Newfield School – School Improvement Plan 2024-2025



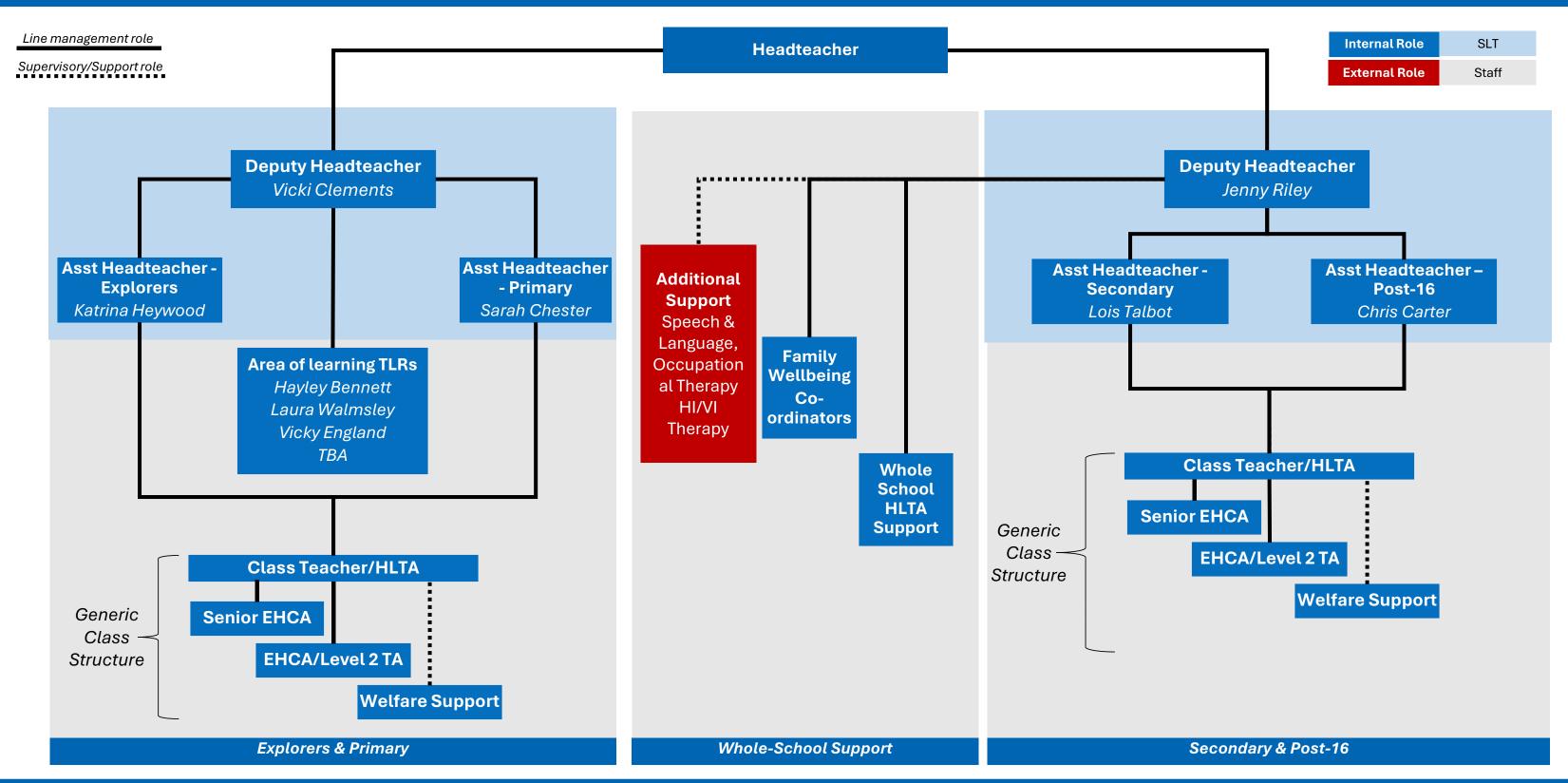
Our Vision

Newfield School is...

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

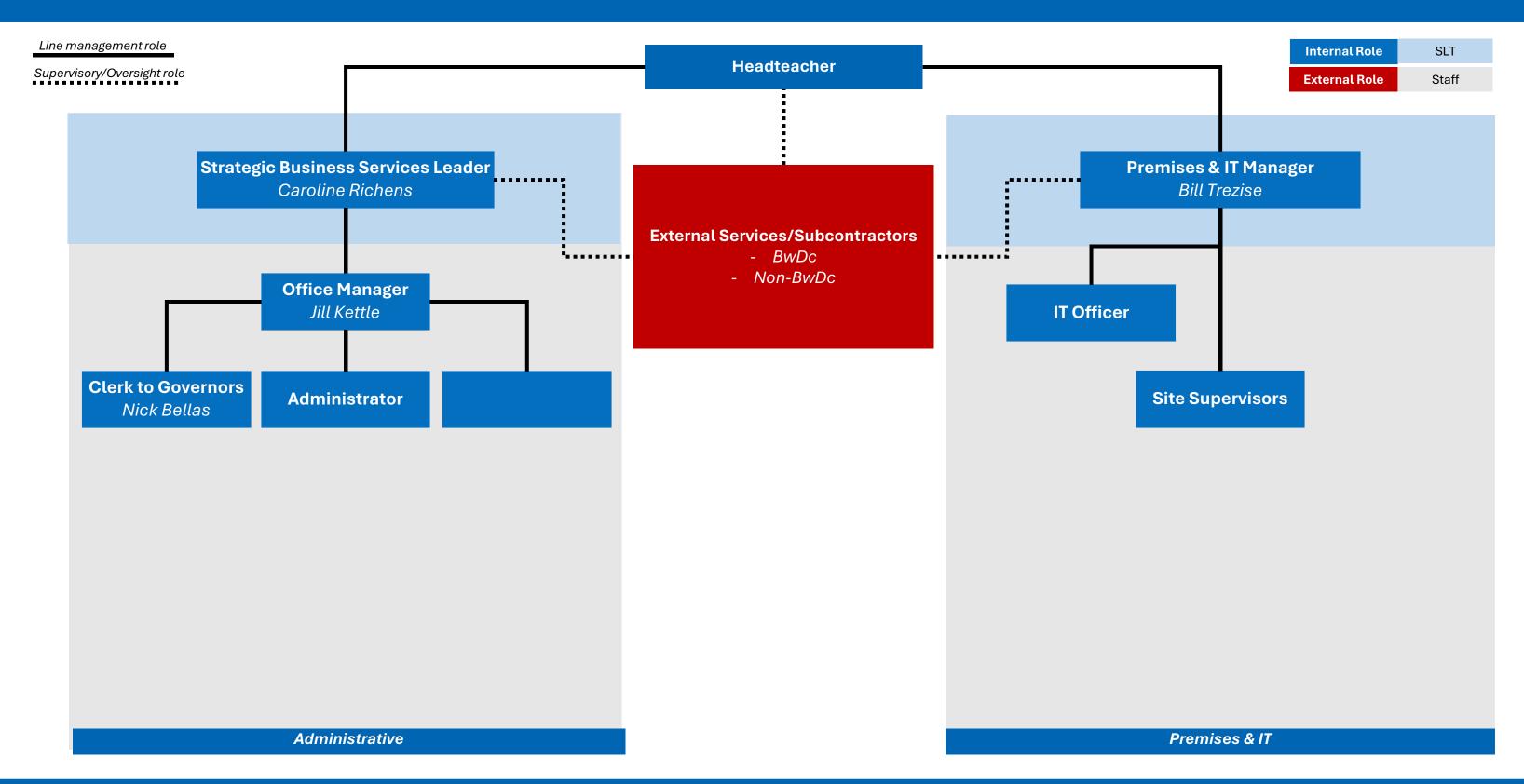


Staffing Structure 2024/25





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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?

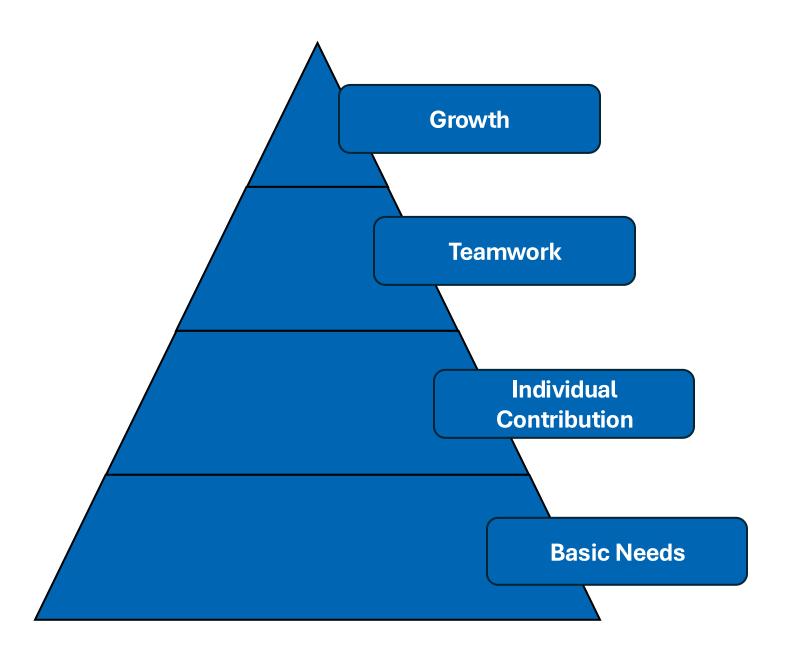
We have facilities & resources to do our job?

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?

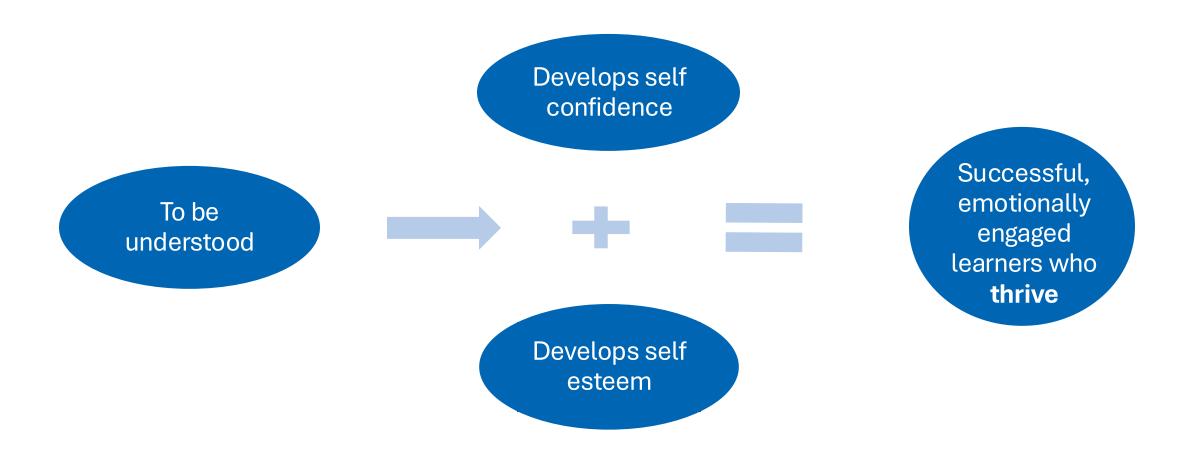
Am I playing a part here?

Can I actually do my job?



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, know 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?

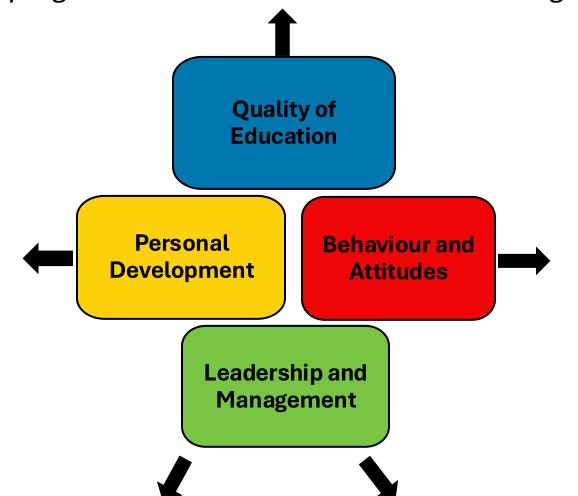
Where do we want to get to?

What steps do we need to get them there?



Previous School Improvement Targets 2023-2024

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



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



Learning outside the classroom

enhancing cultural capital,

supporting student's wellbeing

and 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

Attitudes

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)



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>

