Newfield School School Development Plan 2025-2028



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 Continuous School Development and Improvement





Our Vision

Newfield School is...

An inspirational, safe and happy community, Empowering Lifelong Learning for all ..



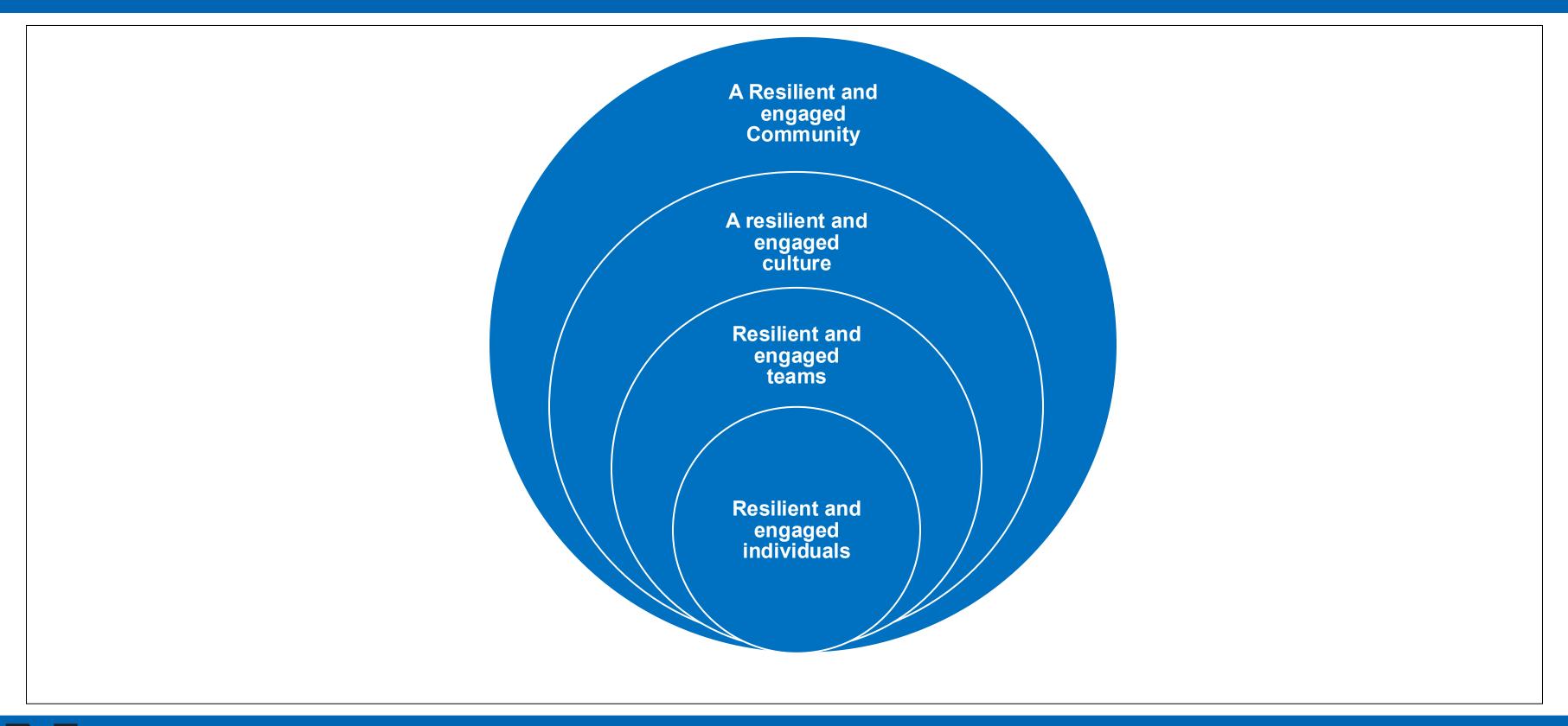
Our Guiding Principle

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**



Creating A Successful Learning Community



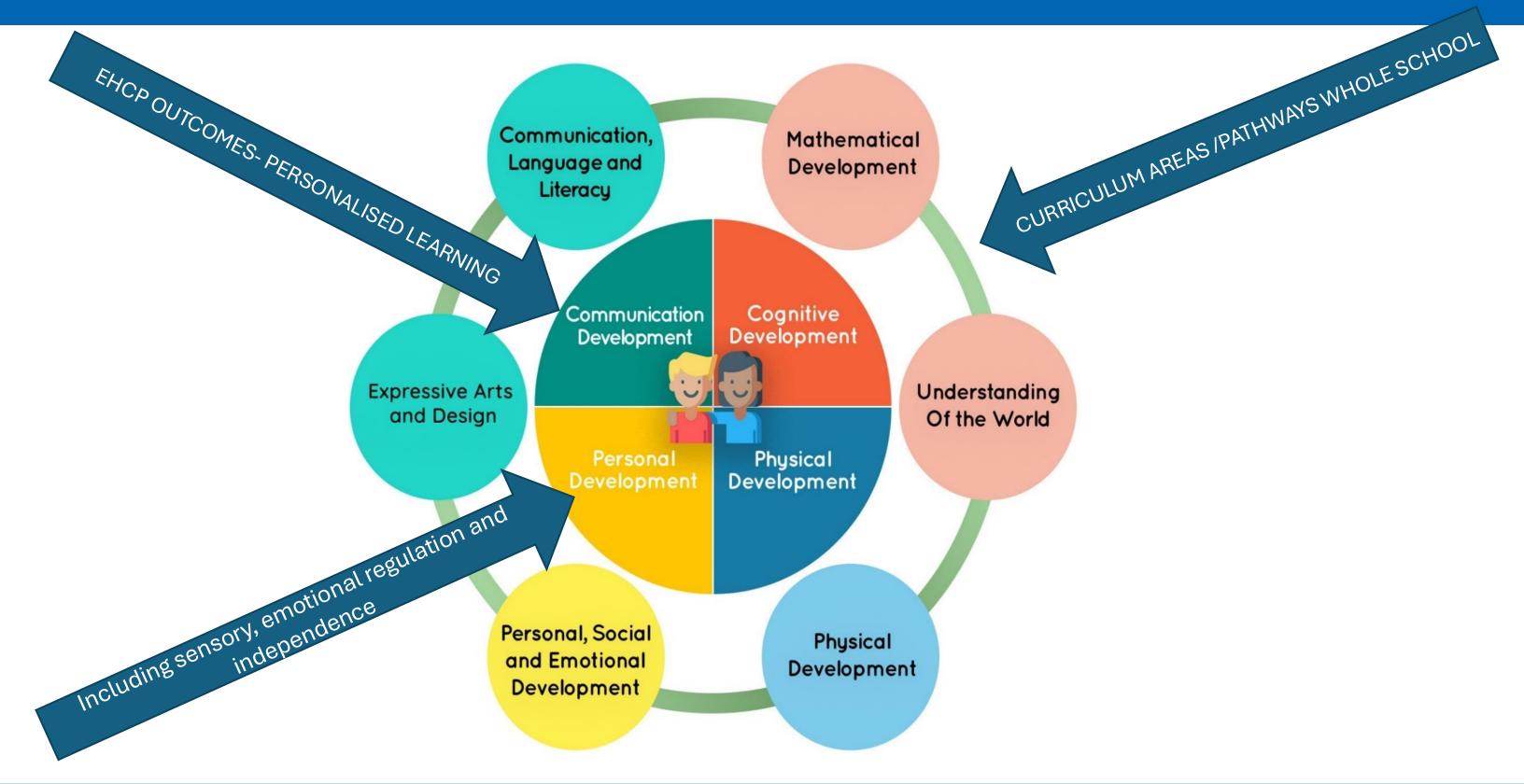


A Team Around the Child and Family Approach





Meaningful and relevant life long learning





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)

Where are they now?

- how secure is the learning?

Mastery scale

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?

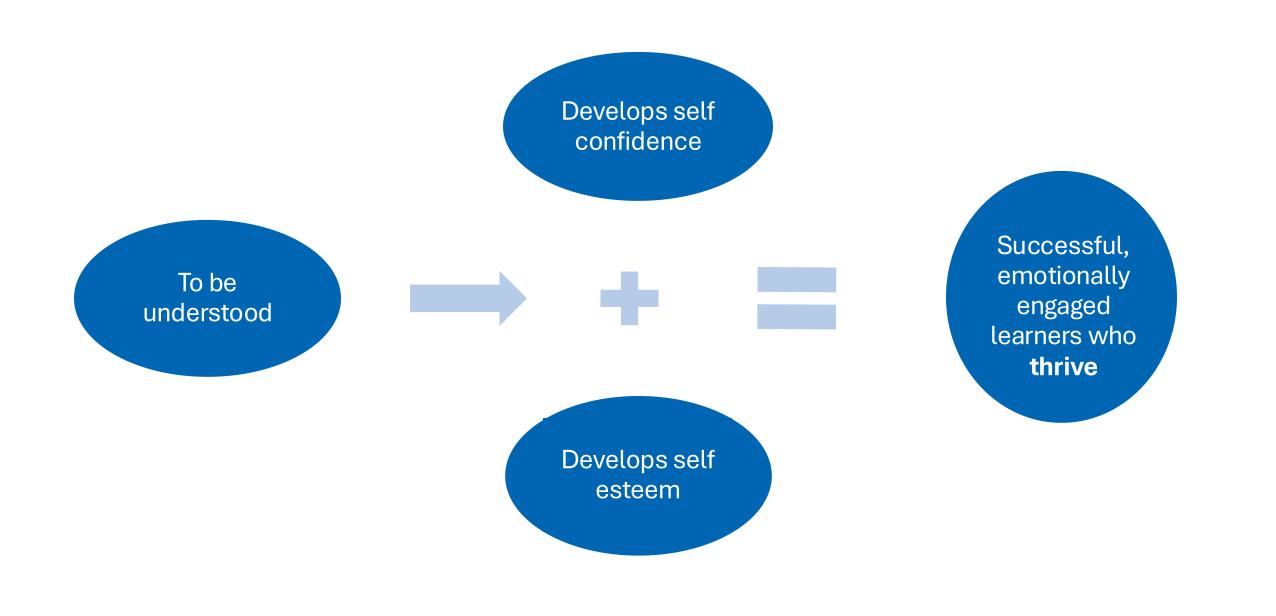
Where do we want to get to?

What steps do we need to get them there?



Regulate to Educate – 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.

Embedding our Employee Engagement System: What world class organisations do...

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?





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?

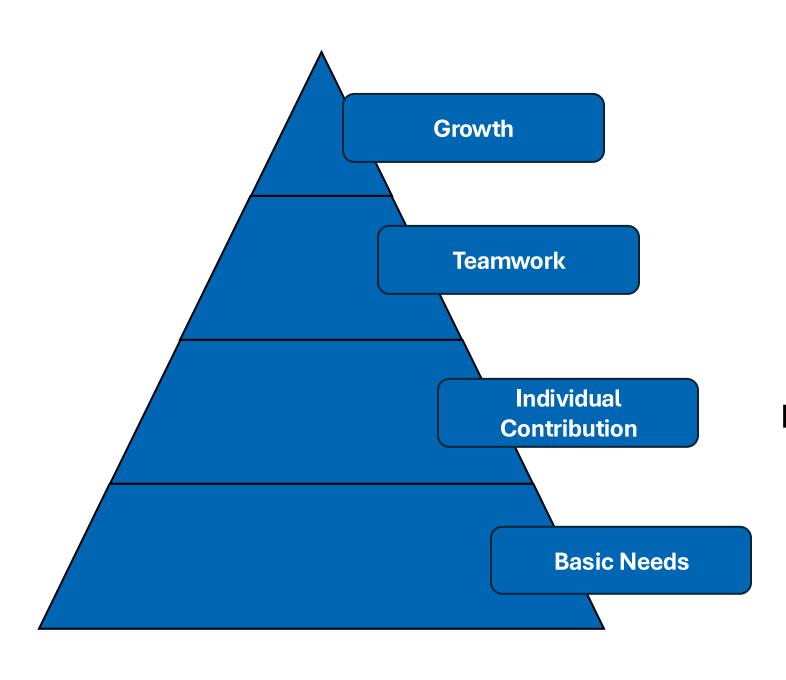
Clarity of responsibilities - do we know what we are doing/what's expected How do I know how I am doing and how to improve?

Can I feel positive about my role and contribution?



Culture beats Strategy: A feedback culture for continuous improvement

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?



Shared Commitments

NEWFIELD STAFF PLEDGES
I PLEDGE TO:
Keep the children at the heart of everything we do
Speak up - in the right way, at the right time, to the right person
Own mistakes and grow from them
Challenge ideas respectfully - and be open to challenge in return
Be part of the solution
See feedback as a tool for growth
Take pride in our school and how we presentit
Newfield Inspire Support Achieve Together



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

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 - Peparation for Adulthood

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 Previous 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 wellheing support systems for nunits, families and staff

Lavered leadership & expertise - Lead learning teams

Introduce Layered approach to CPD to address skills gap and development

Growing future talent - future proofing incl. governance

In house multi-disciplinary provision model introduced

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

Brilliant Basics:-

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

Quality of Personal Development

Mental Health & Physical Wellbeing - embedding attachment and trauma informed approach

Extend lunchtime offer

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 impac

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



Our New Development Priorities 2025-2028 (New 3 year cycle)

Building excellence

at all levels from a

secure base

Embedding High

Standards,

Aspirations and

Expectations

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

Quality of Behaviour and Attitudes

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

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 Education/Curriculum

Personalised learning and skills transference

Curriculum enrichment embedded

Exploring a nurture/therapeutic pathway across school

Active 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 Personal Development

Developing skills and talents

Attachment and trauma informed approach embedded

Extended Training offer for parents/carers

Enhanced enrichment opportunities – on / off site

Staying safe - making safe choices - risk sensible model

Extended community links - supporting transition

Enhanced 16-19 offer – expanded base; internship and wider vocational options



Evaluation of 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

Pupil Target

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

Quality of Education

Personal Development

Behaviour and Attitudes

Leadership and

Management

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

-YEAR 2 of 3

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 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

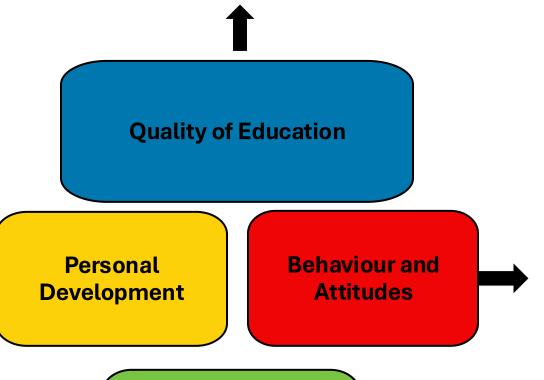
Continuous improvement in practice and accurate self- evaluation is evidenced and triangulated across all key areas (This involves use of newly developed app and database/dashboard and aligned monitoring and evaluation schedule)



School Improvement Targets 2025-2026

An Enhanced curriculum offer

Our ambitious curriculum supports a clear progression of enrichment and active learning to allow key skills to be generalised appropriately



Leadership and

Management

A Safe and Regulated Community

All staff consistently apply the principles of 'regulate to educate' to help students stay engaged and ready for meaningful learning.

A whole school approach to trauma informed practice is in place

Employee Engagement

Staff **identify** the skills and knowledge needed for their roles, helping to drive a culture of continuous improvement.

Personalised Learning; Ambition for All

All students access opportunities

to develop and generalise their skills

and interests, supporting real world application.

Whole School Appraisal Focus:

Agreed best practice in total communication is evident for all staff

To roll out the ELKLAN programme to support our total communication provision



Ongoing Areas of Focus (as agreed)



Transitions

Pupil Target (ongoing) CC

I can move with maximum independence between different activities and places across the school day

staying calm and focused

Continuous School Improvement

Staff receive appropriate training **aligned to their** role which supports a culture of continuous improvement Linked to Attitudes/ Skills and Knowledge (RK/VC)



Ongoing Appraisal Focus:

All staff can articulate, via structured conversations, where a pupil has progressed from, and the next steps in their learning – with specific focus on EHCP targets this year (JR/AHTs)

Continuous School Improvement

Continuous improvement in practice and accurate self- evaluation is evidenced and triangulated across all key areas

New approach to appraisal – adult learning and CPD offer



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

A Poem from Our Children

Let my voice be heard in your care.

Listen with me, learn by my side,
Don't talk about me—walk with my stride.
Take time to know me, see what I see,
To find what truly matters to me.

Laugh when I laugh, and smile through my day, Believe in my journey—don't look away. Even when struggles may cloud what I do, Hold on with kindness, help me push through.

Make it all fun—make learning a game,
Do things with me, not just in my name.
Want what is best, not just what is planned,
Let me explore—with your guiding hand.

If I get stuck, don't rush to decide, Sit with me gently, and be by my side. Show me the way, then let me try, Trust me to stretch, to grow and to fly.

We may forget the words you say, but we will never forget the way you make us feel—safe, strong, and free

You are the hearts that believe in me.



