

Newfield School Development Plan

2024- 2027



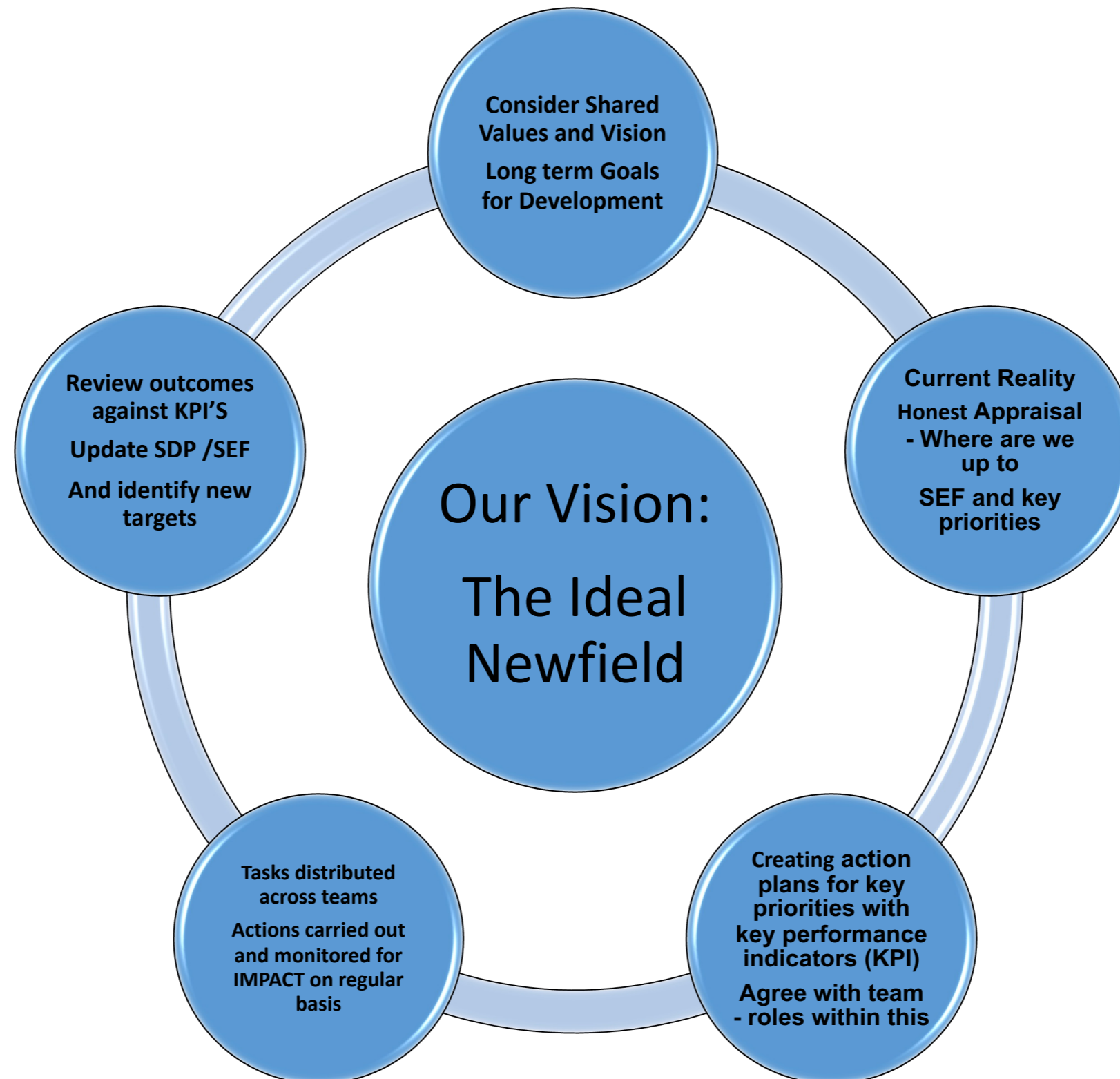
Our Vision

Newfield is...

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



We follow a Cycle of School Development and Improvement



Our Areas of Focus for Continuous Improvement

Behaviour for Learning and Attitudes

Resilience

Attendance

Attachment and trauma aware

Individual learning needs/provision

Quality of Education – Curriculum and Provision

Intent

Design, relevance to learners

coverage / content

Implementation

Delivery model incl. specialist provision

Teaching - pedagogy

Assessment - formative and Summative

Impact

Next steps

Life outcomes

Attainment and 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

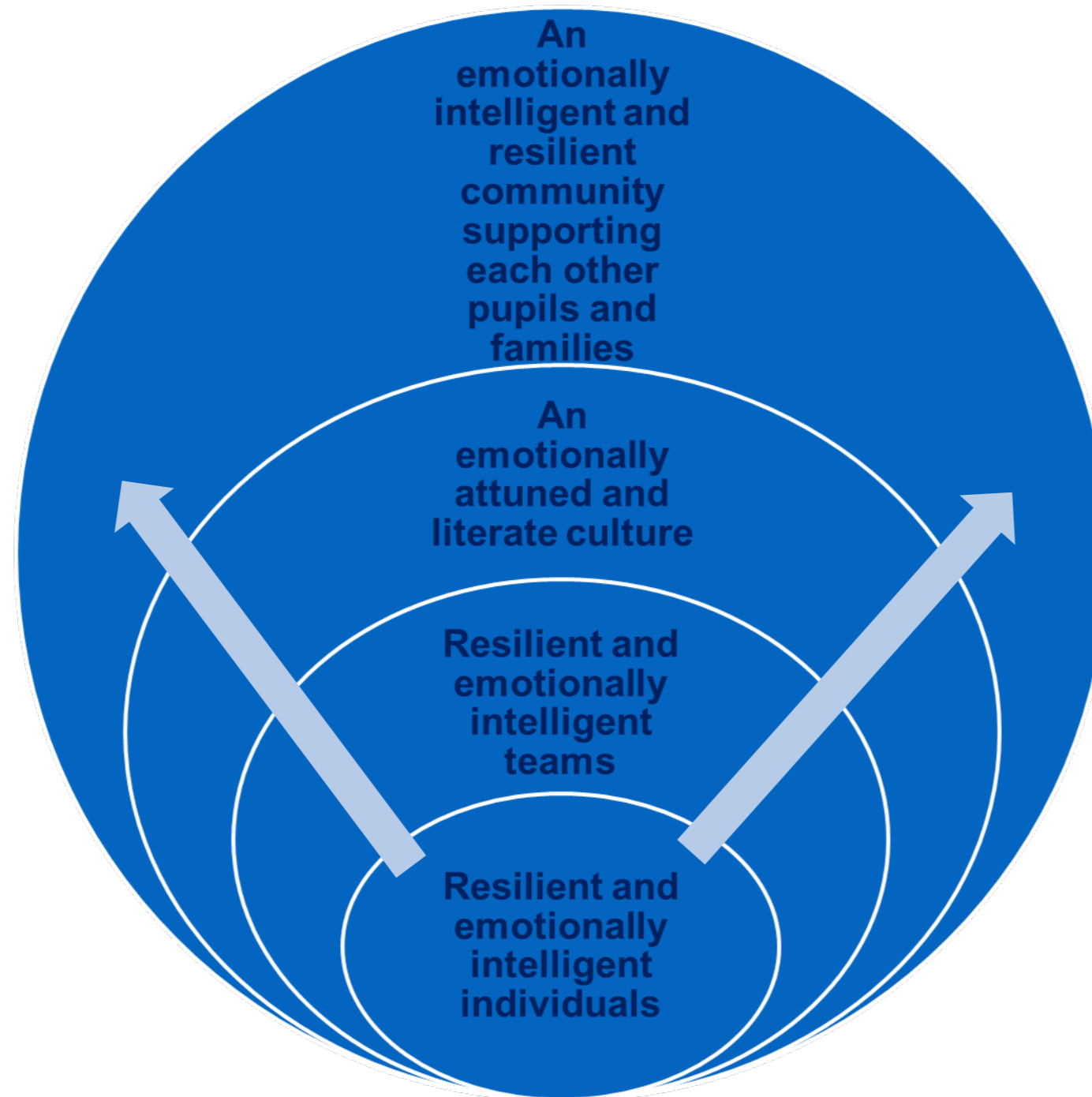
Ongoing training at all levels

Governance

Safeguarding incl online safety

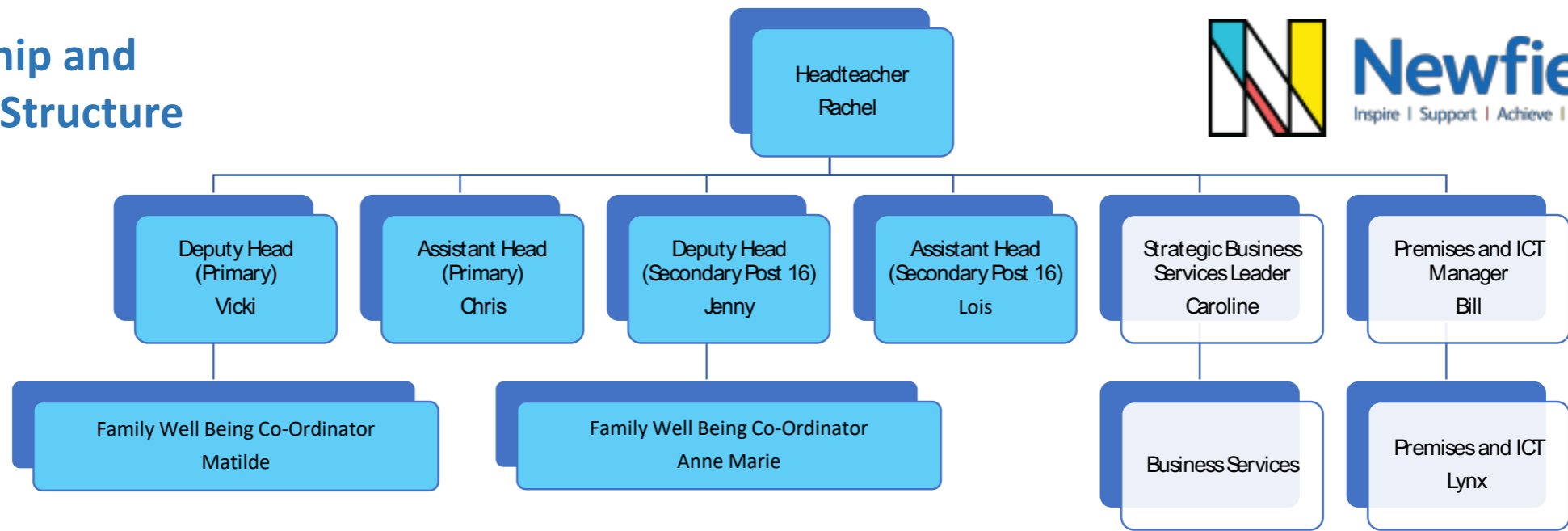
Health and Safety

Creating A Successful Learning Community



A Culture of High Expectations through collaboration and connection

Leadership and Staffing Structure

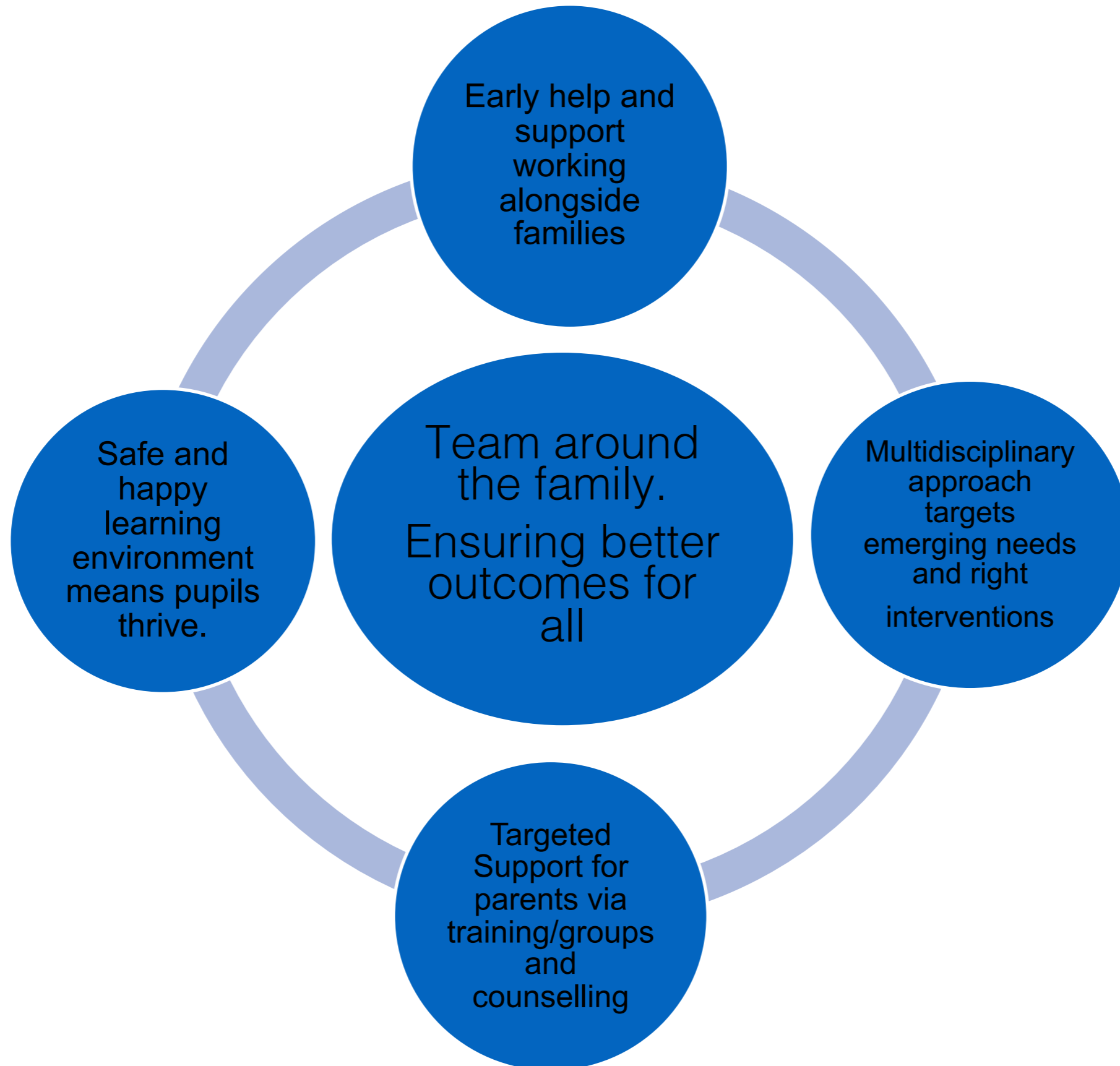


HLTAs
Departmental Cover
Specialist Support and Intervention

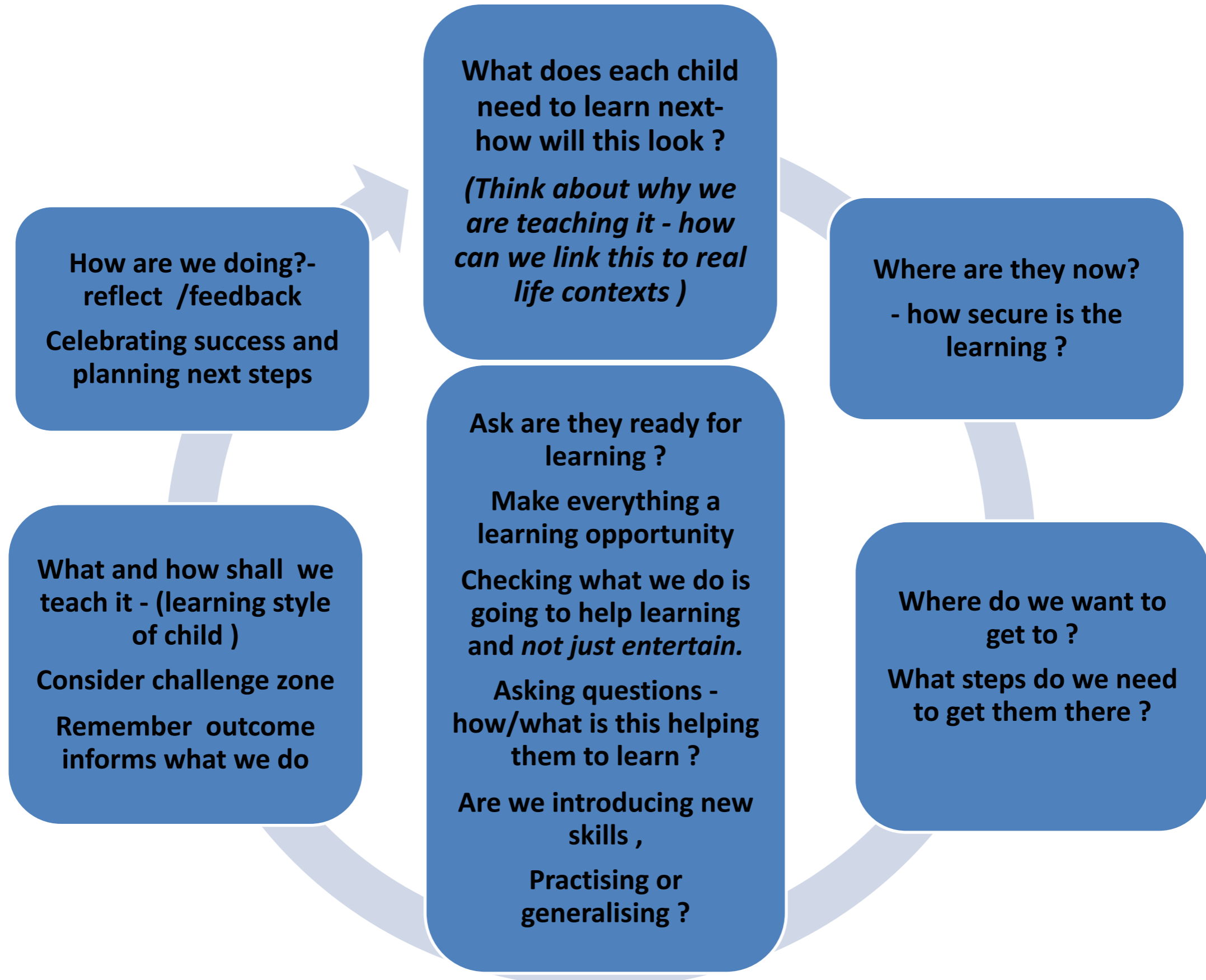
Psychological Safety IS Being Able to

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

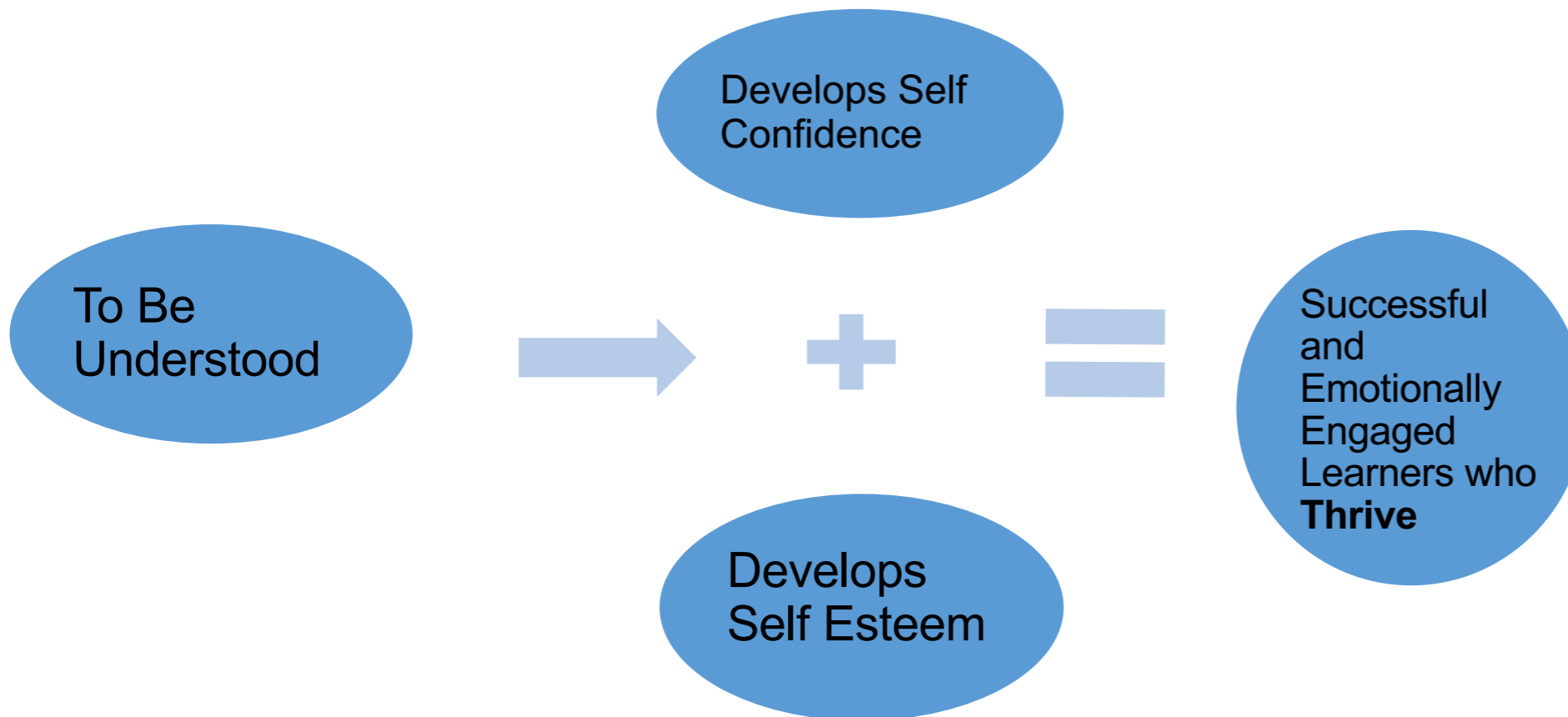
A Team around the Child and Family approach.



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



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 pupils to thrive via the 3 R'S:

REGULATE , RELATE AND REASON.

Our Previous Development Priorities 2022-2025

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'

Maximising Independence and resilience for personal growth

Transfer skills to home and wider community – mastery and generalisation

Brilliant Basics:

Maintaining Best Practice in light of internal & external factors & influences

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 Personal Development

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

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 New Development Priorities 2024-2027

Quality of Leadership and Management

Maximise Employee engagement
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 provision

Quality of Behaviour and Attitudes

Developing 3 levels of regulation for optimum learning and engagement – ‘Regulate to Educate’
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 minds eye

Brilliant Basics:
Maintaining Best Practice 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

Quality of Personal Development

Attachment and trauma informed approach embedded
Training offer for parents /carers
Staying safe - making safe choices – risk sensible model
Extended community links - supporting transition
Enhanced 16-19 offer – expanded base ; internship and wider vocational options

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 find the answers with me

Show me and then leave it to me

Always Reach the sky for me

We may forget much of what it said to us but we will never forget how you make us feel.