedback for growth

### 2024-2025 Continuous School Improvement

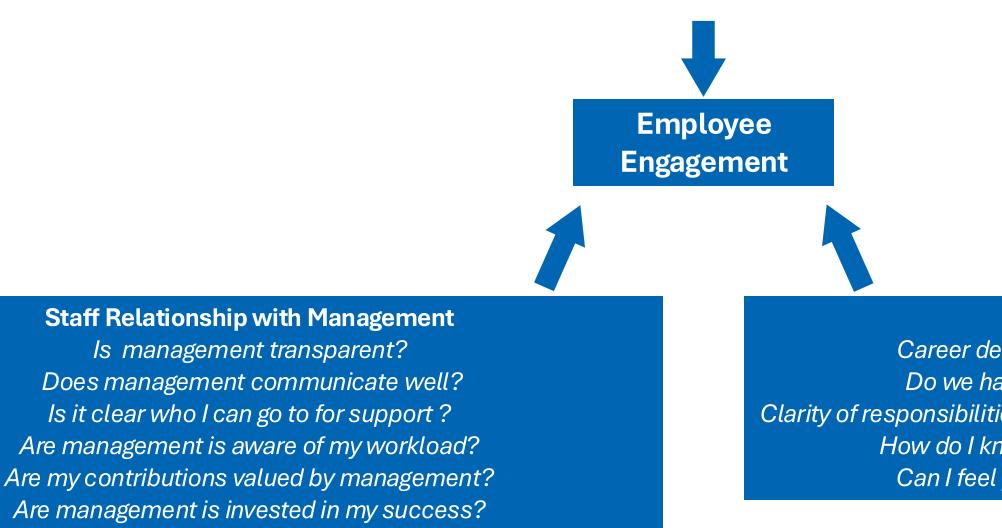
Continuous improvement in practice and accurate self- evaluation is evidenced and triangulated across all key areas (This involves use of newly developed app and database/dashboard and aligned monitoring and evaluation schedule)



# Developing Employee Engagement System: What world class organisations do...

### Evaluating current reality and assessing / reviewing systems for impact :

The Culture at School Do we feel a connection and ability to work with colleagues? Do we understand how and why the school needs to evolve? Is Staff feedback valued and facilitated Do we feel satisfied with the school's culture as a whole?



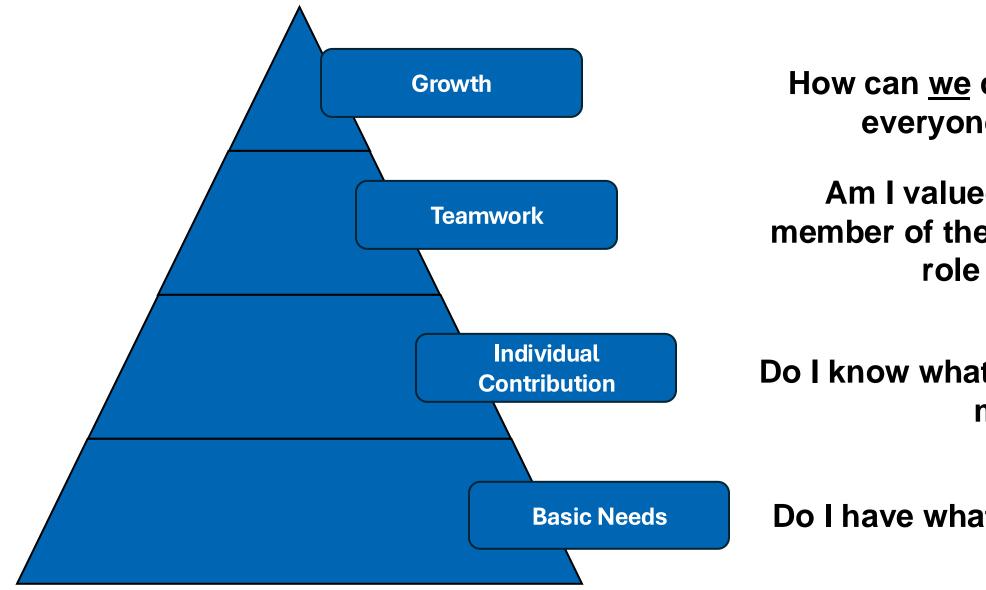


### **Investment in Staff**

Career development - if I want to progress, can I? Do we have facilities & resources to do our job? Clarity of responsibilities - do we know what we are doing/what's expected How do I know how I am doing and how to improve? Can I feel positive about my role and contribution?

## Establish and Review impact of Systems : Culture beats Strategy.

### Ensuring we have systems in place to answer the questions:





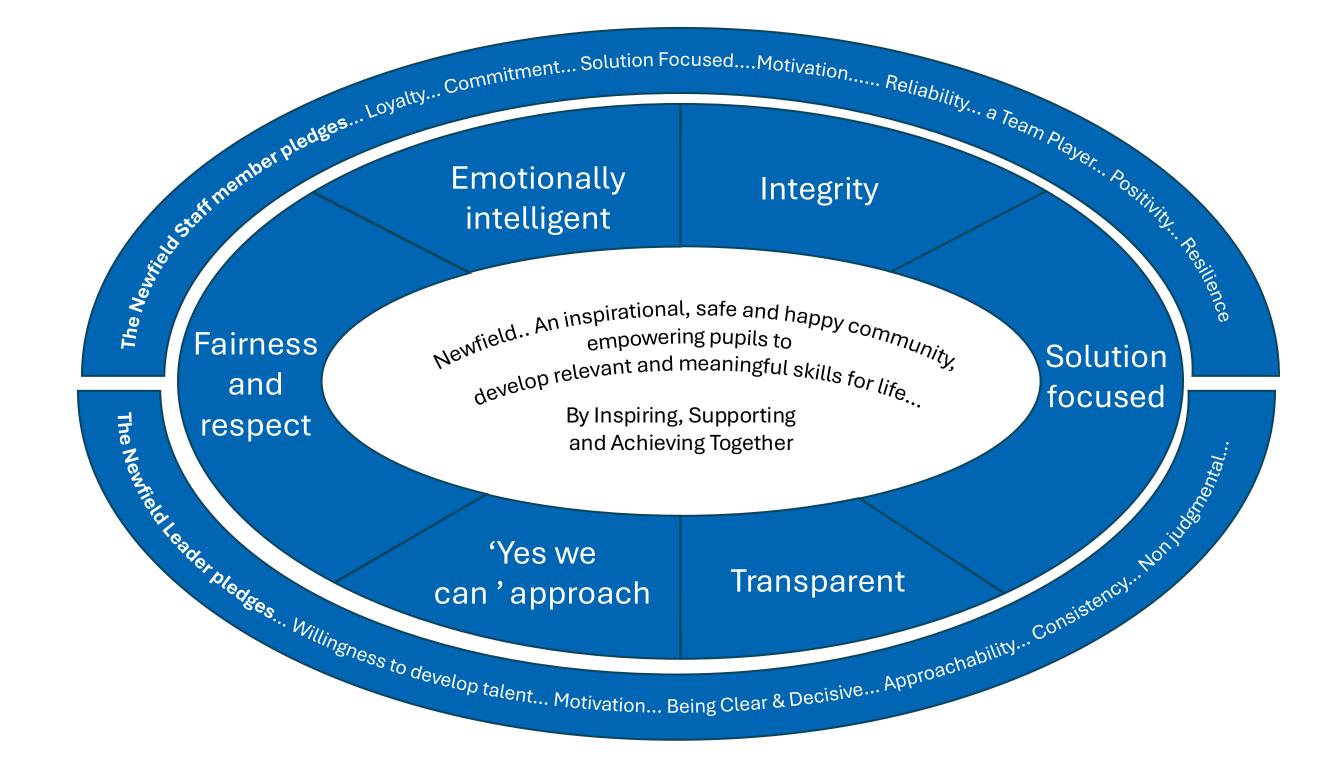
How can <u>we</u> do better and what is everyone's role in this ?

Am I valued and involved as a member of the team? Do I know my role within this?

Do I know what is needed of me to do my best?

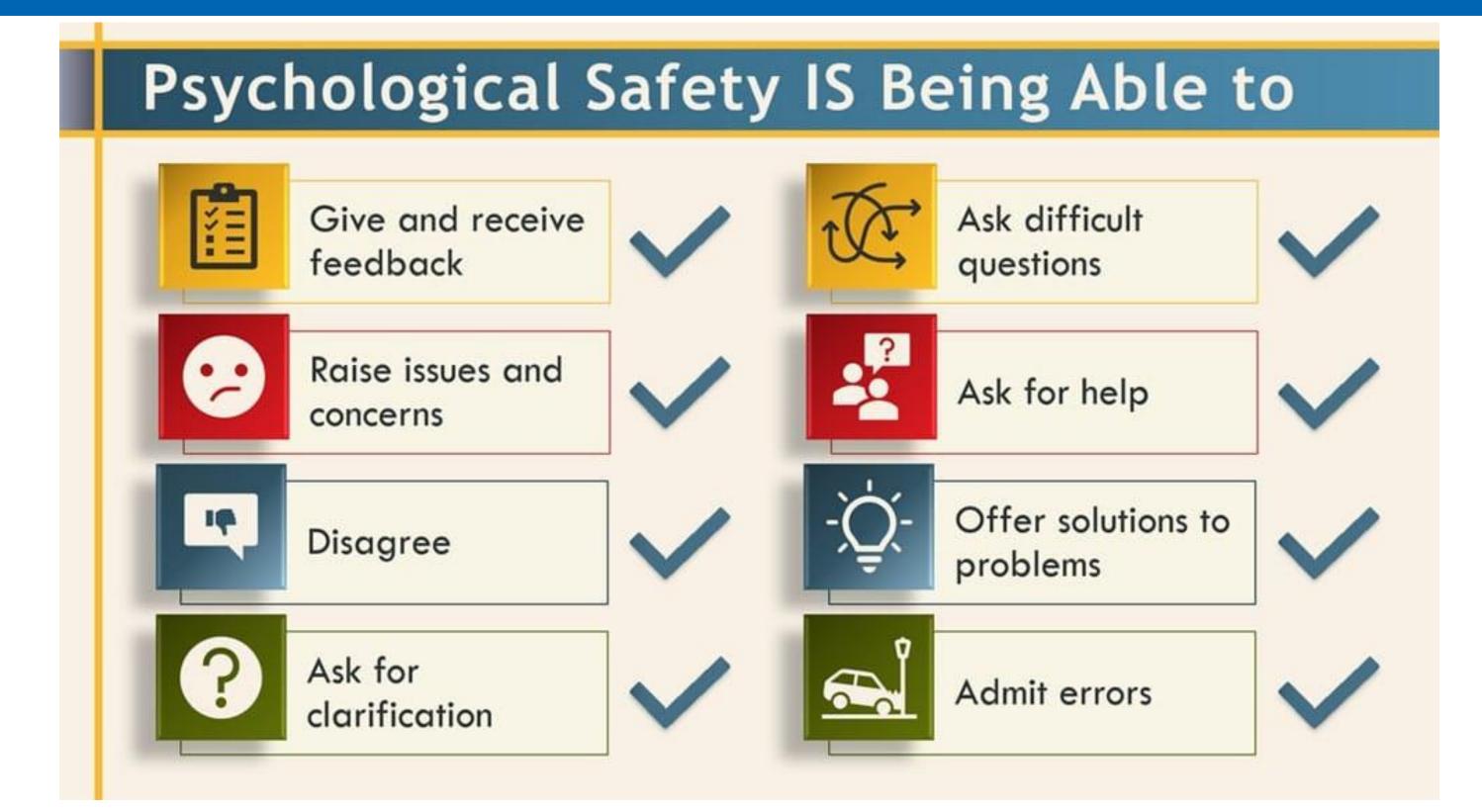
Do I have what I need to do my job?

### Redefining our Culture and Core Values





# Underpinning all we do: Safety on the Inside and Outside.





# Phrases We all use To Empower and Support

- Phrases that we should all use with our team:-
  - "That was great because..."
  - "I really like how you did that ...."
  - "Can I make a suggestion?" or "How about..."
  - "I think we could improve this by ...."
  - "Can I just check how you are doing that?"
  - "Thank you!"
- Phrases to for matters regarding safety in school:-
  - "This is not safe we need to act"
  - "I am here to help" "more help available"
  - "That is not safe I need to stop you"
  - "I am taking over"
- We have a professional duty to respond regardless of who is 'in charge'!







### A Team Around the Child and Family Approach

Early help and support working alongside families Team around the family. Outstanding learning Ensuring environments families feel means pupils empowered and thrive supported

> Targeted Support for parents via training/groups

Multidisciplinary approach targets emerging needs and right support



### Quality First Teaching – Helping our students learn more, know more and remember more

How are they doing? Reflection/feedback Celebrating success and planning next steps

Can now...

What does each child need to learn next- how will this look?

(Think about why we are teaching it - how can we link this to real life contexts )

How and where shall we teach it - (learning style of child ) Consider challenge zone

Remember outcome informs what we do

Ask are they ready for learning? Make everything a learning opportunity

Checking what we do is going to help learning and *not just entertain.* 

Asking questions - how/what is this helping them to learn? Are we introducing new skills, Practising or generalising?



Where are they now?

 how secure is the learning?

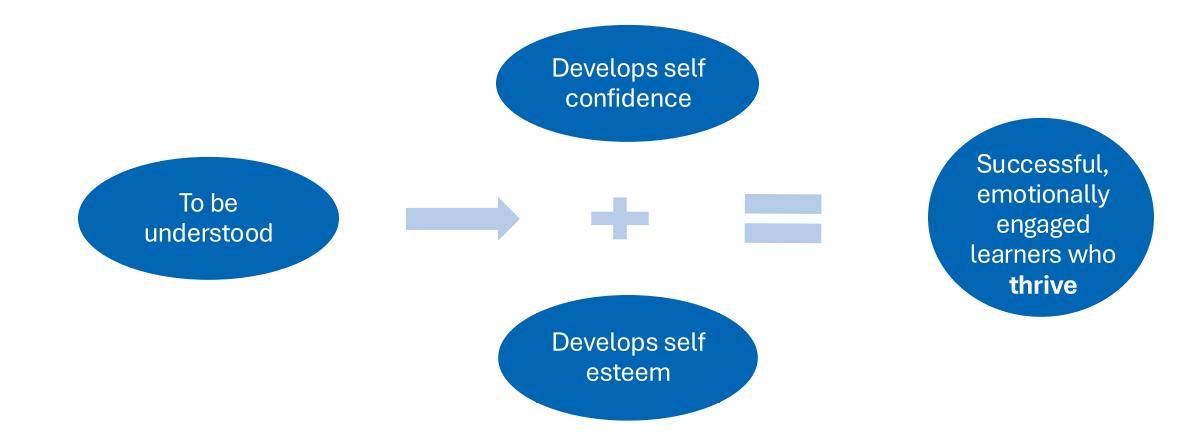
Mastery scale

Where do we want to get to?

What steps do we need to get them there?

# Our Secret to Successful Lifelong Learning – Giving Students the Tools for Life

'Regulate to Educate' Philosophy underpinned by Neuro-sequential Model (Perry 2008)



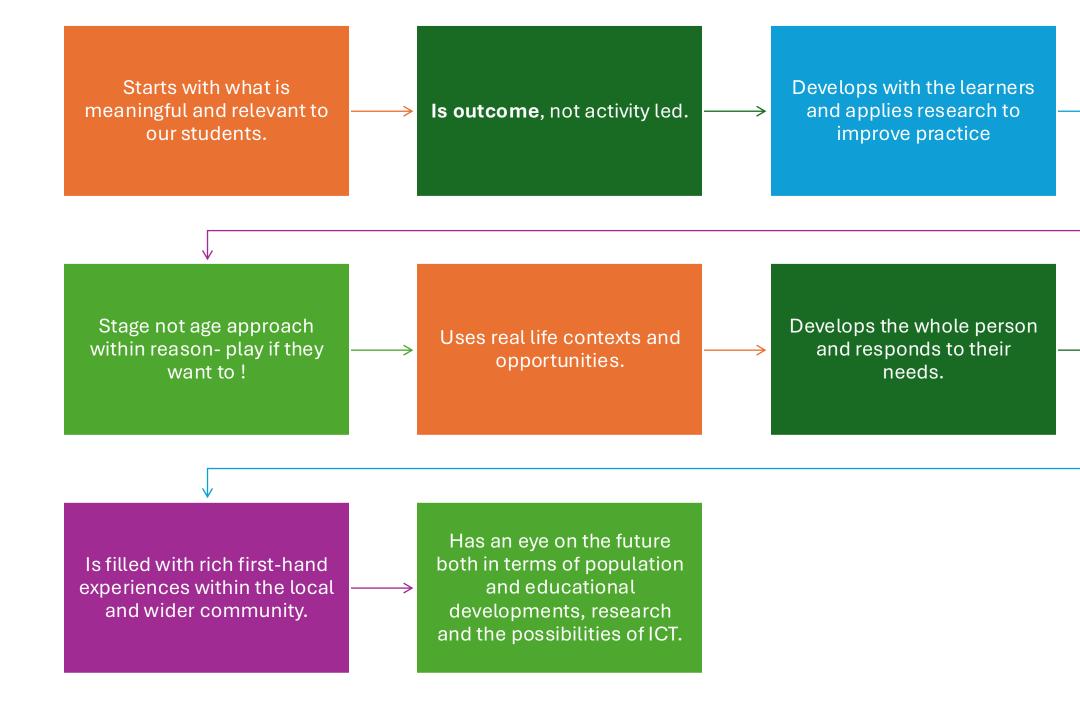
- Unconditional positive regard and warmth for all pupils
- Creating a secure and safe base for all to thrive at each level of their needs (physiological, emotional and cognitive)



Love, understanding and connection between us and the children is the most important factor in securing healthy learning.

Neuro-chemically, children will have no option other than to learn.

## Our Holistic curriculum offer – Preparation for lifelong learning

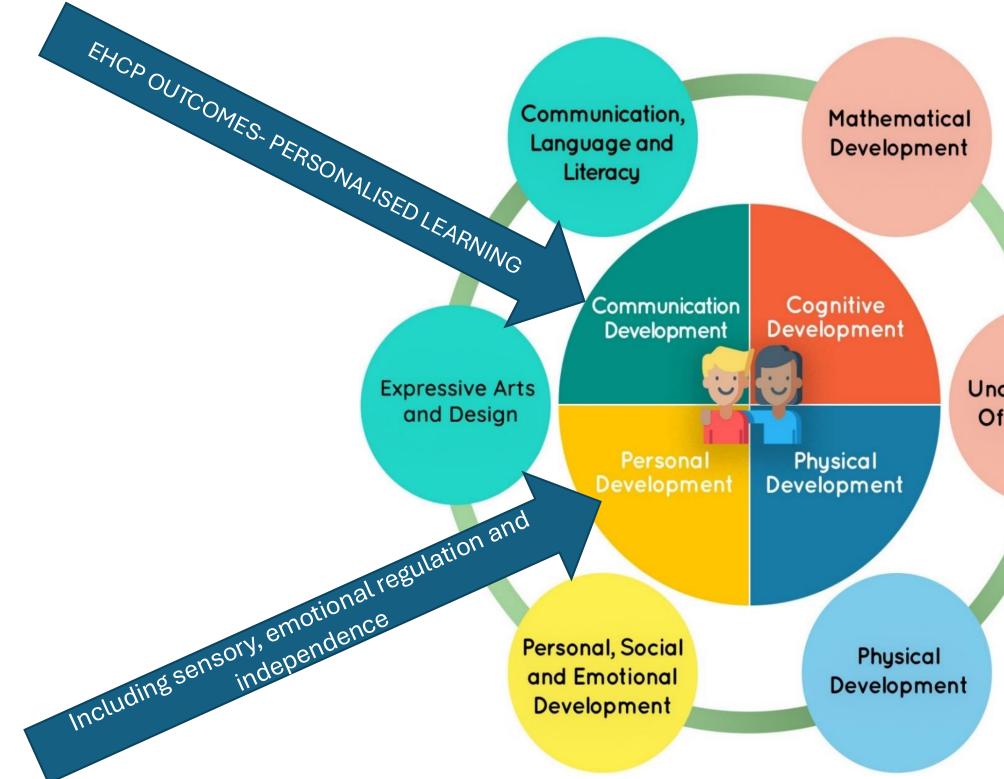




Destinations determine learning pathways and assessment.

Affords all pupils with the right to progress through school recognising that their needs change over time and with maturity new strengths can emerge.

### Meaningful and relevant life long learning



Newfield Inspire | Support | Achieve | Togethe

### Independence and Preparation For Adulthood- ECHP golden thread

CURRICULUM AREAS IPATHWAYS WHOLE SCHOOL

Understanding Of the World

## Our Core Purpose : Never lose sight of what is best for our Children

"Listen to me and learn with me, talk with me and not about me, take time to understand me, find out what matters to me, smile with me and laugh with me! Believe in me and never give up on me, make things fun for me, do things with me, not just for me. Always want the best for me let me get stuck and help me find the answers, show me and then leave it to me. Never ever give up on me, and Always reach for the sky for me!" We may forget much of what is said to us but we will never forget how you <u>make us feel</u>

