Newfield School – School Development Plan 2024-27



School Development Planning Process – Towards Vision

- The School Development Plan (SDP) presents a strategic overview to support on-going improvement & drive towards outstanding provision.
- We use the SDP to draw up the more detailed School Improvement Plan (SIP). This plan is aimed at ensuring we address these areas of focus which emerge from ongoing evaluation (and when relevant the external political context).
- Both SDP and SIP will relate directly to the key areas of focus in the OFSTED framework to support meaningful self-evaluation.
- 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.
- At Newfield we view SE as the following:-
 - A whole school approach to continuous improvement involving all stakeholders allowing accountability at all levels
 - A process led by governors and school leadership
 - A means to set targets both qualitative and quantitative
 - 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



About The School Development and Improvement Process - Current Reality 2024

- This improvement plan is our operational action plan to ensure the achievement of our strategic priorities and 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.
- The current plan is aligned with the 4 areas of focus in the OFSTED framework to support effective SE moving forwards.
- The main focus of the plan is improving lifelong outcomes for learners, and this is implicit within our objectives for the coming 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 into
 this format.
- To ensure the plan is monitored we hold regular meetings with the Self Evaluation Committee to address progress in each key area. In addition, the SLT meet to review the plan regularly and use this to inform the SE document.
- The planned CPD for the year is geared around the priorities identified in the plan with the major focus on securing outstanding teaching and learning. This is also linked to the appraisal cycle for teachers and support staff.



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**



We follow a cycle of School Development and Improvement





Our Areas of Focus for Continual Improvement

Quality of Education – Curriculum & Provision Intent

Design, relevance to learners

Coverage/content

Implementation

Delivery model incl. specialist provision

Teaching - pedagogy

Assessment - Formative & aummative

Impact

Next steps & Life outcomes

Attainment & Progress

EHCP outcomes

Leadership and Management Culture, Vision and Ethos

Staff Development/Talent Management
Workload and Wellbeing
Multi - Disciplinary appoach
Ongoing training at all levels
Governance
Safeguarding (including online safety)
Health and Safety

Personal Development

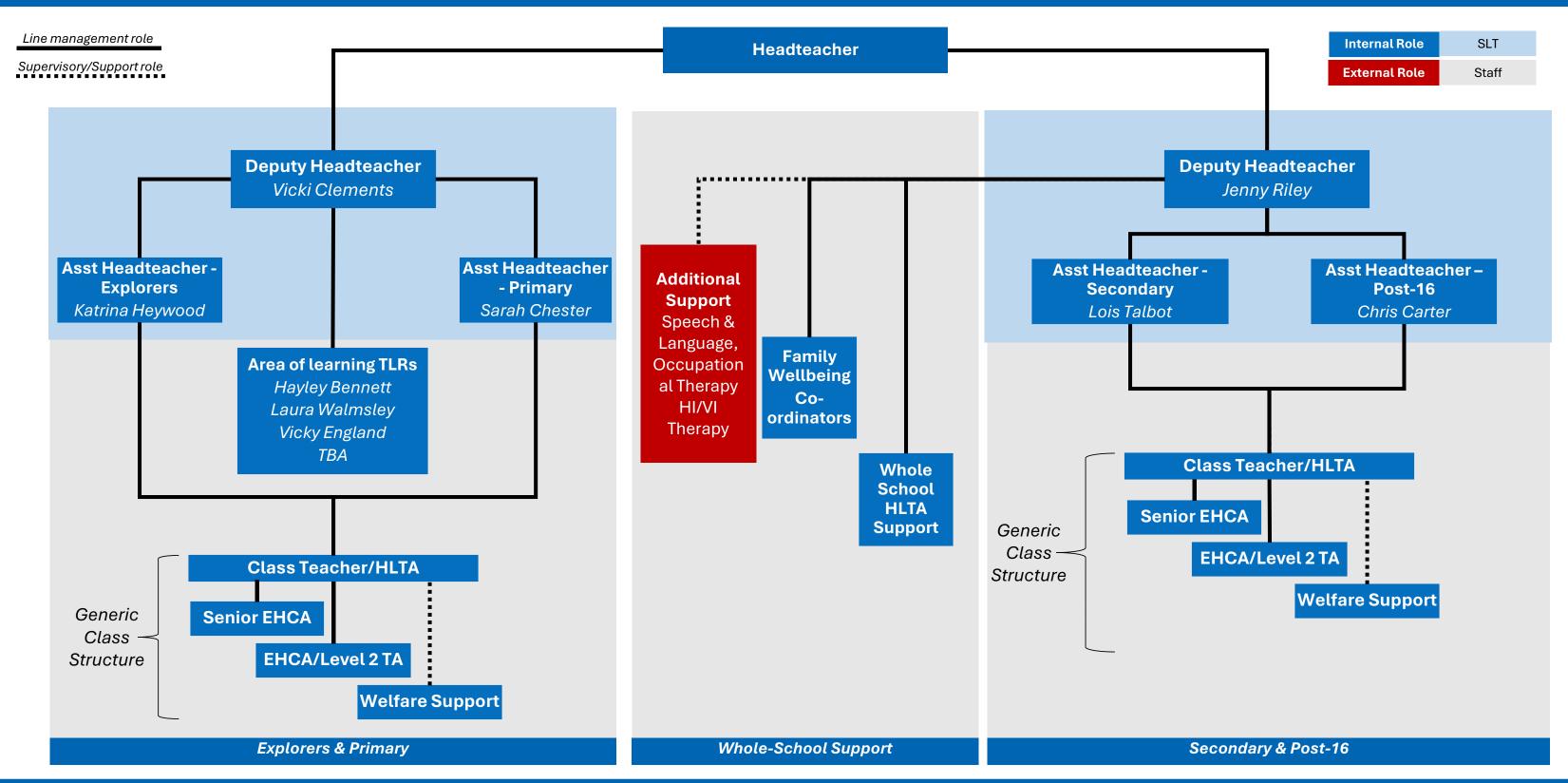
Pupils physical and mental health and wellbeing
SMSC/SRE/Citizenship
British Values
Transitions
Healthy Living - SEMH
Equality and Diversity
Outcomes - preparation for adulthood

Behaviour for Learning and Attitudes

Resilience
Attendance
Attachment and trauma aware
Individual learning needs/provision

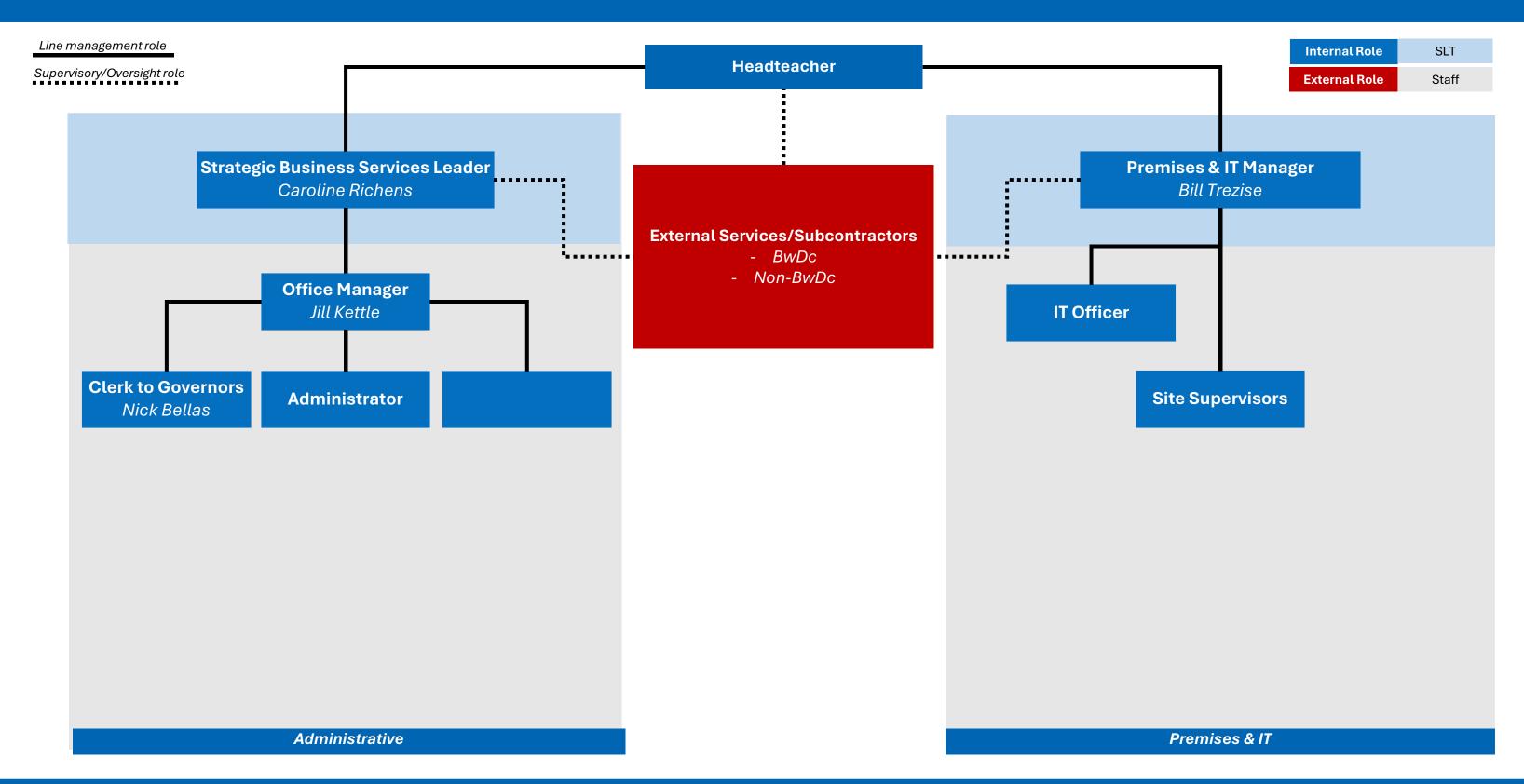


Staffing Structure 2024/25





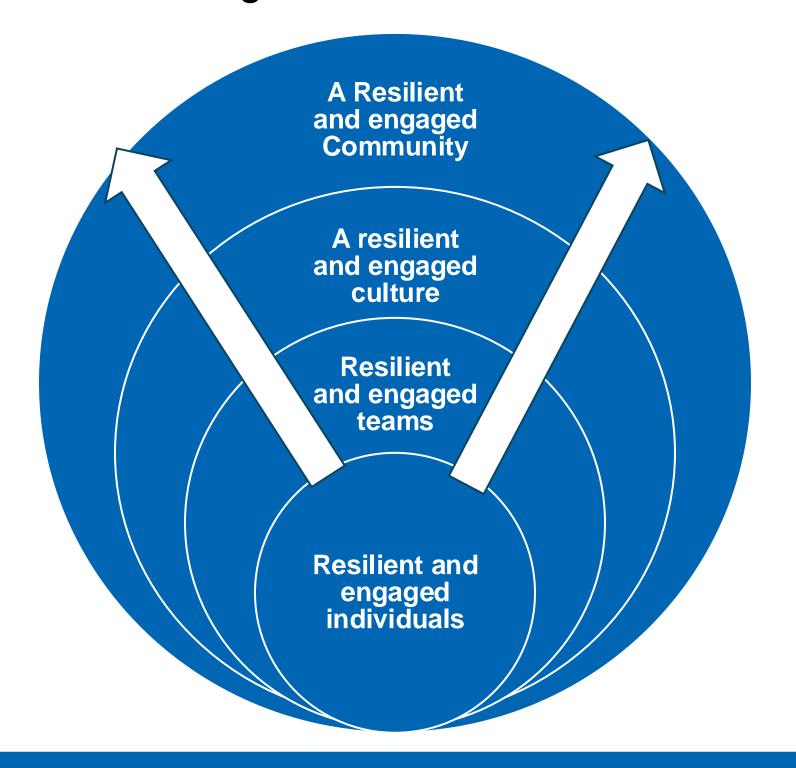
Staffing Structure 2024/25





Creating a Succesfull Learning Community

A culture of high expectations through collaboration, connection and compassion





Supporting Employee Engagement

The Culture at School

We feel a connection and ability to work with colleagues?
We understand how and why the school needs to change?
Staff feedback is valued?
We feel satisfied with the school's culture as a whole?







Staff Relationship with Management

Management is transparent?
Management communicates well?
Management is aware of my workload?
My contributions valued by management?
Management is invested in my success?

Investment in Staff

Career development - if I want to progress, can I?

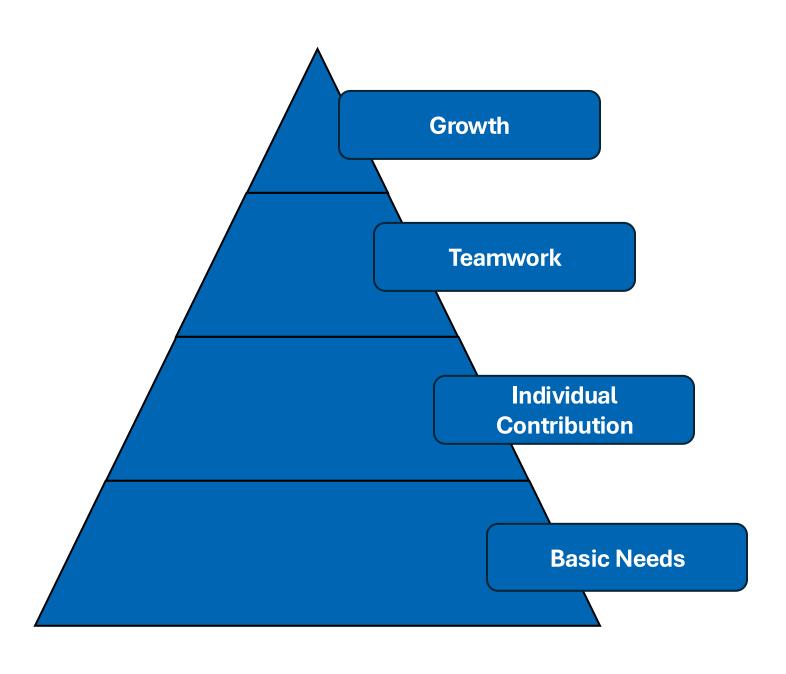
We have facilities & resources to do our job?

Clarity of responsibilities - do we know what we are doing/what's expected Is my work valued?

I feel positive about my role and contribution?



Assessing and Development Employee Engagement



How can we do better?

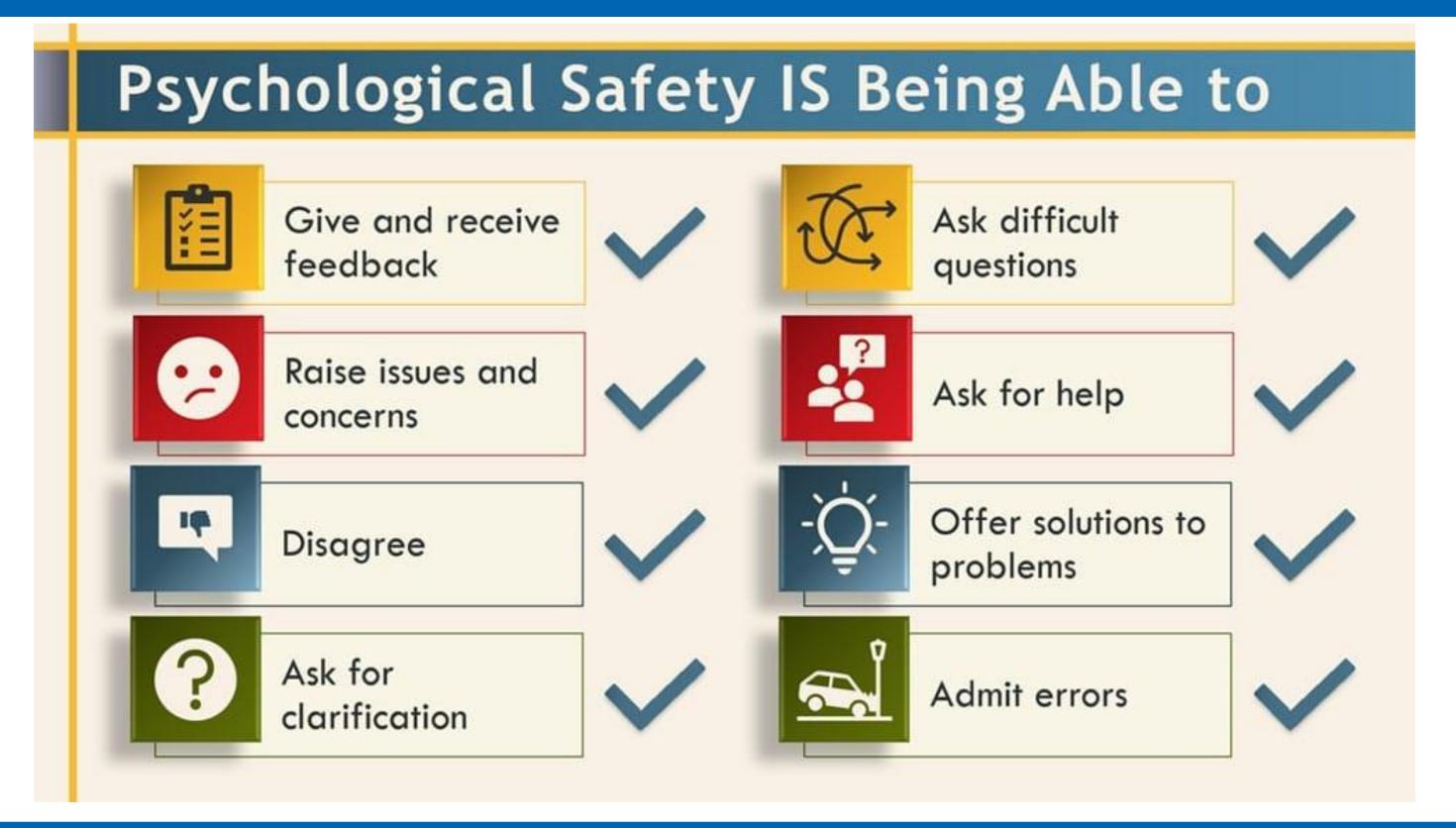
Am I a valuable member of a team?

Am I playing a part here?

Can I actually do my job?



A Safe and Happy Culture!





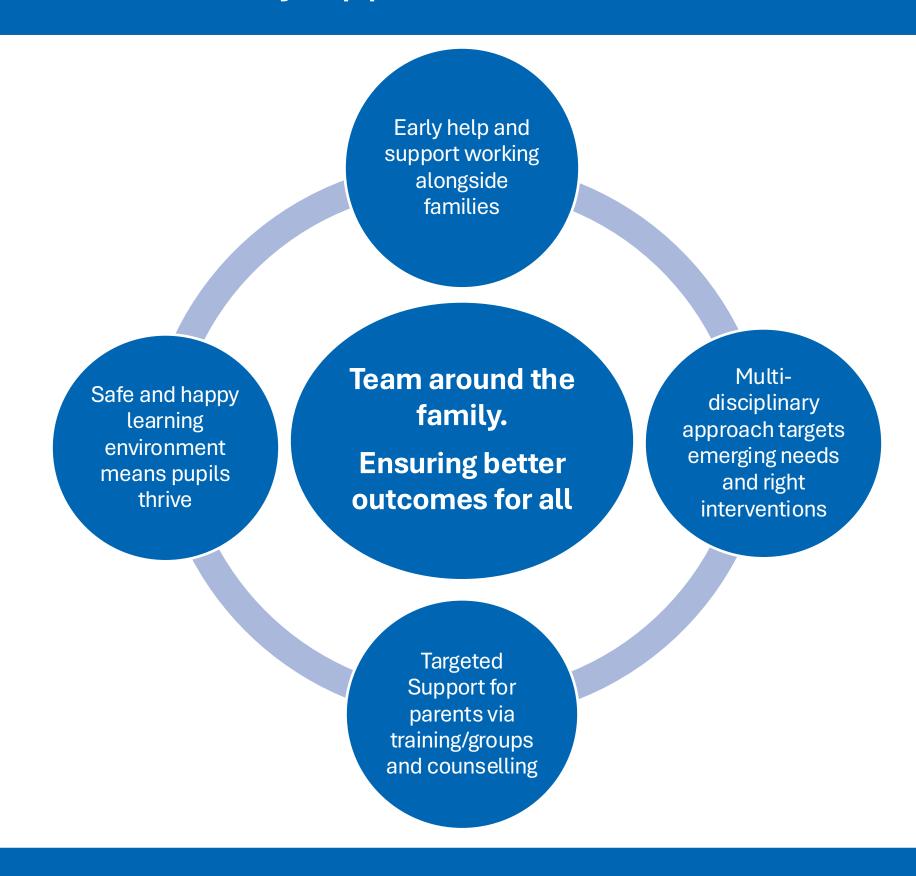
Phrases To Empower and Support

- 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'!





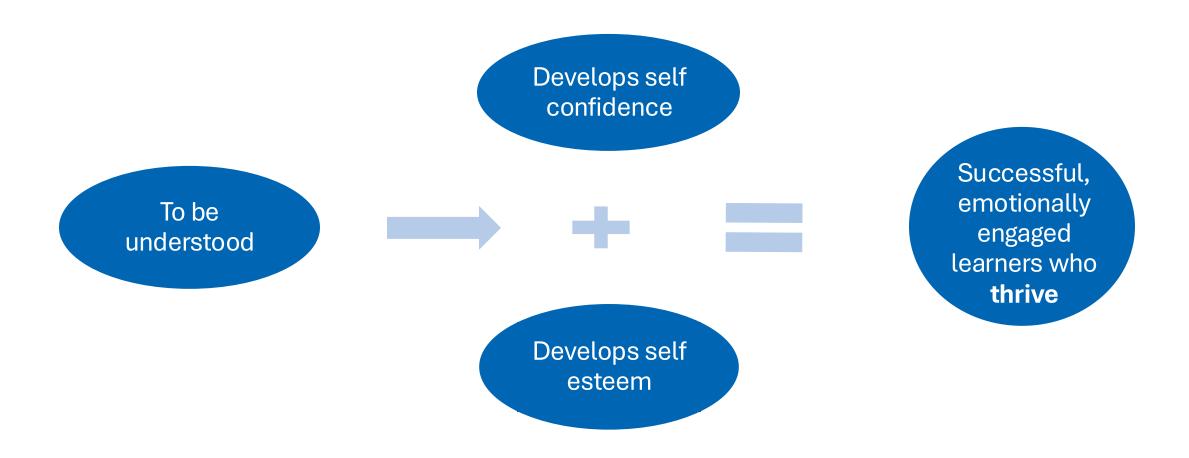
A Team Around the Child and Family Approach





Our Secret to Successful Lifelong Learning

'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 via the 3 Rs:- REGULATE, RELATE AND REASON



Quality First Teaching – Helping our students learn more and know 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?



Our Current Development Priorities 2024-2027- reviewed annually

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

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 impact

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 Emerging Development Priorities 2025-2028

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 provision model supporting enhanced provise

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

Brilliant Basics:-

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

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 Personal Development

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

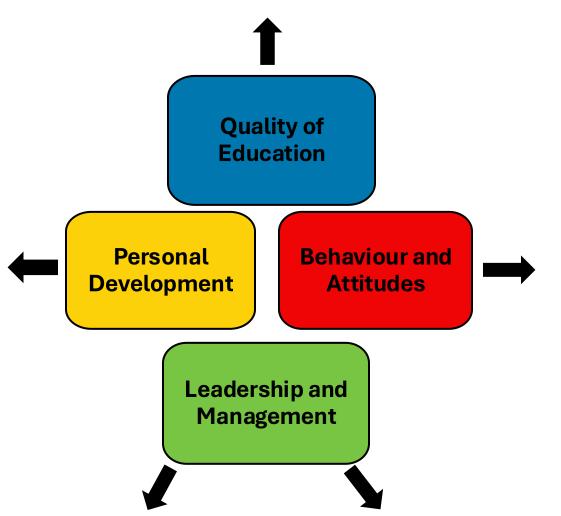
Enhanced 16-19 offer – expanded base; internship and wider vocational options



Previous School Improvement Targets 2023-2024

Staff can articulate and evidence how pupils make progress over time in the 6 areas of learning

Learning outside the classroom enhancing cultural capital, supporting student's wellbeing and independence



Pupils' engagement in effective learning is enhanced via explicit application of 3-tiered 'Regulate to Educate' principles – YEAR 1 of 3

Pupils' Target

I am gaining skills to help me regulate my body, senses and emotions to help learn and use new skills

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

Whole School Appraisal Focus

Staff use the minimal level of prompting ensuring pupils succeed in completing tasks with maximum independence



Previous School Improvement Targets 2023-2024

3-year development plan

A comprehensive programme of CPD is offered, linked to career stage and priority training needs at:-

1. School

2. Individual level



Adopting the principles of ADULT learning to maximise impact on performance

The above programme responds to meet the need of our learners over time via effective training needs and skills gap analysis

2023-2024 focus

A comprehensive induction and CPD programme is developed and introduced to reflect priority training needs and address skills gaps for support staff



Middle leaders are able to evidence impact across each key stage in their areas of learning



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

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

En Leadership and

Management

All staff apply the three R's consistently across school to support enhanced cognition and self-regulation skills – 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



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

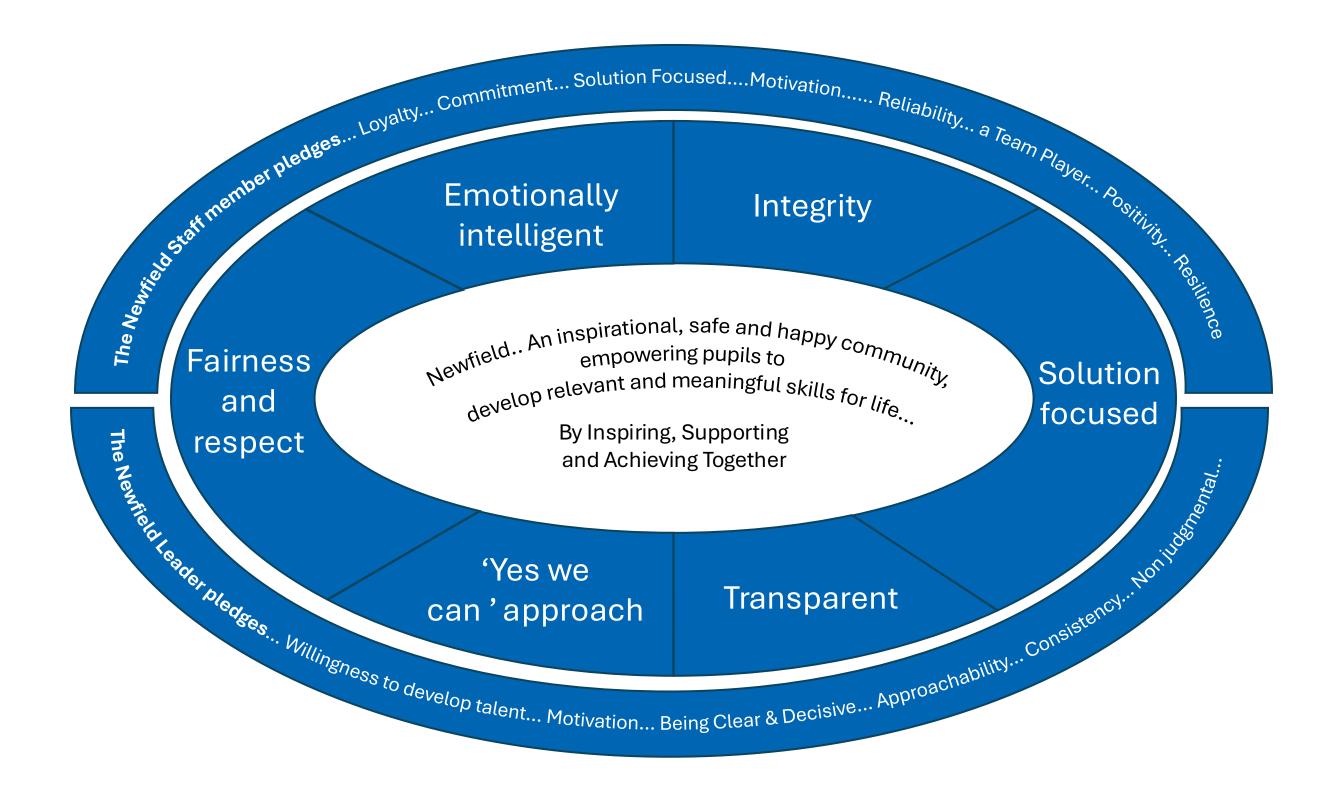
Improved levels of employee engagement- 'buy in' is evidenced supporting the developing culture of psychological safety and feedback for growth

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)



Revisiting Our core values – 'FEISTY'





What our children want from us

"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.
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>

