

Newfield School Improvement and Self-Evaluation Overview 2026

Newfield context and self-evaluation approach

Contextual consideration	Planning and evaluation implication
Specialist context	Newfield is a 4-19 specialist school. Pupils' starting points, communication, regulation, sensory, developmental and learning profiles vary substantially. <i>Progress must therefore be understood through curriculum achievement alongside EHCP/PfA outcomes, communication, regulation, independence, participation and belonging.</i>
Changing learner profile Evidence and context informing the 2026–29 priorities	Changing learner profile Internal assessment indicates that a significant proportion of pupils are working within the earliest framework bands. The pathway model, including Pathfinders, pre-formal and therapeutic provision, must therefore continue to respond to how pupils learn and enable progress to be recognised in appropriately small, meaningful and developmentally relevant steps. Recent pupil intake also indicates a changing profile of need, including increasing complexity in autism, speech, language and communication, regulation and early developmental learning. The reasons for these changes are likely to be complex. Alongside neurodevelopmental difference and improved identification, emerging evidence raises important questions about children's early experiences of communication, interaction, play, regulation and wider developmental opportunities. This requires Newfield to remain research-informed and professionally curious: drawing on external evidence alongside what our own learners are showing us, and continually reviewing whether our curriculum, pathways, environments and pedagogy remain responsive to current and emerging need. Can staff explain what learning looks like, why pupils learn in this way and how the pathway prepares them for life in and beyond school? That connects directly to the work we've developed around pedagogical decision-making. The second question is arguably even more important: What evidence shows that changes to curriculum and environments are improving learning rather than simply changing provision?

Contextual consideration	Planning and evaluation implication
Growth and expansion	Growth, changing cohorts and provision across sites increase the importance of clear pathway rationale, one-school expectations, consistent staff practice, secure safeguarding and coherent evidence systems. The school needs to ensure that culture and ethos are maintained and that standards and expectations remain explicit.
Developing capacity	A larger and evolving workforce requires induction, pathway-linked professional learning, coaching, shared expertise and distributed leadership so that quality does not depend on individual teams or people. Aligned with the Ofsted focus on leadership and governance, professional development remains a distinct priority, with the ambition to develop an exceptional and coherent offer.
Evaluation test	The central test is not whether an activity has happened. It is whether leaders' choices are improving typical adult practice, reducing barriers and enabling pupils to achieve, belong and thrive from their different starting points. Use the Notice – Validate – Highlight – Act model, drawing on data patterns and triangulated evidence to show what has changed in measurable and meaningful ways. Within Leadership and Governance, move towards a proportionate, evidence-led monitoring approach that identifies emerging lines of enquiry and supports timely action.

Notice - Validate - Highlight – Act

Notice what the evidence and lived experience are showing. Validate the judgement through more than one source. Highlight the strength, variation or risk that matters. Act by recording the decision, owner and next review point.

1. Three-Year Improvement Journey Tracker 2023-2026

Evaluation key	Positive and strengthening	Sharpening - not yet embedded	Needs tighter follow-through	Ongoing multi-year priority
----------------	----------------------------	-------------------------------	------------------------------	-----------------------------

This tracker shows how the school's key priorities have evolved over time, where work has strengthened, and where improvement remains ongoing.

Area – Ofsted	2023-2024	2024-2025	2025-2026	Evaluation status
Teaching and Learning	Sharpening - not yet embedded Quality-first teaching remained the core expectation, with growing focus on evidencing pupil progress over time.	Sharpening - not yet embedded Priority shifted from broad curriculum wording to pedagogy, adaptive teaching and personalised learning.	Positive and strengthening Curriculum offer is now framed more clearly around progression, enrichment, active learning and generalisation across contexts.	Positive and strengthening
Personal and Social Development	Sharpening - not yet embedded Preparation for adulthood and independence remained important, though some planned actions rolled forward.	Needs tighter follow-through Social opportunities and independence remained important, but some work stalled or lacked clear measures. Equality of opportunity across school – esp lunchtimes	Sharpening - not yet embedded Priority is sharper around personalised learning, real-world application, strengths/interests and improved transitions across the day.	Sharpening - not yet embedded
Behaviour and Attitudes	Needs tighter follow-through Self-regulation and engagement became a clearer school priority.	Sharpening - not yet embedded The 3Rs and Regulate to Educate were more visible, with recognition that implementation needed to be more measurable.	Positive and strengthening Practice is now more mature, with a trauma-informed, relational and regulation-first approach linked to readiness to learn.	Positive and strengthening
Leadership and Management	Sharpening - not yet embedded Work began on middle leader impact, induction and CPD, but systems for implementation were still forming.	Sharpening - not yet embedded Leadership priorities became increasingly tied to appraisal, monitoring and clearer lines of accountability.	Positive and strengthening Leadership systems are more explicit, with clearer alignment between role, monitoring, improvement planning and pupil outcomes.	Positive and strengthening
Culture and Employee Engagement	Needs tighter follow-through Feedback for improvement and psychological safety were identified as priorities, but culture change was at an early stage.	Sharpening - not yet embedded Employee engagement and buy-in became explicit, with stronger links to appraisal, feedback and role-relevant development.	Positive and strengthening A coaching culture is more visible through the appraisal model, feedback for growth and a clearer focus on attitudes, skills and knowledge.	Positive and strengthening

Whole-school staff practice and communication friendly school status	Sharpening - not yet embedded Independence and minimal prompting were real strengths, though consistency still depended too much on individual staff.	Sharpening - not yet embedded Staff articulation of pupil progress and next steps became a clearer expectation, but practice was not yet uniform.	Ongoing multi-year priority Whole-school focus is more precise, particularly around total communication, shared expectations and best practice.	Sharpening - not yet embedded
Monitoring, Self-Evaluation and Governance	Positive and strengthening Internal and external quality assurance validated the school's self-evaluation.	Sharpening - not yet embedded Triangulation, monitoring and dashboard thinking became more prominent, though still evolving.	Positive and strengthening Monitoring is now more clearly aligned to triangulation, governance and updated framework language.	Positive and strengthening
Safeguarding	Positive and strengthening External audit work and safeguarding review confirmed effective practice.	Positive and strengthening Safeguarding remained an embedded priority and effective core business.	Positive and strengthening Safeguarding continues as an established strength rather than a changing strategic strand.	Positive and strengthening

Current Priority Self-Evaluation, Development and Assurance

This table summarises the current evaluative position for each active annual priority, the development required in 2026–27, the evidence leaders expect to see and the questions governors can use to test implementation and impact.

Priority	Current evaluation	What remains uneven or at risk	2026–27 development	What impact should look like	Governor challenge
P1 Ambitious Learning Offer Curriculum and teaching	Positive and strengthening Curriculum rationale, environments and links to progression, enrichment and generalisation have strengthened.	Pathway definitions, specialist pedagogy and staff articulation remain uneven, particularly within Pathfinders and therapeutic provision. Internal assessment indicates a substantial early-stage cohort requiring more finely grained provision and progress measures.	Refine and embed Pathfinders, pre-formal, therapeutic engagement, Clarify purpose, entitlement, progression, specialist pedagogy, assessment and preparation for adulthood, including the distinction between the taught curriculum and personalised learning across the wider school day.	Staff can articulate the rationale for each pathway. Curriculum sampling, moderated assessment and learner journeys demonstrate coherent implementation and progress from starting points. Enhanced environments demonstrably improve learning, engagement and generalisation.	Can staff explain what learning looks like, why pupils learn in this way and how the pathway prepares them for life in and beyond school? What evidence shows that changes to curriculum and environments are improving learning rather than simply changing provision?

P1B – Assessment, Achievement and Outcomes Linked strand within P1 Achievement	Sharpening – not yet embedded EFL dashboards and pupil progress meetings provide stronger evidence of holistic progress and have highlighted the need to revisit the Pathfinders offer.	Assessment information does not yet consistently identify whether apparent plateau reflects cognitive progression or barriers associated with regulation, communication, engagement or access to learning.	Strengthen EFL assessment capability and the assess–plan–do–review cycle. Analyse pupil, class, cohort and pathway information to identify barriers early and ensure assessment informs teaching, intervention and individual provision planning.	Pupils make relevant progress from their individual starting points and against identified areas of focus. Leaders can demonstrate how assessment has identified barriers, changed provision and improved outcomes, including communication, cognition, regulation, independence and preparation for adulthood.	Does the evidence identify the barriers to learning, show how provision has been adapted and demonstrate improved outcomes over time? Can governors see variation between pupils, groups and pathways and how leaders have acted on it?
P2 – Personalised Learning and Belonging (Enrichment and Wider-World Experience) Personal development and wellbeing	Sharpening – not yet embedded There is a strong moral commitment to preparation for adulthood, community access and widening possibility.	The offer and impact are not yet consistently mapped across pathways, the wider day or pupil groups. Some opportunities remain dependent on individual teams, and wider-day learning is less securely evidenced than classroom provision.	Use enrichment benchmarks, Inclusion Standards, Community Learning Maps and pathway planning to develop equitable access to clubs, residential, community learning, work-related learning, enterprise, lunchtimes and wider-day opportunities.	Participation tracking and learner journeys show pupils applying independence, communication and interaction beyond direct teaching. Access to wider experiences increases across stage, age and pathway, with barriers identified and addressed.	Which pupils are accessing wider experiences, what barriers remain and how do leaders know these experiences increase independence, belonging and ambition? Would tracking identified pupils across stage, age and pathway give governors a clearer picture?
P3- Safe regulated and engaged for learning Behaviour and Attendance	Positive and strengthening Regulate to Educate, co-regulation plans, communication development and state-based responses are increasingly coherent and visible.	Practice still varies across adults and contexts. Regulation and engagement can be affected by curriculum demand, environment, sensory load and communication opportunity. Consistency with new staff and pupil-level	Align the therapeutic pathway and curriculum rationale; embed total communication, reduced prompting and pupil initiation; strengthen regulation, sensory and relational practice; and use pupil-state and engagement evidence to refine provision.	Consistent routines, language and adult practice are visible across teams and contexts. Evidence shows improved readiness to learn, communication, participation and re-engagement while maintaining ambition and meaningful challenge.	What will governors see in routines, language and staff practice that confirms this is embedded rather than only trained? What evidence shows that adult practice and curriculum adaptation improve regulation, communication and meaningful engagement rather than simply reducing challenge?

		evidence of readiness remain live issues.			
P4 (linked to 4A/B) A school that learns grows and belongs Professional Learning and Enquiry Leadership and governance	Positive and strengthening Appraisal, coaching, employee engagement and role-linked development are increasingly connected and visible.	Induction, CPD, mentoring, pathway expertise and feedback are not yet experienced consistently across roles, teams and career stages. The professional learning architecture and consistency of follow-through are still developing.	Roll out the coherent professional learning architecture; map role and career-stage development; strengthen induction, coaching, mentoring, Develop Experts at Hand, pathway-linked CPD and evaluation of changed practice.	Evidence shows improved staff confidence, specialist expertise and consistency of typical practice across teams and pathways. Professional learning leads to observable changes in adult practice and improved pupil experience.	How will leaders and governors know whether professional learning is improving practice and pupil experience rather than simply increasing training activity or changing the paperwork?
P5 – (Linked to 4C) A school that reflects and improves Leadership and governance	Ongoing multi-year priority The coaching-aligned Appraisal for Growth model has created strong practice where teams discuss targets, test approaches and reflect on evidence.	Awareness, role clarity, review time and follow-through remain variable, particularly for staff working across teams or joining mid-year.	Introduce Professional Learning and Enquiry as a distributed, research-informed cycle. Keep Appraisal for Growth as one mechanism within the wider cycle and connect enquiry to SIP priorities, coaching, CPD and pupil outcomes.	Staff can identify what they tested, what they learned and what changed in practice. Enquiry outputs demonstrate impact on adult practice and pupil outcomes, with learning shared and acted upon across the organisation.	Can leaders and governors identify what was learned, what changed in practice, what impact followed and how learning was shared? What happened next as a result of the evidence?

Cross-cutting and assurance strands: Total Communication, Culture and Belonging, Attendance and EBSA, Evidence/Review/Improvement and Safeguarding remain visible through the wider assurance framework and governor monitoring schedule rather than being presented as additional annual priorities

Golden thread: consistency over time

Consistency runs through pathway intent, curriculum expectations, therapeutic and communication approaches, pupil opportunities, staff practice, professional learning and evaluation of impact. The aim is not identical provision in every classroom, but a consistently high-quality experience personalised to pathway, need and context

Long-term commitments linked to strategic targets

Continuing commitment	Linked strategic target- Ofsted Area	How this is expressed through the strategy
We will continue to prepare children for life in and beyond school.	Target 1 - Ambitious Learning Pathways Curriculum and teaching	Pathway-led curriculum, progression, preparation for adulthood and a clear relationship between taught curriculum and woven-in personalised learning.
We will continue to widen possibility and raise ambition.	Target 2 - Participation, Independence and Personal Development Inclusion Personal development and wellbeing	Enrichment, wider experience, participation, independence, relationships, community access and meaningful opportunities beyond the classroom.
We will continue to build a safe, relational and regulated whole-school community.	Target 3 - Safe, Regulated and Ready to Learn Behaviour and Attendance	Regulate to Educate, trauma-informed practice, consistent routines, co-regulation, attendance and wellbeing as conditions for learning.
We will continue to support adults to keep learning.	Target 4A - A School That Learns and Grows Leadership and Governance	Professional learning, coaching, Appraisal for Growth, role-linked CPD, career-stage development and evidence of changed practice.
We will continue to develop expertise and share it generously.	Target 4A - A School That Learns and Grows Leadership and Governance	Experts at Hand, internal coaching, shared practice, outreach and contribution to wider SEND reform.
We will continue to strengthen belonging and one-school identity.	Target 4B - A School That Learns and Belongs Leadership and Governance	Staff voice, team ownership, family partnership, shared culture, community connection and consistency across sites.
We will continue to review, refine and adapt practice.	Target 4C - A School That Learns and Improves Leadership and Governance	Notice - Validate - Highlight - Act, lighter-touch monitoring, triangulation, reflective enquiry and governor assurance.
We will continue to build from one cycle to the next.	All strategic targets	Priorities are absorbed into the longer strategic structure so each cycle deepens the last rather than replacing it.