

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.

Newfield School is...

*An inspirational, safe and happy community,
empowering pupils to develop
meaningful, relevant skills for life.*

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

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

Leadership and Management

Culture, Vision and Ethos

Staff Development/Talent Management

Workload and Wellbeing

Multi - Disciplinary approach

Ongoing training at all levels

Governance

Safeguarding (including online safety)

Health and Safety

Behaviour for Learning and Attitudes

Resilience

Attendance

Attachment and trauma aware

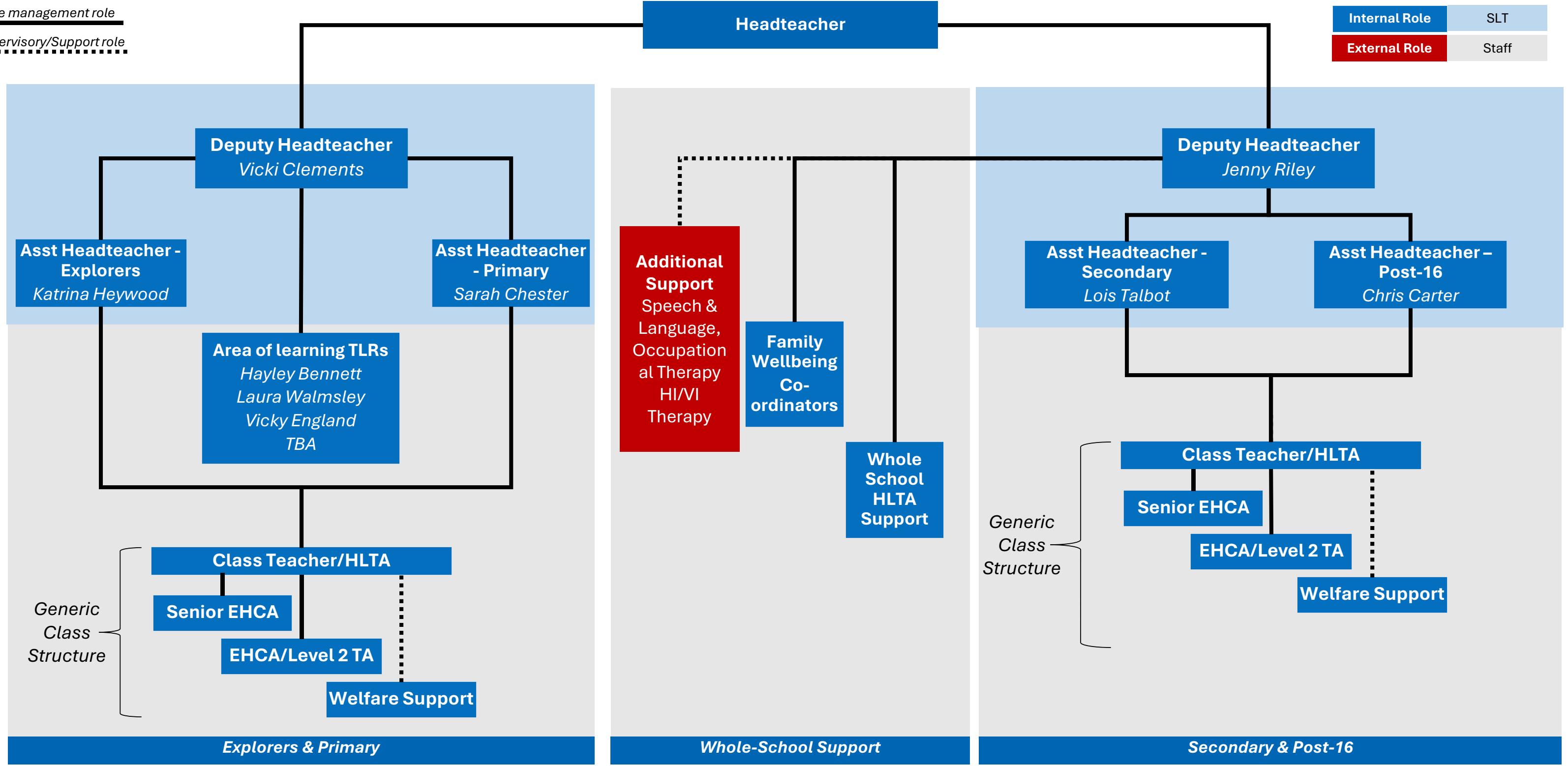
Individual learning needs/provision

Staffing Structure 2024/25

Line management role

Supervisory/Support role

Internal Role	SLT
External Role	Staff

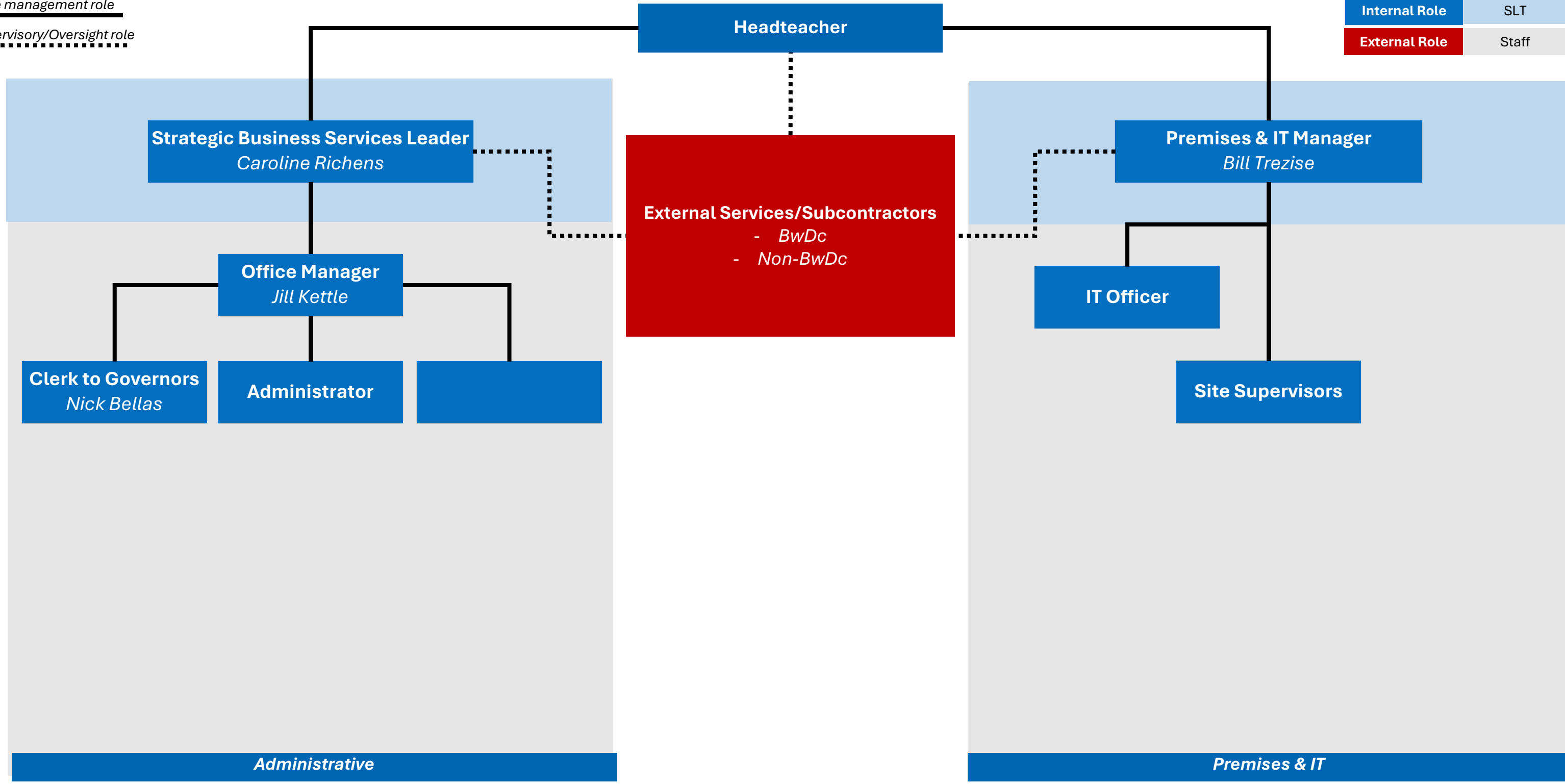


Staffing Structure 2024/25

Line management role

Supervisory/Oversight role

Internal Role	SLT
External Role	Staff



Creating a Successful 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?*



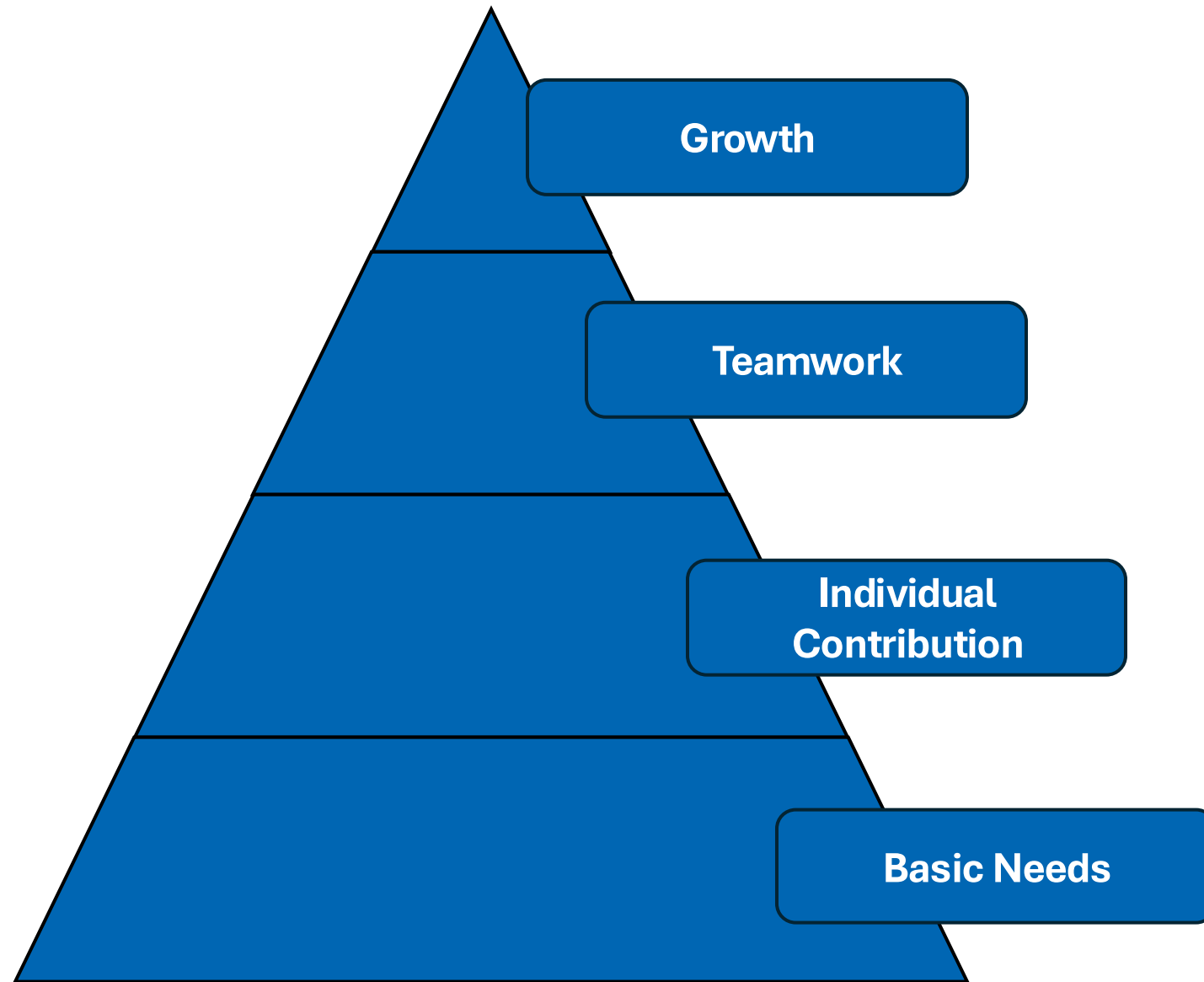
Employee Engagement



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?

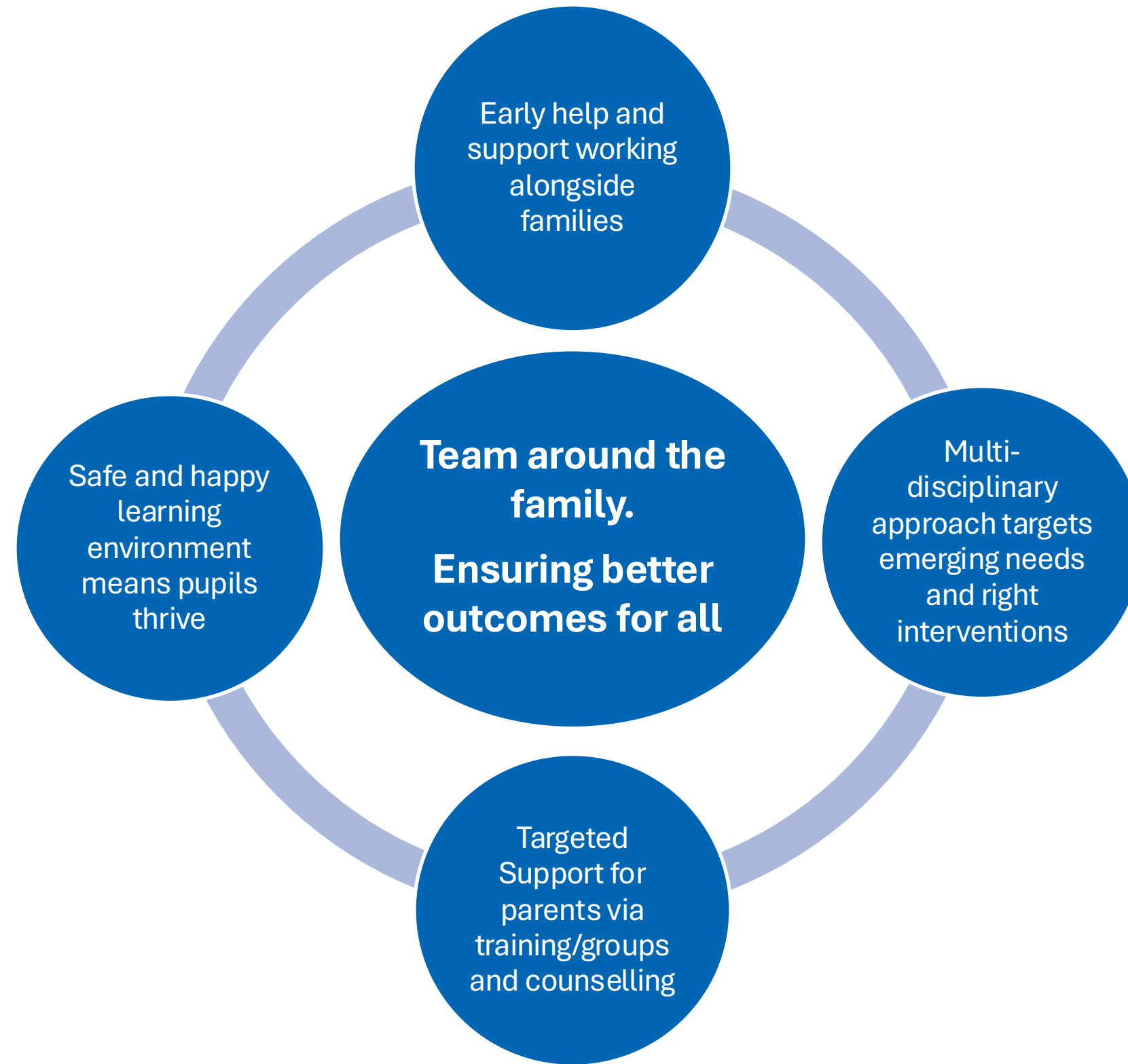
Psychological Safety IS Being Able to

- | | |
|---|---|
|  Give and receive feedback ✓ |  Ask difficult questions ✓ |
|  Raise issues and concerns ✓ |  Ask for help ✓ |
|  Disagree ✓ |  Offer solutions to problems ✓ |
|  Ask for clarification ✓ |  Admit errors ✓ |

Phrases To Empower and Support

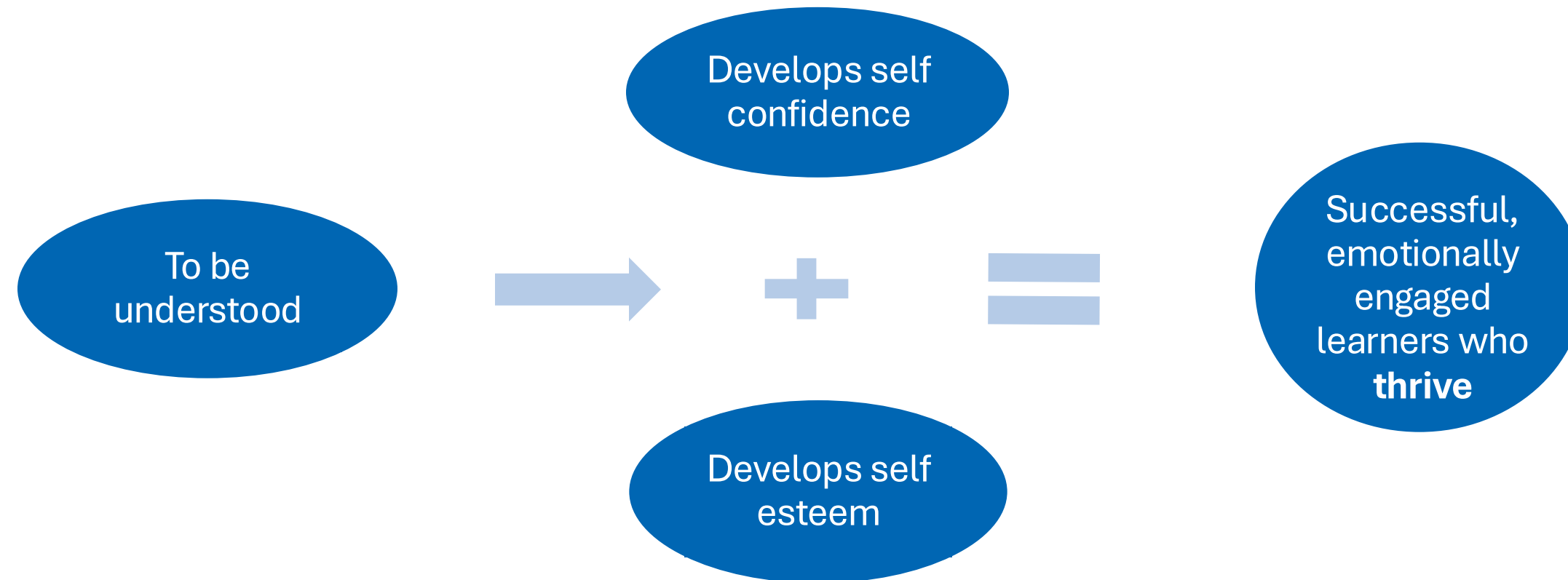
- Phrases that we should all use with our team:-
 - “That was great because...”
 - “I really like how you did that”
 - “Can I make a suggestion?” or “How about...”
 - “I think we could improve this by”
 - “Can I just check how you are doing that?”
 - “Thank you!”
- Phrases to for matters regarding safety 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)

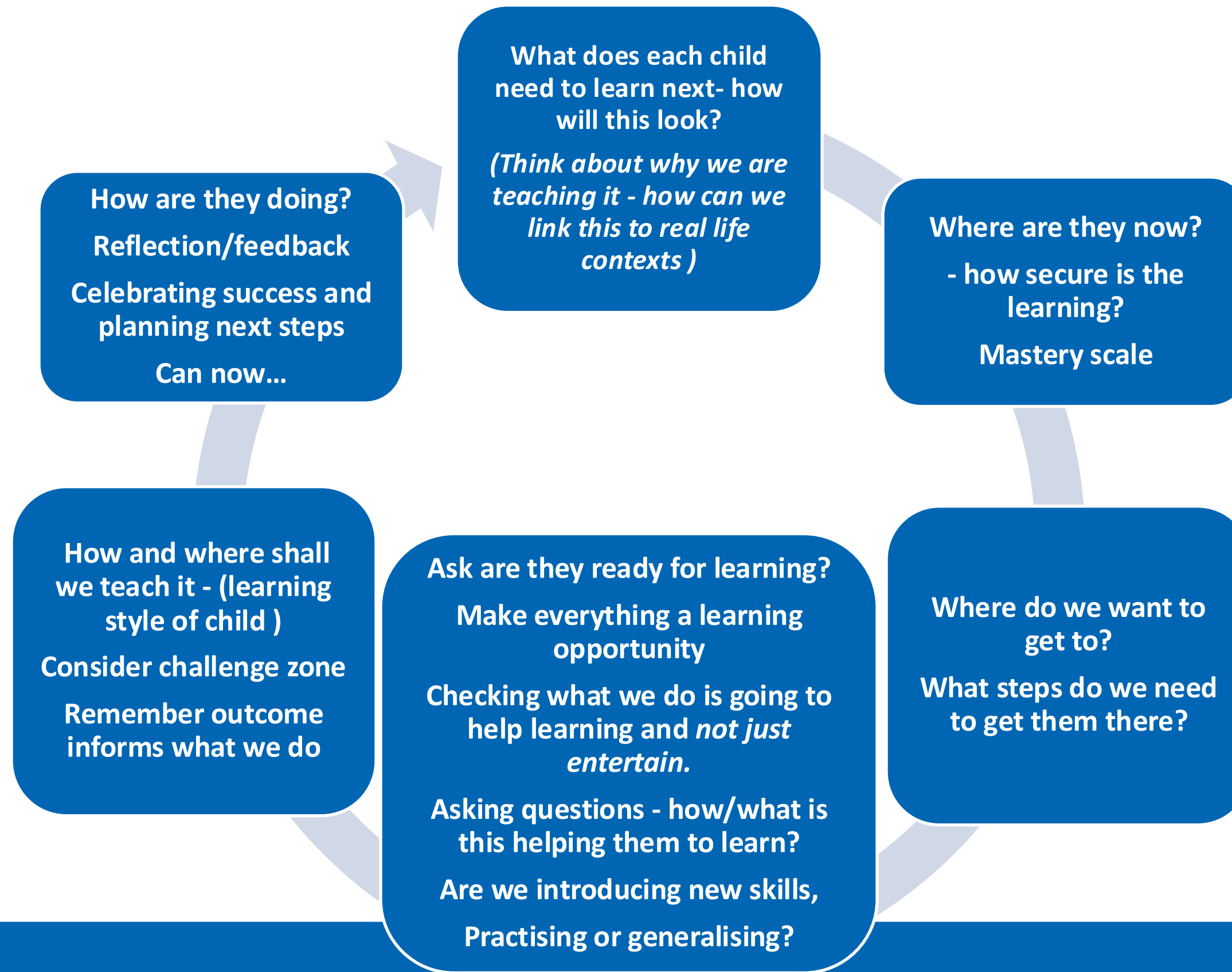


Love, understanding and connection between us and the children is the most important factor in securing healthy learning.

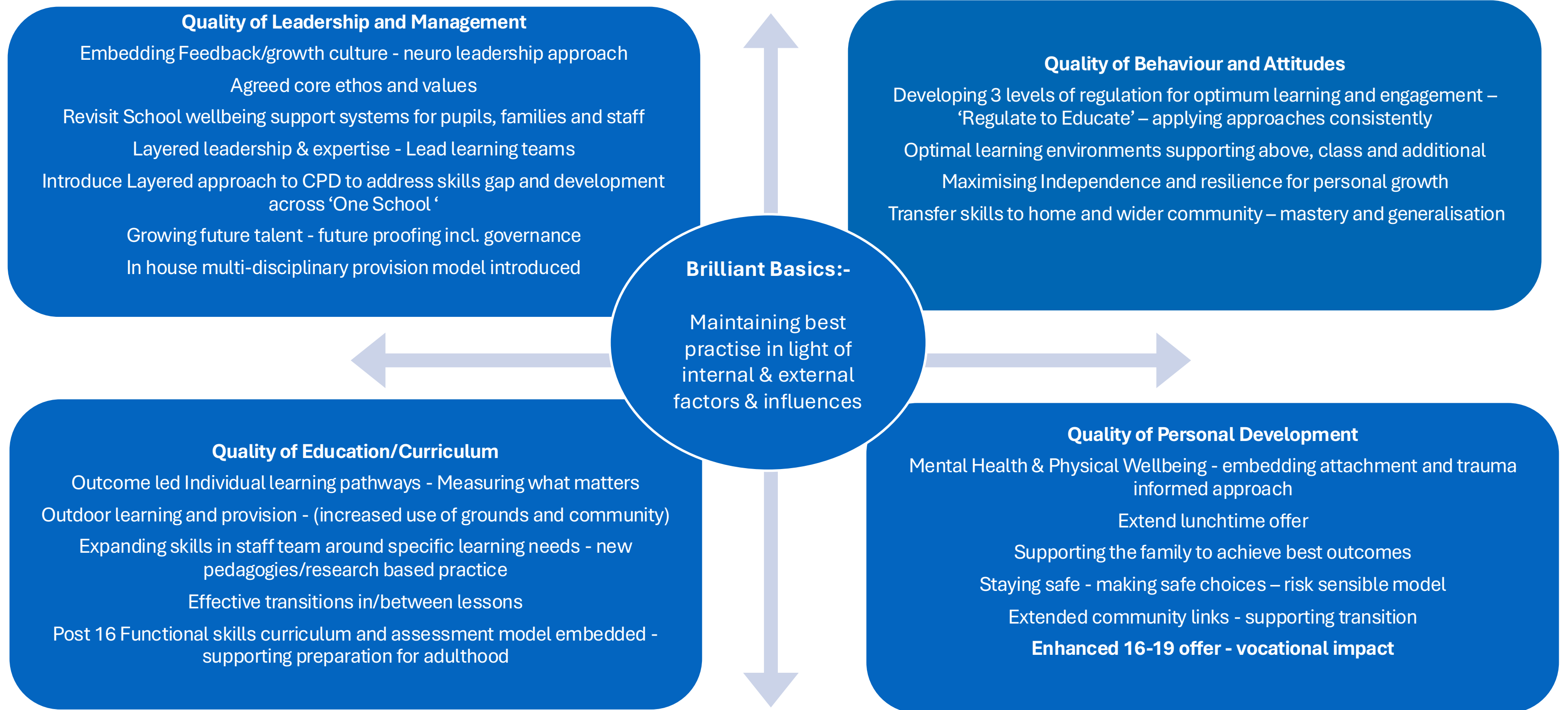
Neuro-chemically, children will have no option other than to learn.

- 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

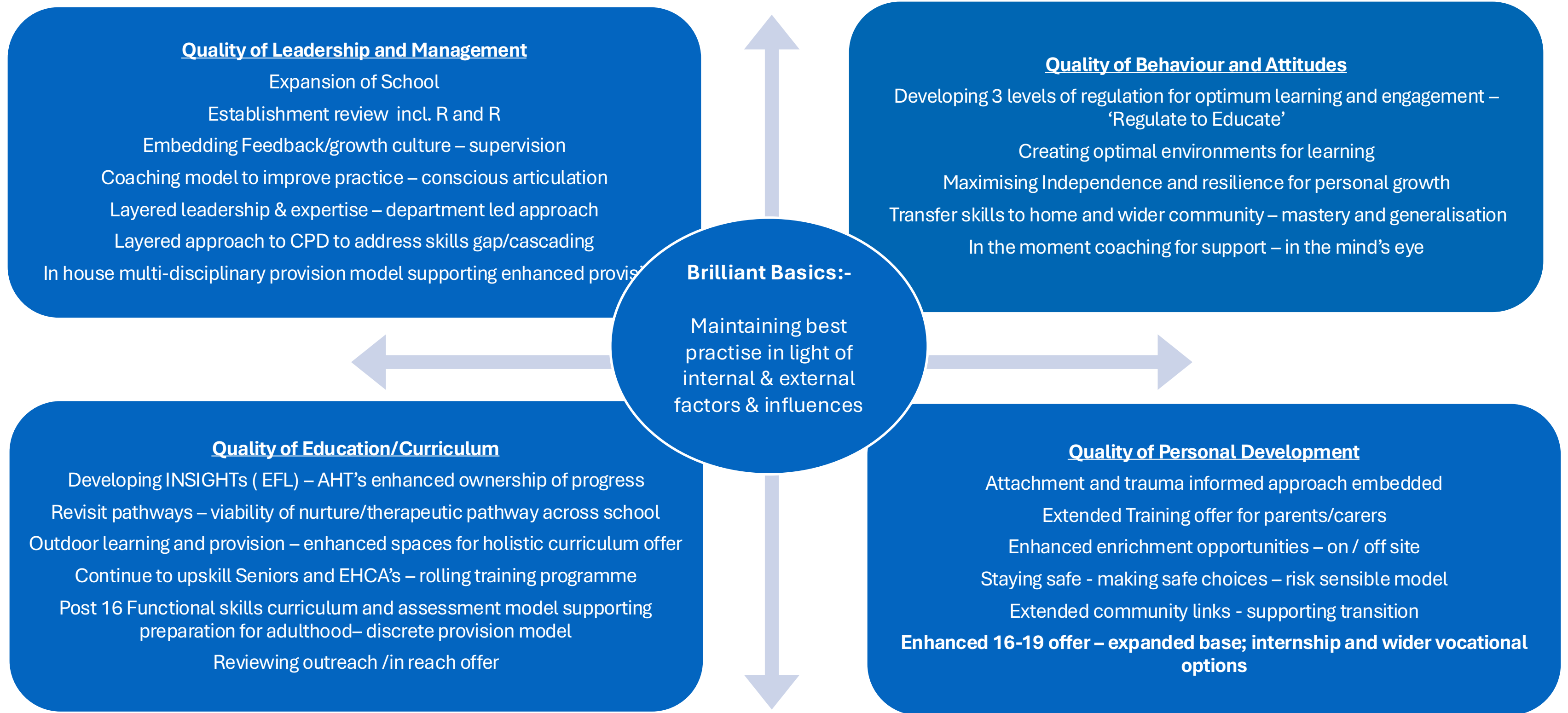
Quality First Teaching – Helping our students learn more and know more



Our Current Development Priorities 2024-2027- reviewed annually

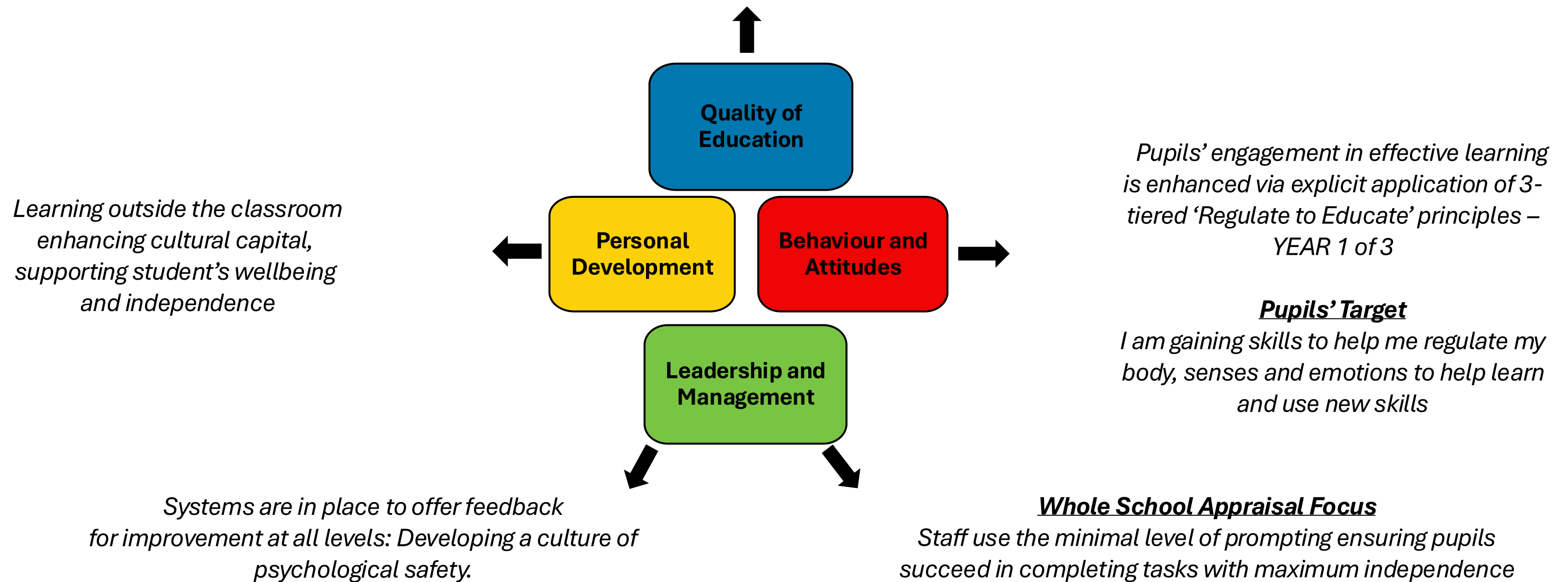


Our Emerging Development Priorities 2025-2028

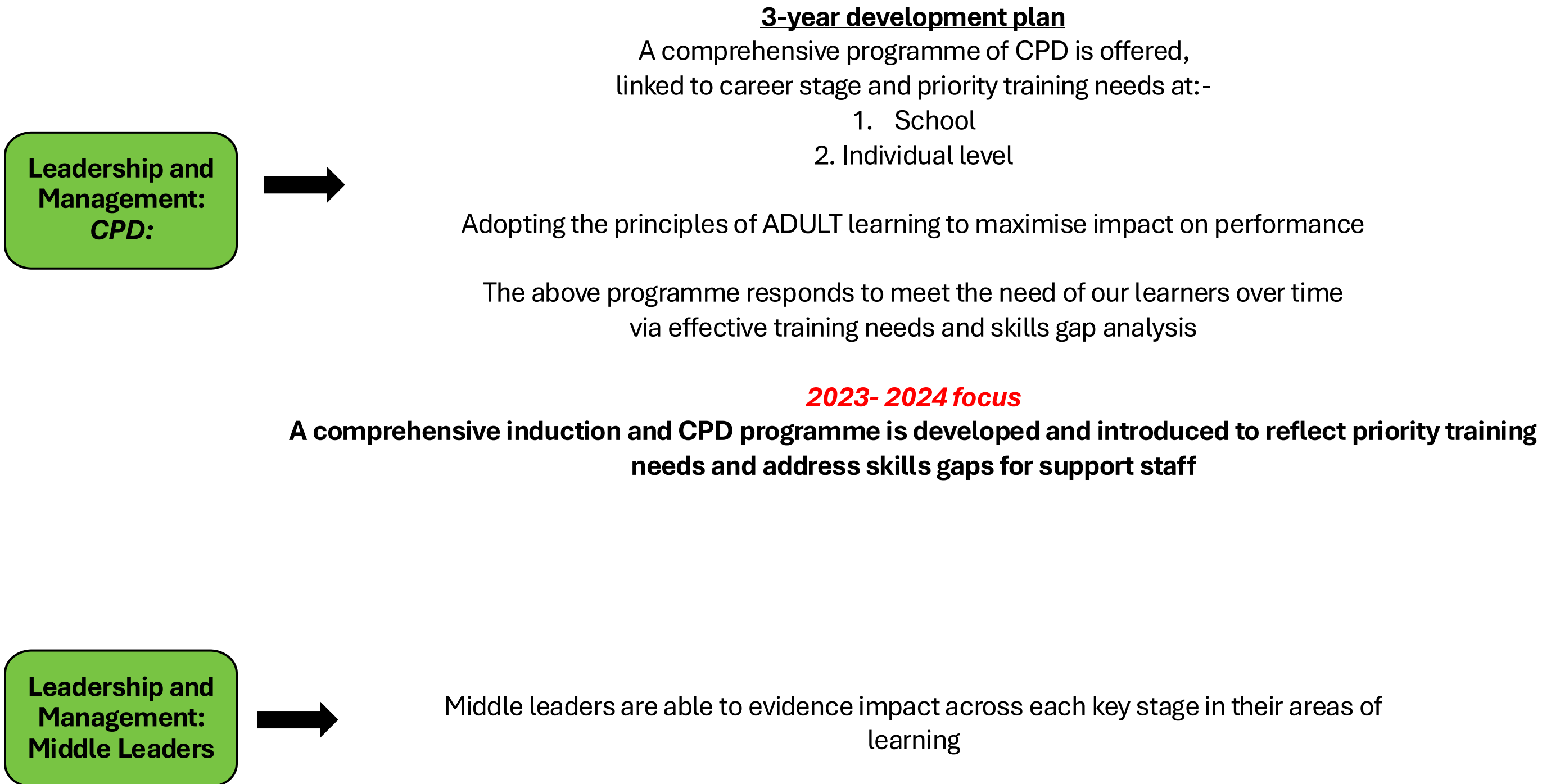


Previous School Improvement Targets 2023-2024

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

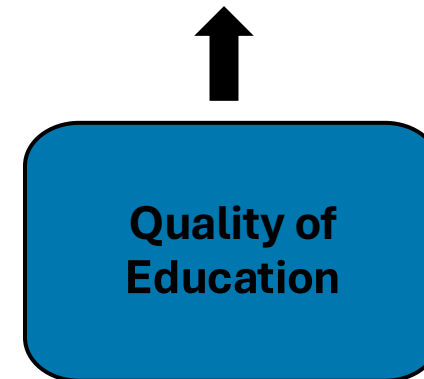


Previous School Improvement Targets 2023-2024

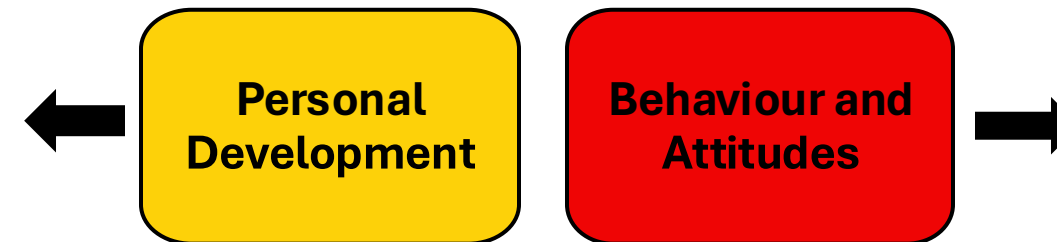


Current School Improvement Targets 2024-2025

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

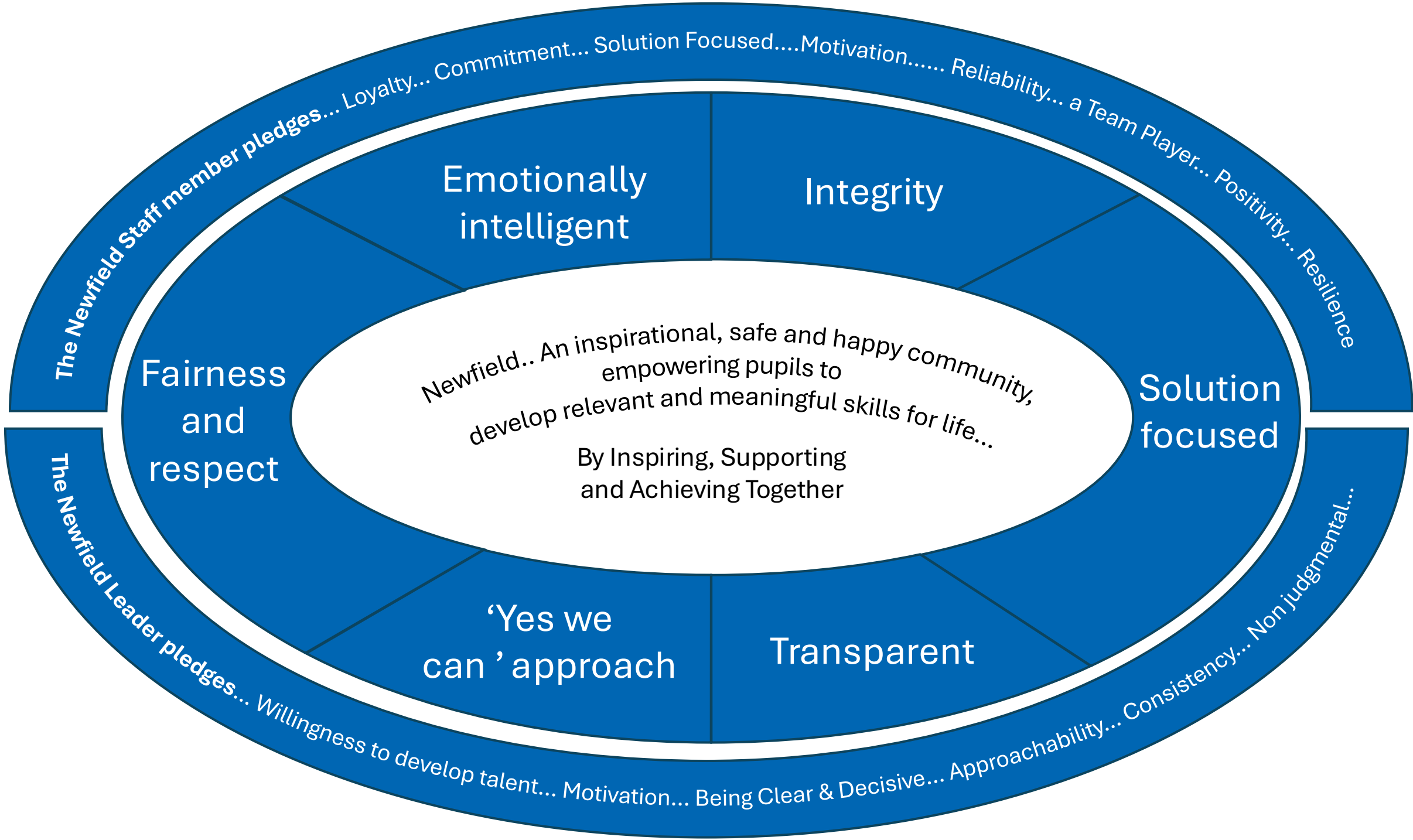
2024-2025 School Culture

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)*

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 make us feel***