

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



Our Vision

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

Personal Development

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 - Preparation for Adulthood

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

Behaviour for Learning and Attitudes

Regulate to Educate

Resilience and independence

Optimising engagement

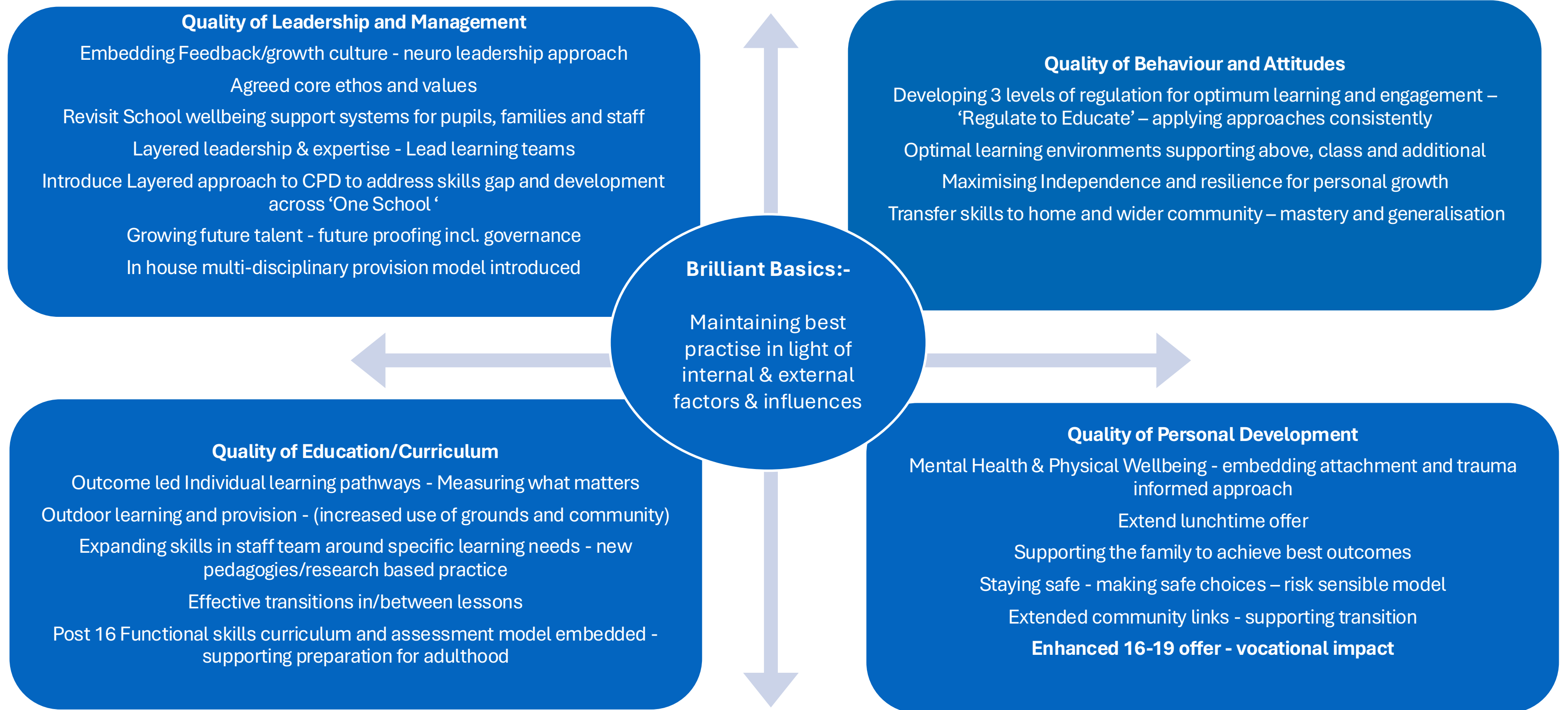
Attendance

Attachment and trauma aware

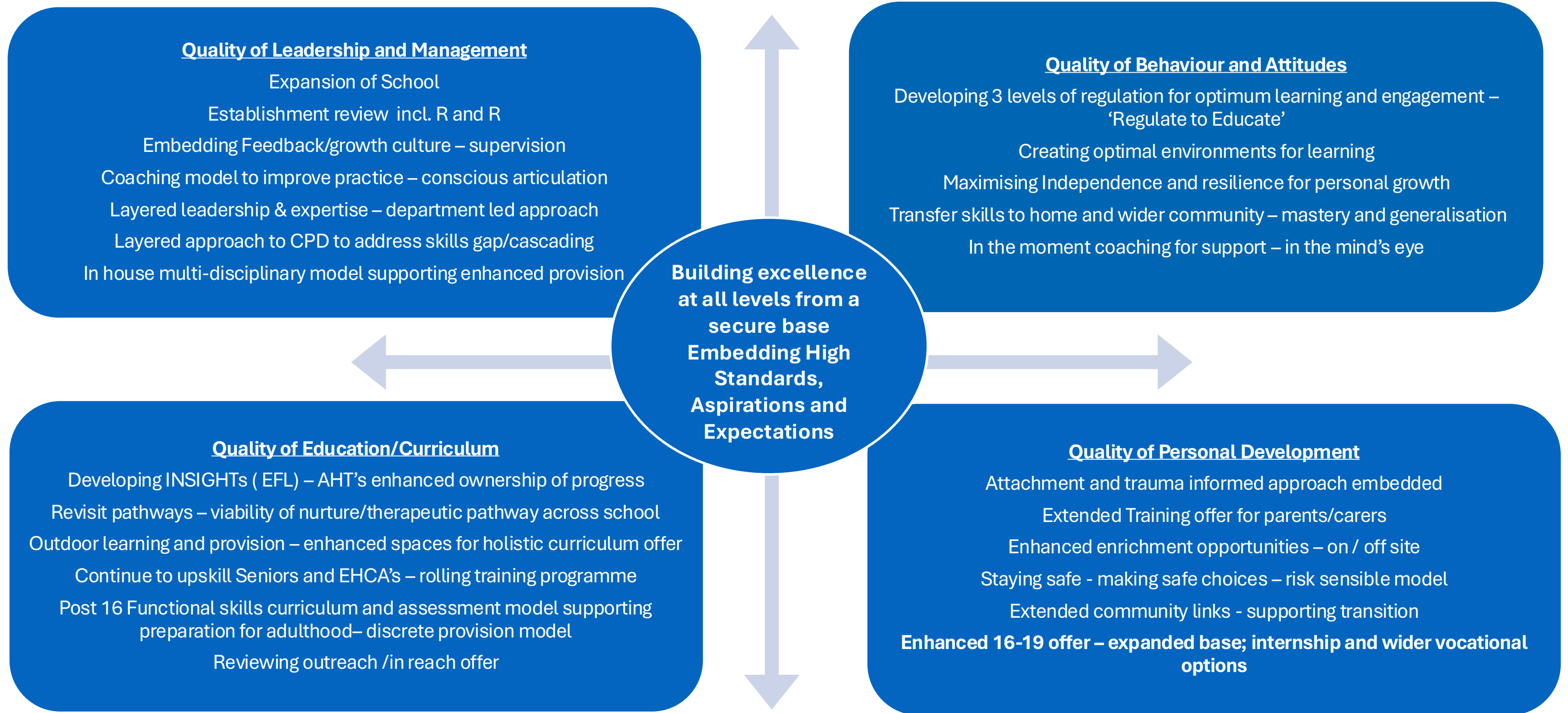
Individual learning needs/provision

Developing self- regulation skills on 3 levels

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



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

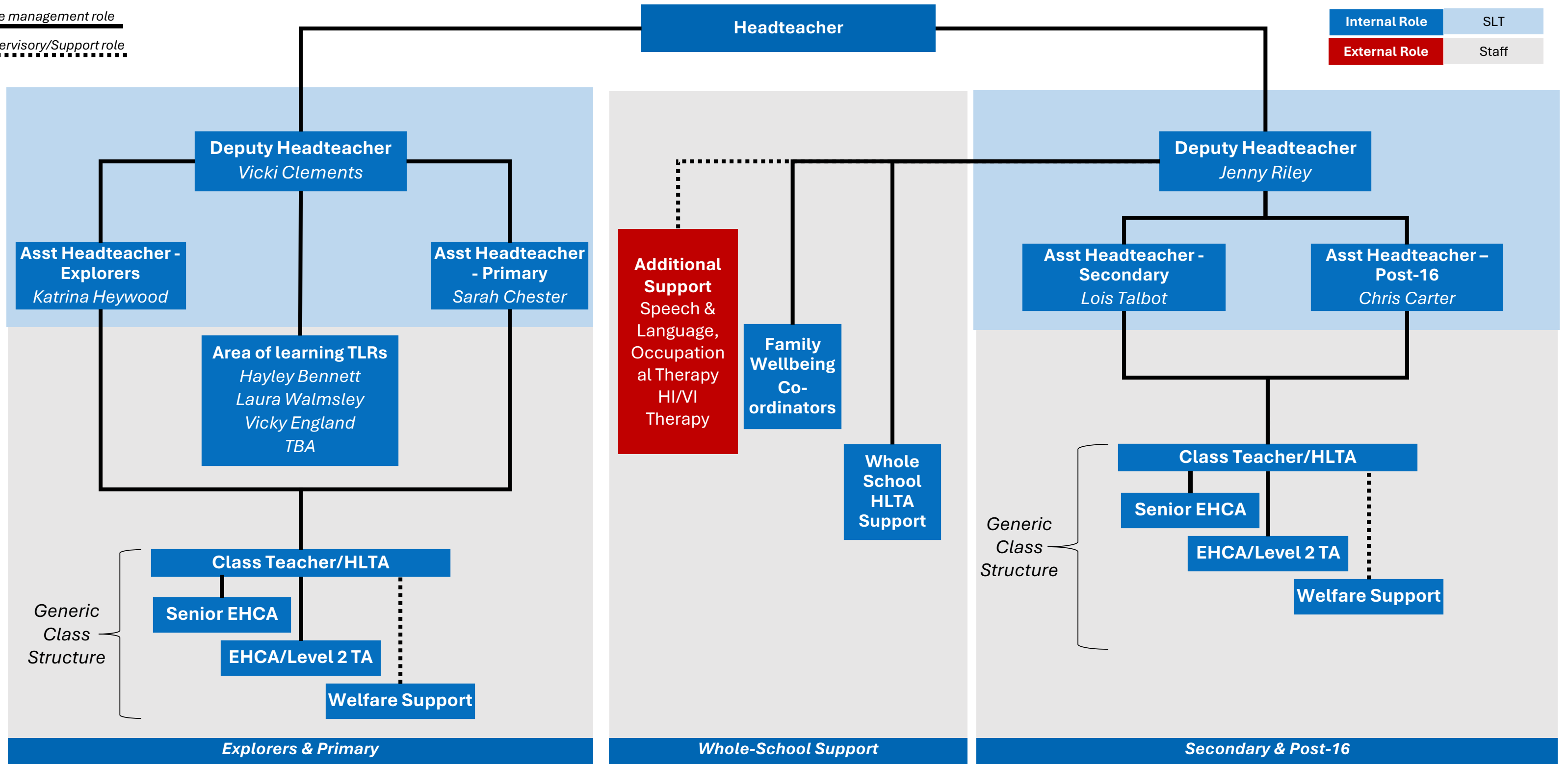


Staffing Structure

Line management role

Supervisory/Support role

Internal Role	SLT
External Role	Staff

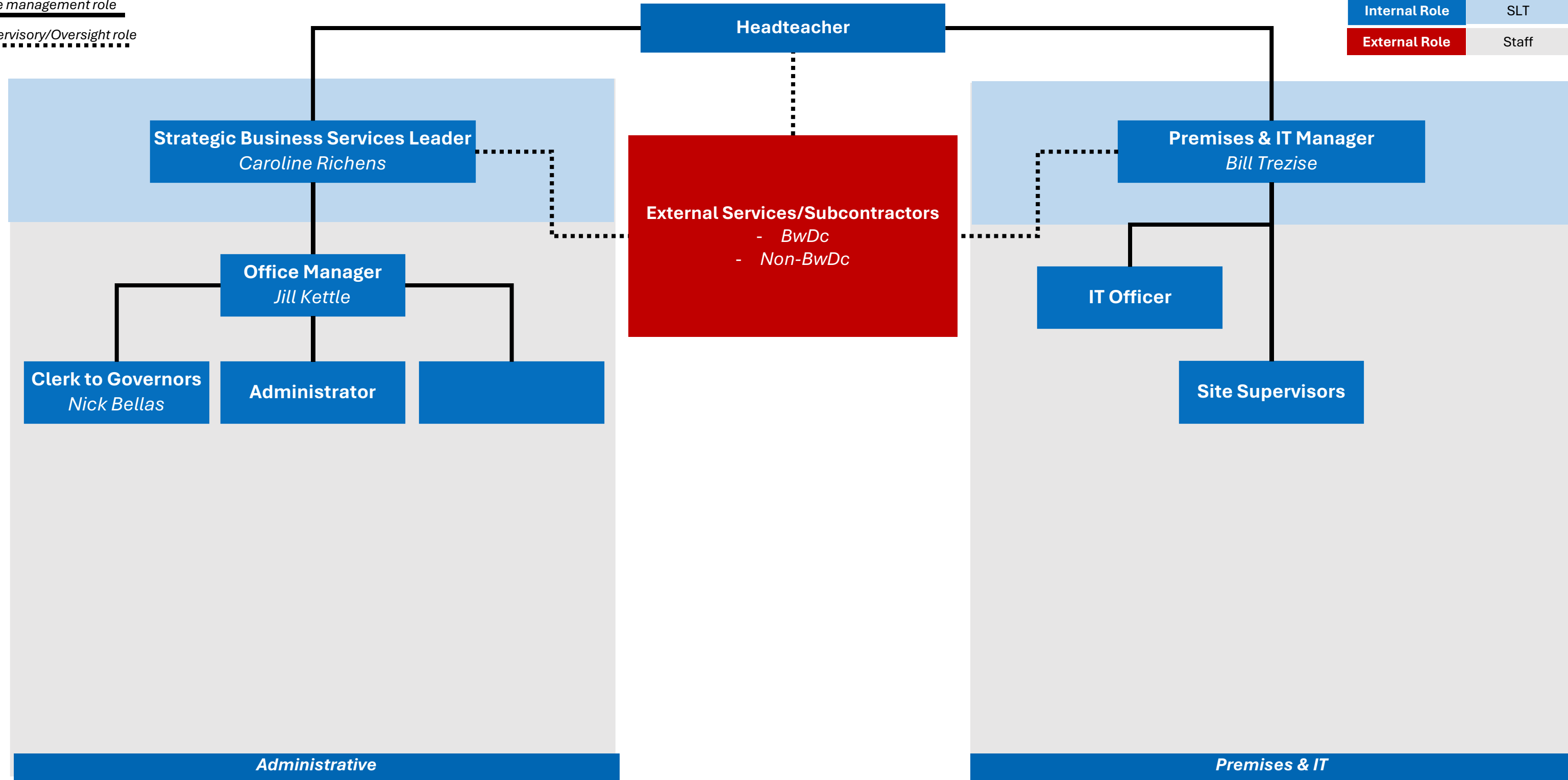


Staffing Structure

Line management role

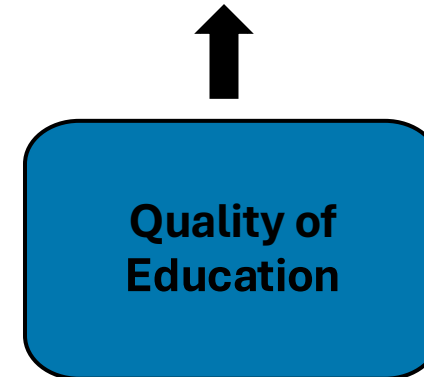
Supervisory/Oversight role

Internal Role	SLT
External Role	Staff

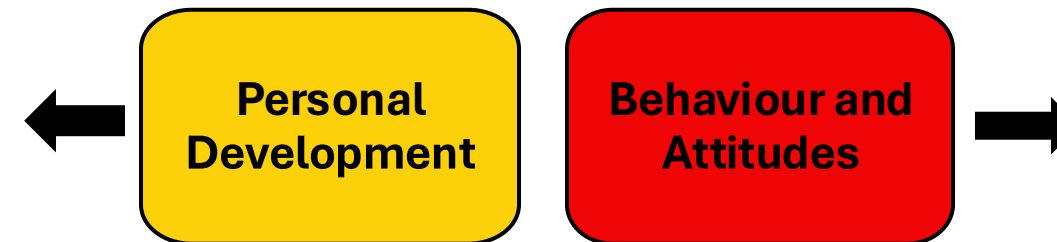


Current School Improvement Targets 2024-2025

Pupil's short-, medium- and long-term desired learning outcomes are understood and addressed with specific focus on our community and the wider world and expressive arts



Students generalise their independence, social communication and interaction skills through a range of social activities



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

–YEAR 2 of 3



Pupil Target
I can move with maximum independence between different activities and places across the school day staying calm and focused

CPD is directly aligned to pathways and departments, optimising learning experiences and improving outcomes for all learners

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

Leadership and Management



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?*

Employee Engagement

Staff Relationship with Management

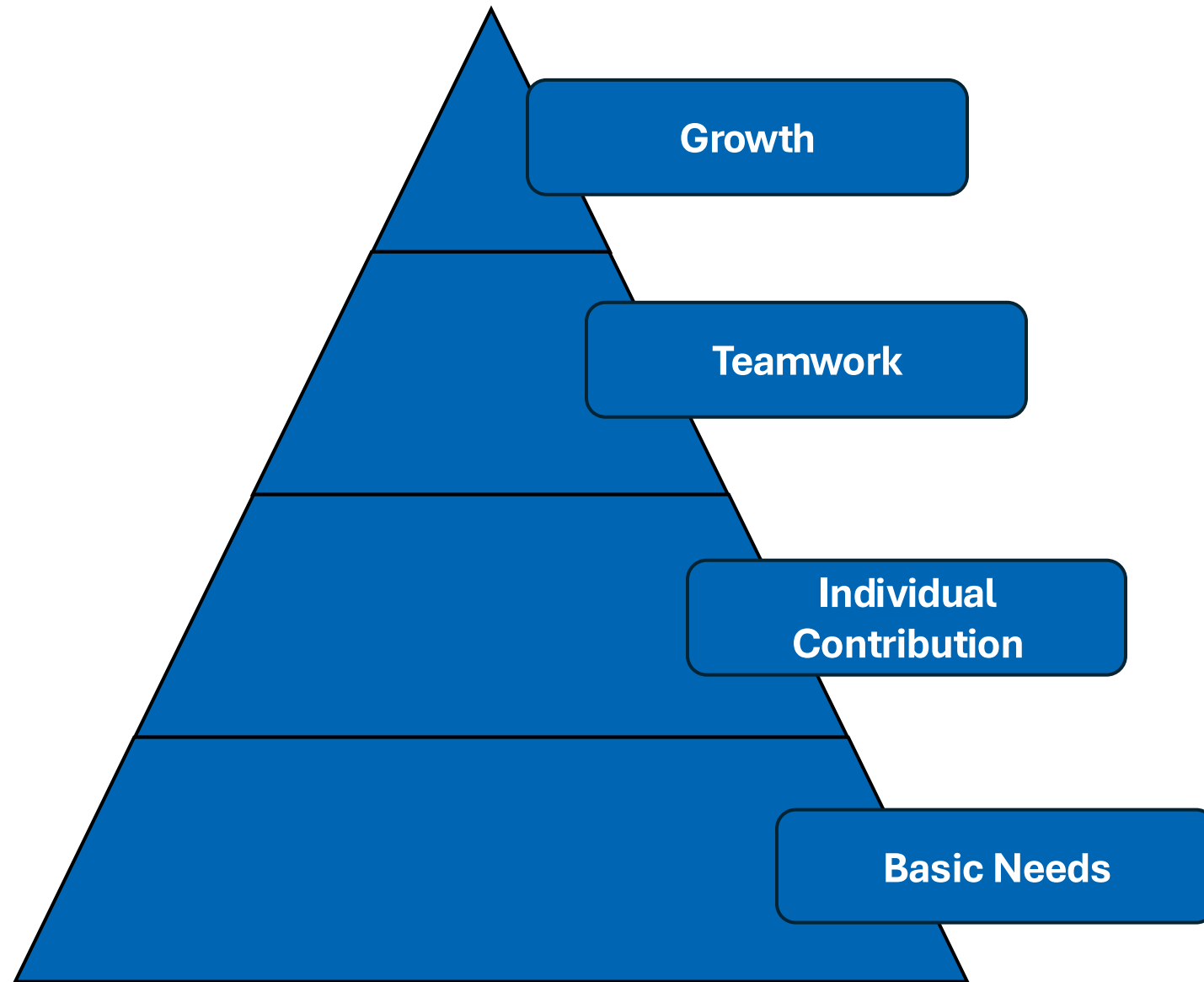
*Is management transparent?
Does management communicate well?
Is it clear who I can go to for support ?
Are management is aware of my workload?
Are my contributions valued by management?
Are management is invested in my success?*

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:



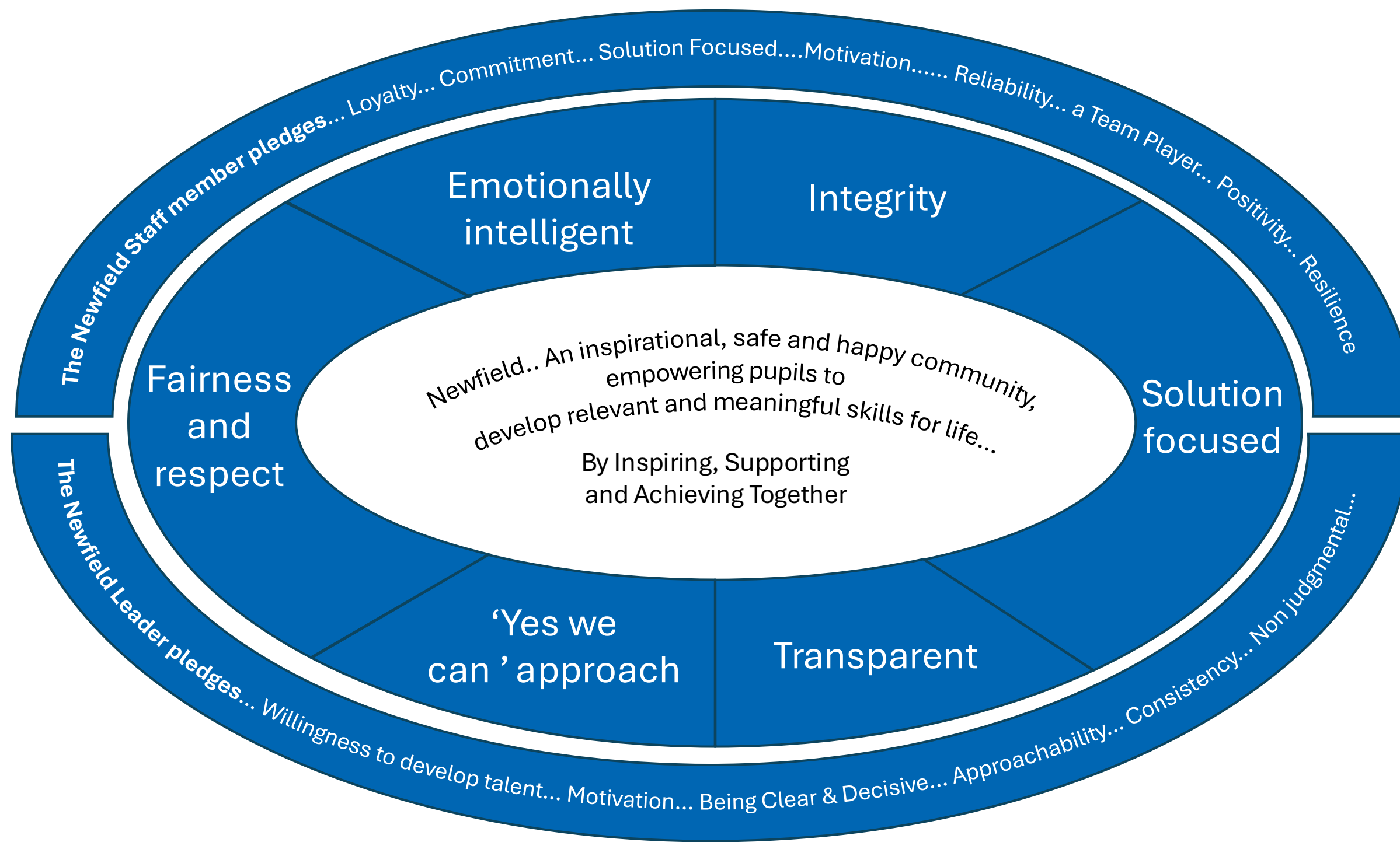
How can we do better and what is everyone's role in this ?

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.

Psychological Safety IS Being Able to



Give and receive feedback



Ask difficult questions



Raise issues and concerns



Ask for help



Disagree



Offer solutions to problems



Ask for clarification



Admit errors



Newfield

Inspire | Support | Achieve | Together

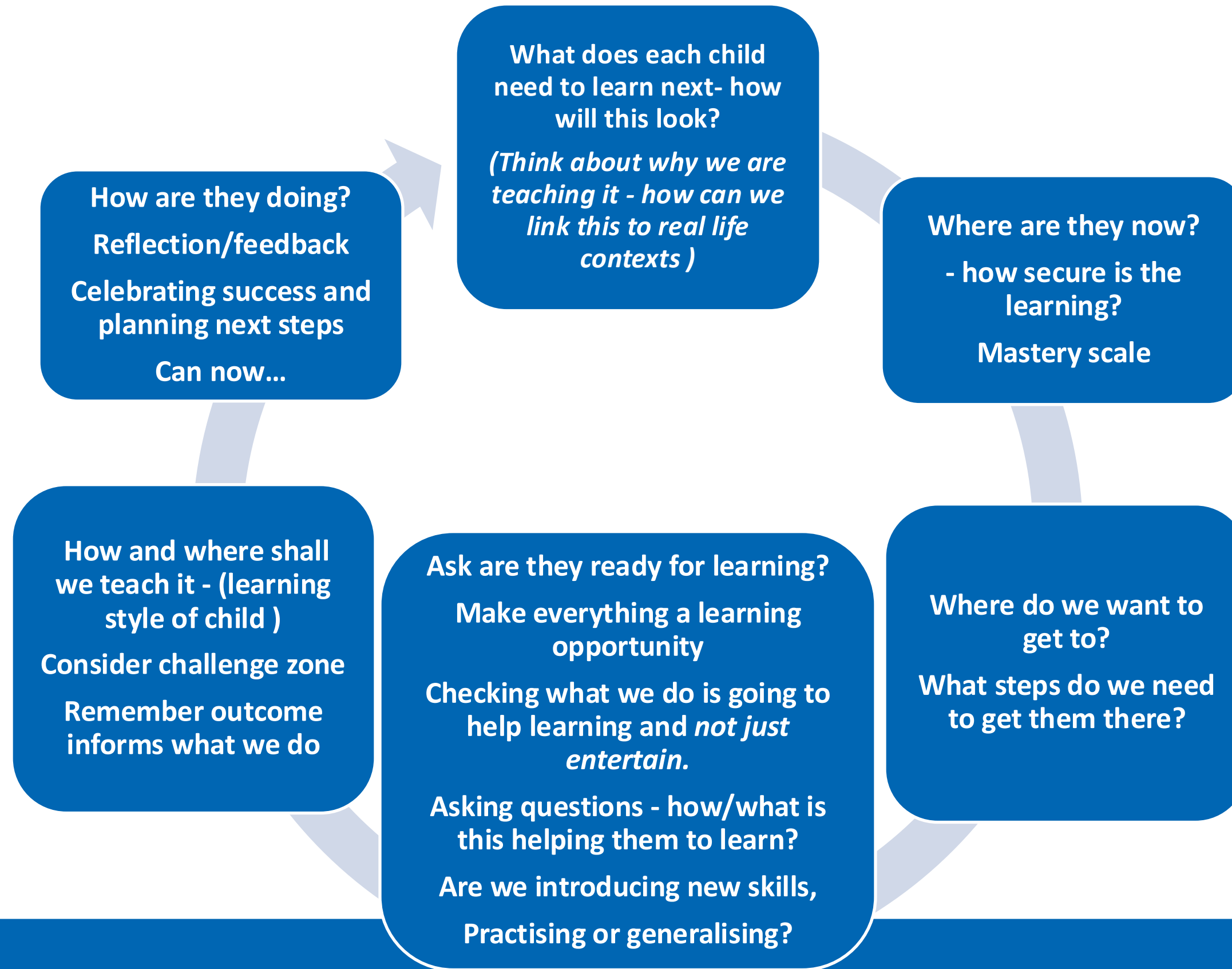
Phrases We all use To Empower and Support

- 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

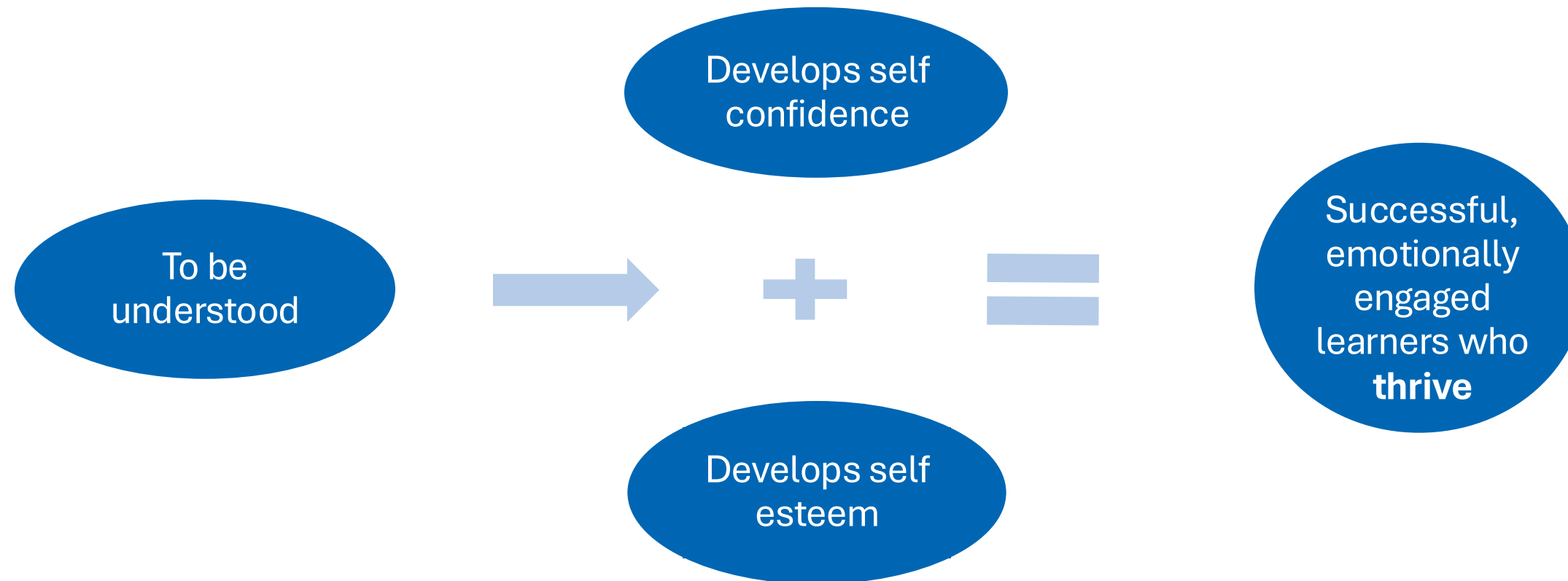


Quality First Teaching – Helping our students learn more, know more and remember more



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

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

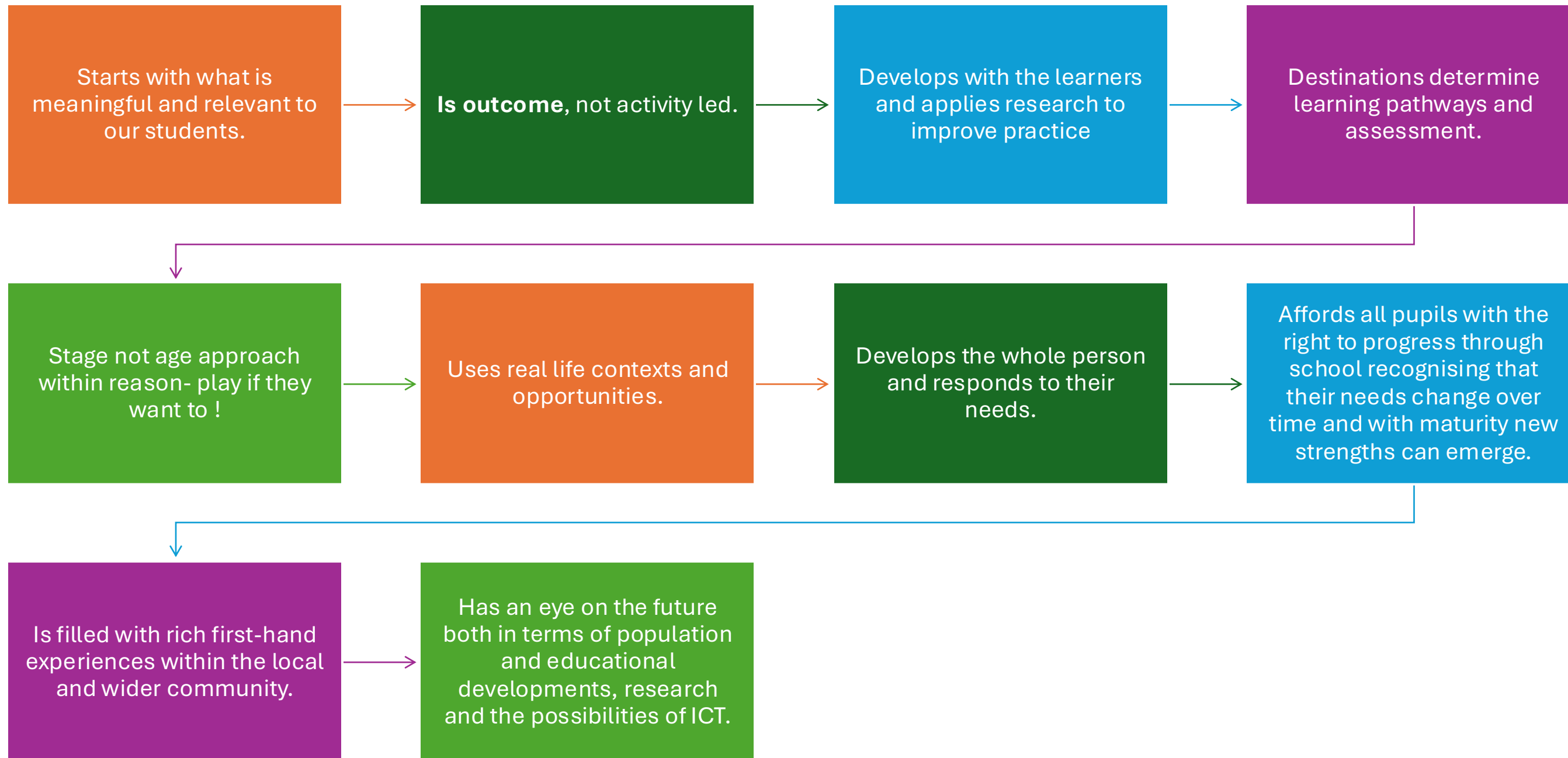


Love, understanding and connection between us and the children is the most important factor in securing healthy learning.

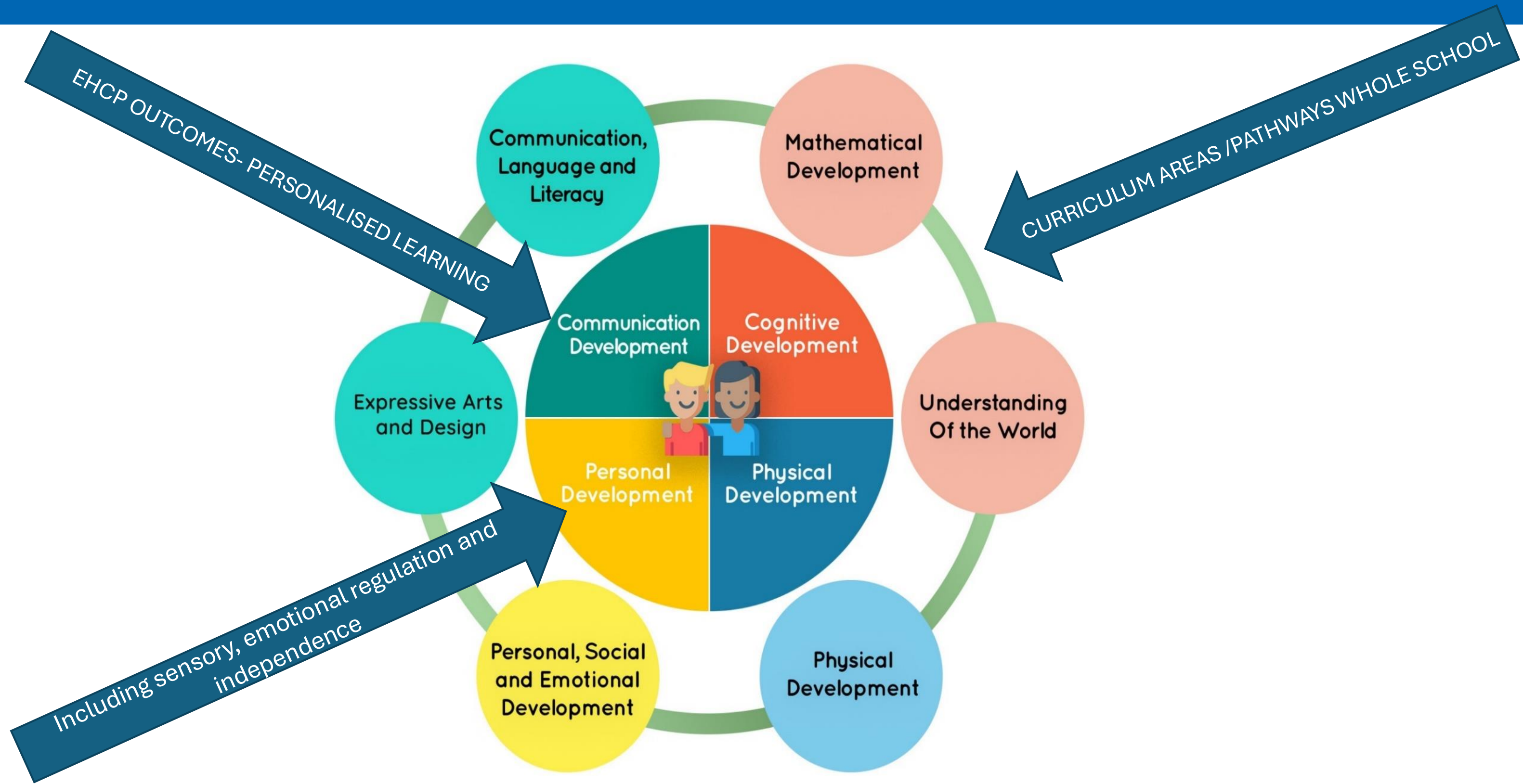
Neuro-chemically, children will have no option other than to learn.

- 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)

Our Holistic curriculum offer – Preparation for lifelong learning



Meaningful and relevant life long learning



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 make us feel***