

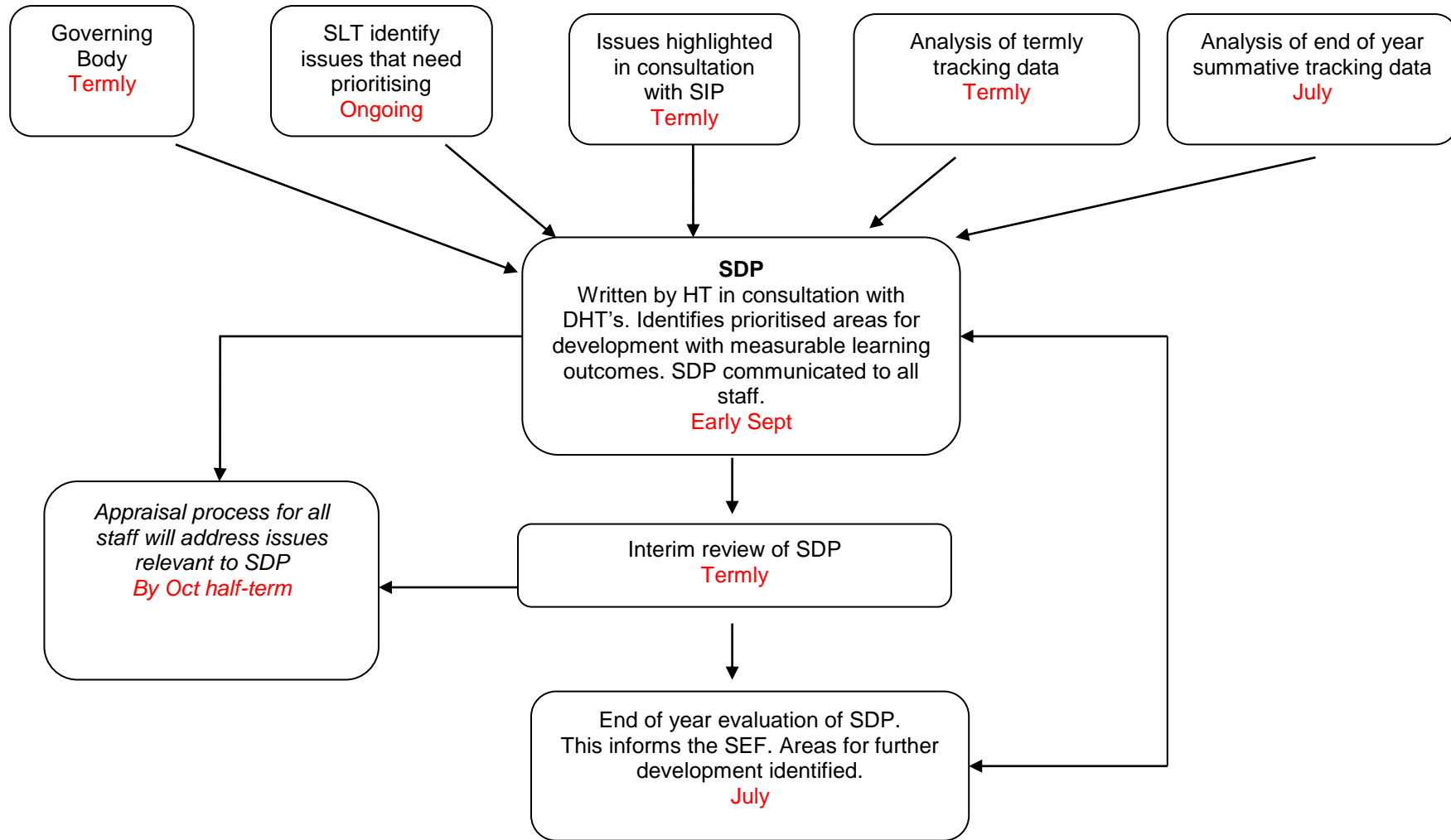
NEWFIELD SCHOOL

School Development Plan

2021 – 2022

The SDP process at Newfield School: An integrated framework for continued improvement




(To be read in conjunction with 2019-2022 Strategy for Improvement to Outstanding)



Action Plans 2021-22

- All action plans run from September 2021 to Sept 2022.
- A range of staff contribute to the delivery of this overall action plan as per their responsibilities within school and they have their own plans to achieve this
- The HT and DHT's will review this SDP termly (in December, March and July).

Progress in meeting each target is summarised in the final column. The following RAG colour coding is used:

| | |
|--|---|
|  | Achieved |
|  | On target – strategies have begun, more work to be done |
|  | Not yet addressed |

Summary of Priorities 2021-2022

| AREA | Objectives |
|--|---|
| Overall Effectiveness (CW) | <ul style="list-style-type: none"> • To consistently ensure Safeguarding is effective and is quality assured by external advisor. • To ensure additional funding is used effectively and secures improvements for disadvantaged pupils (separate plan also). |
| Quality of Education (CW/IG/SF) | <ul style="list-style-type: none"> • <u>INTENT</u> • To review current assessment systems and research alternatives. • To further develop 'Remote Learning' engagement and accessibility for all pupils. • <u>IMPLEMENTATION</u> • To further develop teachers subject knowledge and expertise / group allegiance – links with other schools • All pupils to be identified early for intervention (both academic and non-academic and all interventions are evaluated and impact evidenced). • To further develop the line management of subject coordinators so that they understand and can self-evaluate their subject through a deep dive process. • To Consolidate a whole school approach to further improve literacy and numeracy. • To develop staff knowledge and confidence in teaching of phonics • <u>IMPACT</u> • To ensure appropriate outcomes (in relation to starting points) for all pupils, particularly end of KS4 through external accreditation results- both academic and vocational. • To improve students reading ability to enable them to access a full curriculum and external examinations. |
| Leadership and Management (CW) | <ul style="list-style-type: none"> • To continue to develop the link governor roles. • To further improve parental engagement. • To further improve therapies offered by school |
| Behaviour and Attitudes (SF) | <ul style="list-style-type: none"> • To provide opportunities to experience real life situation through the school passport and ensure that tracking and evidence supports the work completed • To develop a whole school approach to dealing issues from with the RSHE curriculum |
| Personal Development (IG) | <ul style="list-style-type: none"> • To further improve mental health and wellbeing across the school • To re-establish links with the community to provide experiences to develop pupils personally and socially through SMSC programme. • To further develop emotional literacy support within school. |

OVERALL EFFECTIVENESS (SLT Responsibility CW)

| <i>Target</i> | <i>Impact</i> | <i>Strategies</i> | <i>Timescale</i> | <i>Evaluation</i> |
|--|--|--|---|-------------------|
| To consistently ensure Safeguarding is effective and is quality assured by external advisor. | <p>Safeguarding is very secure, reporting and impact demonstrates this CPOMS is fully utilised by all staff for record keeping and communicating</p> <p>Evidence <i>Safeguarding data</i> <i>CPOMS usage</i> <i>Staff training</i> <i>Governor link meetings</i></p> | <ul style="list-style-type: none"> • CW meet with safeguard gov termly • All staff to competently use the system for reporting incidents and understand the importance – addressed in staff meeting and reminded at regular intervals • Safeguarding leads to review procedures half termly • Governor training identify / monitored • Government awareness of safeguarding in education • External QA of safeguarding | <p>termly on-going Half termly</p> <p>Sept 2021 and on-going</p> <p>Spring Term</p> | |
| To ensure additional funding is used effectively and secures improvements for disadvantaged pupils (separate plan also). | <p>All pupils to make at least expected progress in English and Maths across all Key Stages All pupils to make good or better progress in reading. All Key Stage 4 pupils to leave with a minimum of 5 external outcomes. All pupils have access to quality remote learning experience. Improvements in the attendance and behaviour of all PP pupils. Improvement in pupils mental, emotional and physical health Peer Mentors provide an accessible point of contact for their peers who are experiencing difficulties in school. Staff develop phonics knowledge. To provide CPD to help support staff with teaching the new PSHE curriculum</p> <p>Evidence <i>PP data, objectives and impact</i> <i>PP meeting minutes</i> <i>Intervention data</i> <i>Progress data</i></p> | <ul style="list-style-type: none"> • SLT (SF) to oversee additional funding expenditure • Whole school CPD training in supporting pupils with academic and non-academic areas • Regular meetings between SLT and to review additional funding • Gov (RH) to meet with SF to challenge impact of additional spending | <p>Oct 2021</p> <p>on-going</p> <p>half termly</p> | |

QUALITY OF EDUCATION (SLT Responsibility CW, IG, SF)

INTENT

| Target | Impact | Strategies | Timescale | UPDATE |
|---|--|--|---|---------------|
| To review current assessment systems and research alternatives | Ensure that School has an assessment system that continues to track progress, however is functionally improved to aid efficiency of reporting and analysis and adequate to track an increasingly broader curriculum | <ul style="list-style-type: none"> Assess the need for change Research systems used by other schools Consult with SIMS over capacity for changes Consult with SLT and formulate implementation plan | Oct 2021 Oct and ongoing Dec 2021 Feb 2021 | |
| To further develop 'Remote Learning' engagement and accessibility for all pupils. | Ensure pupils who have to be absent from school for any length of time have access to the curriculum in order to maintain progress Evidence <i>Remote learning resources</i> <i>Remote learning logs</i> <i>Progress Data</i> | <ul style="list-style-type: none"> All pupils to be set up with home learning email addresses or have access to printed resources Home learning packs in line with their current curriculum prepared and ready Arrangements for contact and virtual processes in place All teachers to document engagement of class in any home learning | Sept 2021 Sept 2021 Sept 2021 Sept 2021 | |

IMPLEMENTATION

| Target | Impact | Strategies | Timescale | UPDATE |
|---|---|---|---|---------------|
| To further develop teachers subject knowledge and expertise / group allegiance – links with other schools | To develop knowledge and skills in teaching of non-specialist subjects in order to enhance the curriculum for all pupils Evidence <i>CPD Records</i> <i>Subject Coordination files</i> <i>Planning</i> <i>Perf mgt reviews</i> | Facilitate teachers to link with other schools with a focus on particular subjects Teachers given access to CPD opportunities and schedule dissemination to other staff Use external advisors and associations for focussed support | Sept 2021 and ongoing | |
| All pupils to be identified early for intervention (both academic and non-academic and all interventions are evaluated and impact evidenced. | Intervention for all pupils is tracked, monitored and evaluated in a timely fashion Interventions identified make a difference to the progress of pupils Evidence <i>Data and internal tracking</i> <i>Planning</i> <i>Intervention documentation</i> <i>Intervention reports</i> <i>Perf mgt reviews</i> | <ul style="list-style-type: none"> Interventions identified to support pupils All support staff target is inputting onto system interventions for pupils Termly data to inform interventions SIMS utilised for tracking of Interventions and monitored by SLT (IG) Memembr of staff timetabled for additional interventions - reviewed half termly | Termly Termly Termly Termly Ongoing | |
| To further develop the line management of subject coordinators so that they understand and can self-evaluate their subject through a deep dive process. | Subject coordinators have greater awareness of their expectations and can provide evidence to support a sustained development for their subject area Evidence: <i>Performance Management</i> <i>Work scrutiny</i> <i>Moderation</i> <i>Termly data</i> <i>Subject Progress Report</i> <i>Self – Evaluation of subject</i> <i>Evaluation of Subject coordination Evidence</i> | <ul style="list-style-type: none"> All teachers to have a subject coordination responsibility as part of perf mgt and in line with their pay scale Subject coordinators to attend any relevant training which enhances their knowledge of coordination Subject coordinators to keep abreast of developments within their subject through associations and directed time to be focussed on self CPD SC's maintain their standardised folders keep it updated evidentially – timetables in directed time cycle SLT to monitor via interim reviews Line management meetings SLT to provide training and framework to support Deep Dives SC's to undergo a mock deep dive interview | Sept 2021 On-going On-going Half termly Ongoing | |
| To Consolidate a whole school approach to further improve literacy and numeracy. | Both literacy and numeracy are a prominent and visual aspect throughout school and pupils develop across all key stages and raise their standards in English and Maths Evidence | <ul style="list-style-type: none"> To focus on a different area each half term and for all staff to understand and focus on it. To feedback to all staff on a termly basis during staff meeting time | Sept 2021 Termly | |

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|--|--|--|--|--|
| | <i>Subject Coordinators folders</i> <i>Literacy / numeracy analysis reports</i> <i>Progress Data</i> | <ul style="list-style-type: none"> To provide SLT with a termly report | Termly | |
| To develop staff knowledge and confidence in teaching of phonics | <p>Pupils understanding and use of phonics enhances reading and access to the full curriculum from an early age</p> <p>Evidence <i>CPD phonics</i> <i>Intervention reports</i> <i>Reading – subject coordination</i> <i>Reading assessment records</i> <i>Termly data</i></p> | <ul style="list-style-type: none"> All support staff to complete Phonics course Teacher identified to oversee phonics programme Termly updates shared with all staff Phonics intervention daily for identified pupils Phonics refresher training for identified staff | <p>Sept 21-22</p> <p>Sept 21</p> <p>Termly Ongoing</p> | |

IMPACT

| Target | Impact | Strategies | Timescale | Evaluation |
|---|---|--|--|-------------------|
| To ensure appropriate outcomes (in relation to starting points) for all pupils, particularly end of KS4 through external accreditation results- both academic and vocational. | <p>Personalised curriculum for all pupils to achieve and gain accreditation to support transition. To develop a broad and balanced curriculum that meet pupils individual needs and they achieve. Any subject specific curriculum or assessment issues are addressed in subject progress reports October and March and necessary interventions are put in place</p> <p>Evidence: <i>End of term / yearly progress data</i> <i>Subject coordination folders</i> <i>Accreditation results</i> <i>Subject progress reports</i> <i>Intervention reports and impact</i></p> | <ul style="list-style-type: none"> DHT to highlight underperforming pupils and/or groups of pupils in termly data analysis Subject Coordinators to address identified issues within their subject progress reports and annual subject reviews. Any remedial action put in place – SLT Alt Prov co-ordinator to review and monitor pupils gaining of external accreditation Annual Reviews of EHCP Interventions to be timely, effective, tracked and evaluated | <p>Termly</p> <p>Twice yearly</p> <p>On-going</p> <p>Termly</p> <p>On-going on-going</p> | |
| To improve students reading ability to enable them to access a full curriculum and external examinations. | <p>Improved skills in reading by all pupils Pupils read for pleasure across school Pupils read at chronological age Pupils read widely, and often across all subjects to a high standard</p> <p>Evidence <i>Reading age results</i> <i>Pupil progress data</i> <i>Teachers planning</i> <i>Displays</i></p> | <ul style="list-style-type: none"> Learning mentors baseline and assess all pupils twice yearly Interventions are in place and monitored Coordinator for delivery of phonics programme Resources to facilitate enjoyment and learning are available Reading monitored by CR/DD as part of coordination responsibility TA's undertake phonics training Utilise NTP catch up funding for phonics | <p>Sept 2021 and on-going Termly</p> <p>On-going</p> | |

LEADERSHIP AND MANAGEMENT (SLT Responsibility CW)

| Target | Impact | Strategies | Timescale | UPDATE |
|---|--|---|--|---------------|
| To continue to develop the link governor roles. | <p>Gov body to develop their roles and understanding of school to help drive school improvement</p> <p>Evidence <i>Gov minutes of meetings</i> <i>Gov visits</i> <i>Gov timetable for year</i> <i>Gov action plan</i></p> | <ul style="list-style-type: none"> • Sub-groups Termly meeting with school staff and SLT to focus on identified areas • Gov visits to school are regular and gov feedback at FGB meetings • Gov action plan to be discussed and updated at each FGB meeting | <p>Termly</p> <p>Ongoing</p> <p>Termly</p> | |
| To further improve parental engagement. | <p>The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. Website use as a communication method Termly newsletter distributed</p> <p>Evidence <i>Parent survey</i> <i>Safeguarding data</i> <i>SMSC evidence</i> <i>Parental consultation day</i> <i>Annual Reviews</i> <i>Coffee Mornings</i></p> | <ul style="list-style-type: none"> • Signpost and offer parenting courses and family learning sessions throughout the year • UPS3 teacher responsibility as part of whole school contribution • Invite and provide transport to any opportunities for parents to visit, e.g., productions / annual reviews • Attend all Multi-agency meetings. • Develop relationships with parents to encourage and support learning • Develop parental opportunities to be involved in developing core skills with pupils | <p>on-going</p> <p>Sept 2021</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> | |
| To further improve therapies offered by school | <p>To build on existing therapeutic intervention and increase schools offer for identified pupils to support their progress</p> <p>Evidence <i>Proposal to LA for SALT/OT on site</i> <i>Art therapy impact of intervention</i> <i>Mable therapy impact of interventions</i> <i>Creative Balance impact of interventions</i></p> | <ul style="list-style-type: none"> • Review of timetables to deliver therapeutic input from existing staff with experience • Develop a timetable of interventions for pupil (s) to be supported as part of CAHMS student placement who will work directly with school • Liaise with the MHST to deliver and identify support • To meet half-termly with Mental Health lead to interventions and therapy offers | <p>Jan 2021.</p> <p>Oct 2021</p> <p>Oct 2021</p> <p>Half-termly</p> | |

BEHAVIOUR AND ATTITUDES (SLT Responsibility SF)

| Target | Impact | Strategies | Timescale | UPDATE |
|--|---|--|--|---------------|
| To provide opportunities to experience real life situation through the school passport and ensure that tracking and evidence supports the work completed | <p>Pupil development improved. Development of pupils as citizens</p> <p>Evidence <i>Trip evaluations and feedback (written and photograph)</i> <i>Work experience tracking and feedback</i> <i>Link to SMSC school passport</i></p> | <ul style="list-style-type: none"> • SMSC coordinator to list ideas and activities locally • SMSC to monitor passports • Develop relationship with local businesses (e.g. Plaza cinema) • KS4 pupils DofE programme • Work with Sefton EBP to identify appropriate placements early for work experience. • Extend work experience if applicable for some • Visiting speakers to attend school • Provide opportunities for pupils to know about the local area and community • All pupils to work towards the pledges for positive experiences • Pupils to engage in work and activities off-site at school allotment | <p>Sept 2021</p> <p>termly on-going</p> <p>Sept 2021</p> <p>On-going On-going On-going</p> <p>On-going</p> <p>On-going</p> | |
| To develop a whole school approach to dealing issues from with the RSHE curriculum | <p>Pupils will develop the knowledge, skills and attributes they need to stay safe and develop healthy relationships to manage their lives, now and in the future.</p> <p>Evidence <i>PSHE / RSHE Curriculum</i> <i>Subject coordinator reports</i> <i>External visitors feedback</i></p> | <ul style="list-style-type: none"> • UPS3 teacher given responsibility for overseeing introduction and embedding the RSHE • Planned resources to support teaching • Learning mentors trained to deliver and support RSHE • All staff complete online training through THE BROOK | <p>Sept 2021</p> <p>Sept 2021</p> | |

PERSONAL DEVELOPMENT (SLT Responsibility IG)

| Target | Impact | Strategies | Timescale | UPDATE |
|---|---|--|--|---------------|
| To further improve mental health and wellbeing across the school | Staff and pupils are aware and have strategies for supporting mental health concerns Intervention, support and appropriate curriculum is in place to continue work in the area of mental health Evidence <i>CPD</i> <i>Minutes of meetings</i> <i>Interventions for identified pupils</i> <i>Mental Health reports from EW</i> <i>OH referrals</i> <i>Work and support from MHST</i> | <ul style="list-style-type: none"> • Mental health training as part of whole school CPD, • HT to meet with EW – UPS whole school significant contribution to develop mental health awareness and measuring impact • HT and EW to meet with MHST practitioner • Signposting and developing relationships with outside agencies | Termly Termly on-going | |
| To re-establish links with the community to provide experiences to develop pupils personally and socially through SMSC programme. | Pupil development improved. Development of pupils as citizens Evidence <i>Trip evaluations and feedback (written and photograph)</i> <i>Work experience tracking and feedback</i> | <ul style="list-style-type: none"> • SMSC coordinator to list ideas and activities locally • SMSC to monitor passports • Develop relationship with local businesses (e.g. Plaza cinema) • KS4 pupils DofE programme • Work with Sefton EBP to identify appropriate placements early for work experience. • Extend work experience if applicable for some • Visiting speakers to attend school • Provide opportunities for pupils to know about the local area and community • All pupils to work towards the pledges for positive experiences • Pupils to engage in work and activities off-site at school allotment | Sept 2021 termly on-going Sept 2021 On-going On-going On-going On-going On-going | |
| To further develop emotional literacy support within school. | To utilise the trained ELSA (Emotional Literacy Support Assistants) to improve pupils well-being Evidence <i>ELSA pupil records</i> <i>Termly report</i> <i>Interventions</i> <i>Progress data</i> | <ul style="list-style-type: none"> • ELSA intervention will be evaluated • The ELSA implementation will be part of the graduated approach built upon the PHSE curriculum and emotionally literate ethos of the school... • There may be a need to identify and train further individuals to support the trained ELSA | Termly | |

Other significant developments during Term 1