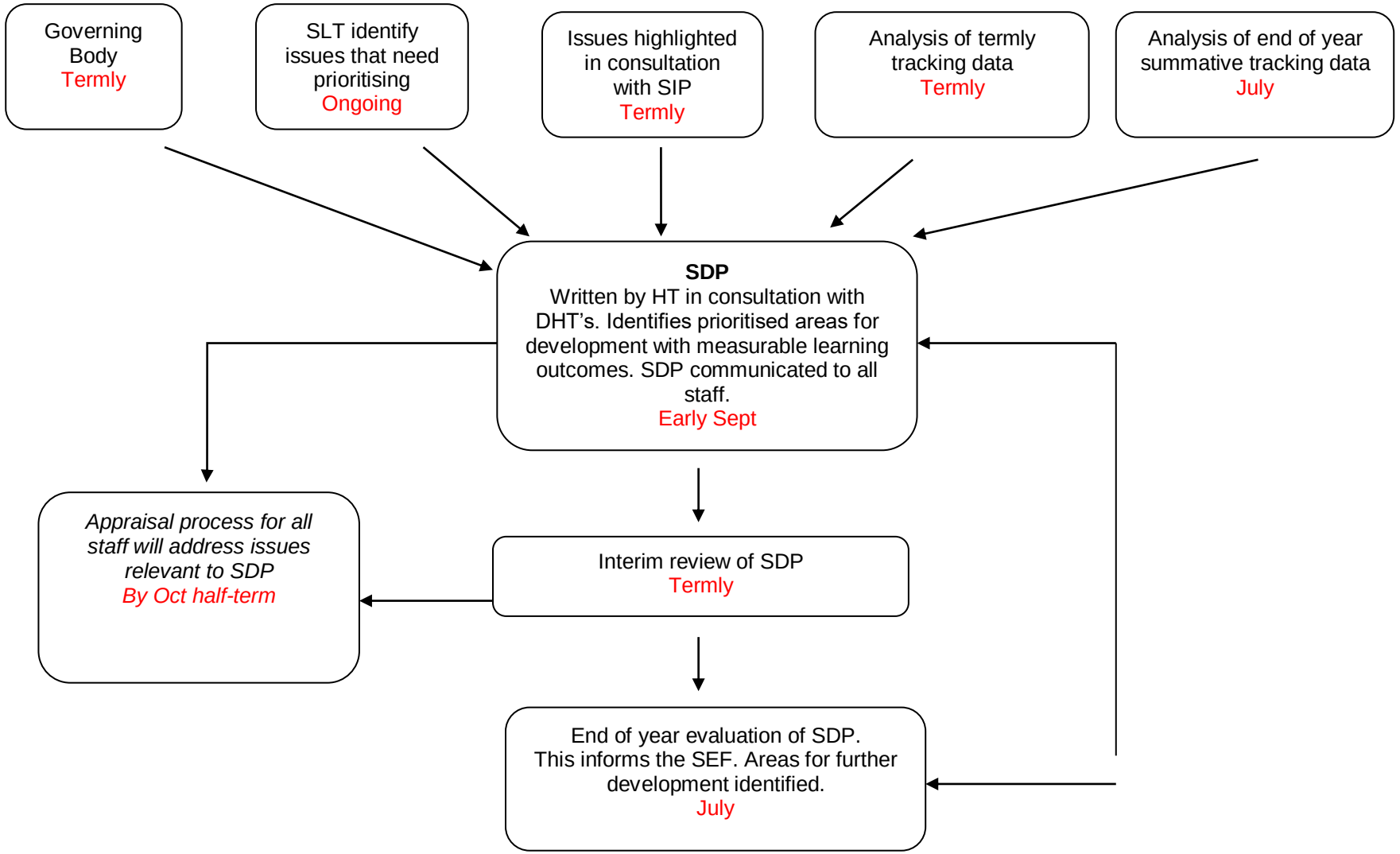
NEWFIELD SCHOOL

School Development Plan

2026 – 2029

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



- 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. The following RAG colour coding is used:

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

Summary of Priorities

AREA	Objectives
Curriculum and teaching	• T&L staff development - Enhance teacher's subject knowledge and expertise teaching through CPD and allegiances and 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. Focus on impact of intervention and range • To improve pupils' reading ability so they can access the full curriculum and achieve success in external examinations, with a strategic focus on reading in line with the national agenda and current Ofsted priorities. • Subject coordinators reporting is consistent and self-evaluation of their subjects drives developments evidence is secure and impactful and linked to quality assurance. • To implement a whole-school Oracy framework to improve pupils' speaking and listening skills across all areas of learning. • Review and adapt changes form the new national curriculum framework
Achievement	• To strengthen assessment practice by embedding accurate baselining and the effective use of whole-school assessment systems, enabling teachers and leaders to make informed decisions that drive personalised learning and improve pupil outcomes. • To ensure appropriate outcomes (in relation to starting points) for all pupils, particularly end of KS4 through external accreditation results- both academic and vocational.
Behaviour and Attendance	• To continue to improve raising attendance so that by the end of 2026-2027 it is back to at least pre-pandemic levels (82%) / huge focus and detailed separate plan for this • To develop a culture of tolerance and understanding of equality and diversity and link with SMSC and enrichment framework and inclusivity
Personal development and wellbeing	• To develop and ensure appropriate experiences are evidenced through school's discrete curriculum of personal development, linking with social signature and enrichment framework and evidence is tracked for all pupils • To continue commitment to support pupil's health and wellbeing development – working towards Trauma Award gold • To Enhance links with the community to provide experiences to develop pupils personally and socially through SMSC programmes and linking with social signature and enrichment framework and evidence is tracked for all pupils with social signature and enrichment framework
Leadership and governance	• To Maintain high levels of accountability, including governance, by having robust systems for reviewing school's self-evaluation practice • To ensure additional funding is used effectively and secures improvements for disadvantaged pupils (separate plan also).
Inclusion	• Embed a whole-school approach to inclusion that improves access, participation, and outcomes for all learners through enhanced staff training, effective graduated support, early intervention, and strong collaboration with families and external agencies.
Safeguarding	• To strengthen the school's safeguarding culture by ensuring that all pupils feel safe, supported, and able to thrive through robust safeguarding systems, effective staff training, timely intervention, and a proactive approach to attendance, wellbeing, and vulnerability.

Curriculum and Teaching

This priority aligns with School's improvement goals by strengthening teaching, assessment, intervention, curriculum design, and subject leadership. It addresses improvements in curriculum sequencing while enhancing subject knowledge, early intervention, reading, and self-evaluation to improve outcomes for all pupils.

Year	2026-2027 (Year 1)	2027-2028 (Year 2)	2028-2029 (Year 3)
Actions	- Deliver targeted CPD to enhance teachers' subject knowledge and pedagogy, including partnerships with other schools. - Establish a comprehensive early identification system for academic and non-academic interventions. - Implement a whole-school reading strategy aligned with national and Ofsted priorities. - Develop and introduce a consistent subject coordinator reporting framework linked to QA processes. - Launch an oracy development framework across all key stages. - Review and adapt changes form the new national curriculum framework	- Review and refine CPD programmes based on staff feedback and pupil outcomes. - Monitor and evaluate the impact of interventions; adjust provision accordingly. - Embed and extend reading strategy with targeted support for identified pupils. - Use subject self-evaluation reports to inform curriculum development and teaching improvements. - Deepen oracy practice through cross-curricular integration and staff training.	- Consolidate teacher expertise through advanced CPD and collaborative networks. - Ensure all interventions have robust impact evidence and are adapted to emerging pupil needs. - Demonstrate measurable improvements in reading fluency and comprehension school-wide. - Subject coordinators lead curriculum innovation informed by self-evaluation and QA data. - Establish oracy as a key component of learning culture, evidenced in pupil communication skills.
Success Criteria	- All teaching staff complete subject-focused CPD and demonstrate increased confidence. - Early intervention identification process operational and intervention logs maintained. - Reading strategy launched with baseline reading data established. - Subject coordinators submit regular, quality self-evaluation reports. - Oracy framework adopted by all year groups.	- CPD impact reflected in improved teaching quality and pupil progress. - Intervention impact reports show positive outcomes and inform practice. - Reading assessments show progress for targeted pupils. - Subject self-evaluation leads to documented curriculum improvements. - Oracy practises observed consistently in classrooms.	- Sustained high-quality teaching with strong subject knowledge. - Interventions fully embedded with documented impact across cohorts. - Reading outcomes meet or exceed expected progress targets. - Subject leadership drives ongoing curriculum development. - Oracy skills demonstrably enhance pupil engagement and learning outcomes.

2026-2027 Impact

Strong foundation for curriculum and teaching improvements. Staff develop enhanced subject expertise and understand the importance of early interventions. The new reading strategy and oracy framework are embedded, setting clear expectations for pupil learning and communication. Subject coordinators begin taking ownership of curriculum quality through consistent self-evaluation.

2027-2028 Impact

Teaching practice improves with ongoing CPD and reflection on intervention impact. Reading skills for pupils show measurable progress, enabling better access to the full curriculum. Subject coordinators use evidence to refine teaching and curriculum sequencing. Oracy development becomes a visible, integral part of classroom culture.

2028-2029 Impact

The school demonstrates sustained excellence in curriculum delivery and teaching quality. Interventions are fully embedded and responsive to pupil needs, leading to improved academic and personal outcomes. Reading attainment supports external accreditation and examination access. Subject leadership drives innovation and continuous improvement. Oracy skills are firmly established, enhancing pupils' confidence and independence in learning and life.

Achievement

This priority supports school improvement goals by strengthening assessment, personalised learning, and pupil outcomes and ensures assessment reflects pupils' starting points, helping pupils achieve their full potential.

Year	2026-2027	2027-2028	2028-2029
Actions	- Fully implement and embed the new whole school data system. - Train all teaching and leadership staff on effective use of assessment data for baselining and ongoing monitoring. - Develop clear protocols for personalised learning plans based on assessment outcomes. - Begin tracking progress towards external academic and vocational accreditation targets for KS4 pupils. - Review and refine assessment tools to ensure they capture SEMH needs impact on learning.	- Analyse data from year 1 to identify trends and areas needing targeted intervention. - Strengthen teacher capacity to use assessment data to adapt teaching and learning strategies. - Embed reflective practice sessions focused on assessment outcomes and pupil progress. - Pilot enhanced accreditation preparation programmes tailored to individual pupil needs. - Begin sharing best practice across primary and secondary phases on assessment use.	- Review cumulative impact of assessment practises on pupil outcomes. - Fully embed personalised learning supported by robust data systems. - Achieve measurable improvements in external accreditation results at KS4. - Adjust assessment framework based on pupil progress and accreditation feedback. - Establish ongoing continuous improvement cycle for assessment and achievement monitoring.
Success Criteria	- 100% staff trained and confident in use of new data systems. - Baseline assessment data established for all pupils. - Personalised learning plans in place and regularly reviewed. - Clear tracking of KS4 accreditation progress. - Assessment data reflects pupil SEMH needs and informs planning.	- Data analysis reports demonstrate improved identification of individual needs. - Increased use of assessment data to inform teaching observed in QA. - Reflective practice embedded in staff routines. - Early signs of improved accreditation achievement. - Cross-phase sharing enhances consistency in assessment use.	- Evidence of improved pupil outcomes linked to assessment use. - KS4 accreditation results show positive progression relative to starting points. - Assessment framework reviewed and refined. - Continuous improvement processes established and operational.

2026-2027 Impact

By the end of the first year, School will have a robust, fully operational assessment system that supports personalised learning. Staff will be skilled in using data to baseline and monitor pupil progress. These foundations will enable targeted planning to improve pupil outcomes and begin tracking accreditation progress more effectively.

2027-2028 Impact

In the second year, the school will deepen its use of assessment data to drive teaching improvements and personalised interventions. Reflective practises will be routine, fostering a culture of continuous improvement. Early improvements in accreditation outcomes will indicate progress, supported by stronger cross-phase consistency.

2028-2029 Impact

By the third year, Newfield School will demonstrate clear, measurable improvements in pupil achievement, particularly at KS4 external accreditation, relative to their starting points. The assessment framework will be fully embedded and continuously refined, ensuring sustained personalised learning and positive outcomes for pupils

Behaviour and Attendance

This priority supports schools goals to improve attendance, behaviour, and inclusion. It builds on existing positive experiences while addressing attendance and behaviour challenges, strengthening engagement and outcomes for all pupils

Year	2026-2027	2027-2028	2028-2029
Actions	- Implement and embed a detailed attendance improvement plan, including targeted interventions for persistent absentees - Enhance staff training on SEMH and behaviour management techniques - Develop whole-school campaigns and assemblies promoting tolerance, equality, and diversity - Integrate SMSC and enrichment activities focusing on inclusivity and respect into the curriculum - Strengthen communication with families to support attendance and behaviour improvements	- Review and refine attendance strategies based on data and impact evaluations - Continue professional development focusing on cultural competency and inclusive practises - Expand pupil leadership opportunities to promote peer-led initiatives on tolerance and diversity - Deepen integration of SMSC and enrichment through community partnerships and real-life experiences - Monitor and support pupils with SEMH challenges to reduce behaviour-related absences	- Sustain and innovate attendance initiatives to maintain or exceed 82% attendance - Embed equality and diversity fully within school culture and all curricular and extracurricular activities - Evaluate long-term impact of behaviour and attendance interventions - Share best practises in behaviour and attendance management across staff and with partner schools - Ensure continuous family and community engagement in supporting attendance and inclusivity
Success Criteria	- Attendance rate improves towards or exceeds 82% by summer 2027 - Reduction in persistent absenteeism and behaviour-related exclusions - Staff demonstrate increased confidence and skills in behaviour management and SEMH support - Pupils show greater awareness and respect for diversity and equality in school surveys and behaviour logs - Positive feedback from families on attendance and behaviour support	- Attendance rate reaches or exceeds 83% by summer 2028 - Increased pupil leadership and participation in diversity initiatives - Evidence of improved pupil behaviour and reduced incidents related to SEMH - Enrichment and SMSC activities have high pupil engagement and positive evaluation - Sustained family involvement and improved communication channels	- Attendance consistently at or above 84% - School culture visibly inclusive and tolerant as evidenced by pupil, staff, and parent feedback - Behaviour incidents further reduced or maintained at low levels - Long-term impact demonstrated through improved pupil outcomes and well-being indicators - Strong community partnerships supporting ongoing inclusion and attendance efforts

2026-2027 Impact

This initial year will continue to establish robust systems and training to address attendance challenges and behaviour management. Continuing with targeted interventions and embedding SMSC-linked diversity initiatives will lay the foundation for a positive, inclusive school culture. Early improvements in attendance and pupil attitudes towards equality will be evident.

2027-2028 Impact

The second year will focus on refining and deepening the strategies. With strengthened pupil leadership and community engagement, inclusivity and attendance will become more embedded. The school will see measurable attendance gains and behavioural improvements, with pupils taking active roles in promoting tolerance and respect.

2028-2029 Impact

By the third year, attendance will consistently meet or exceed targets, and equality and diversity will be fully integrated into school life. Behaviour will be well managed and incidents minimised. The school community—including families and partners—will be actively engaged, supporting sustained pupil progress and well-being in line with Newfield's vision and values.

Personal Development and Wellbeing

This priority supports schools vision by strengthening personal development, wellbeing, and community engagement. It continues to build on the positive experiences to help pupils thrive socially, emotionally, and academically.

Year	2026-2027 (Year 1)	2027-2028 (Year 2)	2028-2029 (Year 3)
Actions	- Develop and embed a discrete personal development curriculum linked explicitly to the Social Signature and Enrichment Framework. - Establish robust systems to track and evidence pupil engagement and progress in personal development. - Continue implementing whole-school health and wellbeing initiatives, including staff training and pupil support. - To work towards achieving Gold standard Trauma Award - Strengthen partnerships with community organisations and integrate them into the SMSC programme. - Communicate regularly with parents and carers about personal development opportunities and wellbeing support.	- Review and refine the personal development curriculum based on tracking data and pupil/staff feedback. - Expand community links to include new enrichment activities and social experiences. - Develop targeted interventions for pupils needing additional wellbeing support. - Enhance staff capability through CPD focused on trauma-informed practice and emotional regulation strategies. - Embed pupil voice mechanisms in evaluating personal development provision.	- Fully embed the personal development curriculum with consistent evidence of impact across all pupil groups. - Sustain and diversify community partnerships to support wider social and personal growth opportunities. - Evaluate overall wellbeing outcomes and adjust provision accordingly. - Share best practice internally and with partner schools. - Celebrate and communicate successes in personal development and wellbeing to all stakeholders.
Success Criteria	- Personal development curriculum fully aligned with Social Signature and Enrichment Framework. - Tracking systems operational and used consistently by staff. - Increased pupil participation in wellbeing activities. - Established, active community partnerships contributing to SMSC. - Positive feedback from pupils, staff, and parents on wellbeing support.	- Evidenced improvements in pupil personal development outcomes. - Increased variety and uptake of community and enrichment activities. - Staff demonstrate increased confidence and skills in supporting SEMH needs. - Pupil voice actively informs curriculum and wellbeing initiatives. - Targeted interventions show measurable positive impact.	- Consistent evidence that all pupils benefit from personal development curriculum. - Community links embedded and valued by pupils and staff. - Wellbeing measures show sustained or improved pupil resilience and emotional health. - School recognised as a model for personal development and wellbeing practises. - Stakeholders report high satisfaction with personal development provision.

2026-2027 Impact

The school will have a clear, structured personal development curriculum that is actively tracked and evidenced, ensuring all pupils access appropriate experiences. Staff will be equipped to support pupil wellbeing, and community partnerships will begin to enrich the SMSC programme and social opportunities. Parents will be engaged and informed, fostering a whole-school culture of wellbeing.

2027-2028 Impact

Refinement based on data and feedback will lead to more tailored and effective personal development provision. Enhanced community links and staff development will improve pupil engagement and emotional support. Pupil voice will help shape ongoing improvements, ensuring relevance and responsiveness to pupil needs.

2028-2029 Impact

The personal development curriculum and wellbeing support will be fully embedded and demonstrate clear positive impact on pupil outcomes. Community partnerships will be an integral part of school life, and the school will be recognised for its excellent practice in promoting personal development and wellbeing. Continuous evaluation will sustain high standards and ongoing development.

Leadership and Governance

This priority strengthens leadership, governance, and accountability to drive continuous improvement. It supports effective use of funding, robust self-evaluation, and improved outcomes for disadvantaged pupils.

Year	2026-2027	2027-2028	2028-2029
Actions	- Review and strengthen governance structures and roles. - Establish a robust and regular cycle of self-evaluation involving leaders, governors, and key staff. - Develop clear protocols for monitoring and reporting on the use and impact of additional funding for disadvantaged pupils. - Provide training for governors and leaders on data analysis and school improvement frameworks. - Embed a collaborative review process ensuring self-evaluation informs school development planning.	- Refine self-evaluation processes based on year 1 feedback. - Deepen governor involvement in monitoring disadvantaged pupils' progress and funding impact. - Introduce annual impact reports on funding use and governance effectiveness. - Strengthen communication channels between leadership, staff, and governors for transparency. - Use self-evaluation outcomes to identify new leadership development needs.	- Conduct a comprehensive review of governance impact and accountability systems. - Evaluate the long-term impact of additional funding on pupil outcomes. - Ensure governance practises align with any changes in LA or MAT status. - Plan for sustained leadership succession and capacity building. - Share best practises and lessons learned with wider school community and partners.
Success Criteria	- Governance roles and responsibilities clearly defined and understood. - Self-evaluation processes established and regularly used to inform decisions. - Clear evidence of additional funding allocation and its impact on disadvantaged pupils. - Governors demonstrate increased confidence in school data and improvement priorities. - Leadership team and governors collaborate effectively to drive school improvement.	- Self-evaluation processes show improved accuracy and impact on school planning. - Governors actively monitor and challenge on disadvantaged pupil outcomes. - Transparent and accessible reporting on funding use is routine. - Leadership identifies and addresses emerging development needs. - Staff and governors report improved communication and shared understanding.	- Governance arrangements are highly effective and sustainable. - Demonstrable, measurable improvements in outcomes for disadvantaged pupils linked to funding. - Leadership and governance adapt proactively to any structural changes. - Succession plans in place ensuring leadership continuity. - School community benefits from shared governance learning and partnership engagement.

2026-2027 Impact

The school will have established a strong foundation of accountability with clearly defined governance roles and a cycle of self-evaluation that informs strategic decisions. Governors will be better equipped to scrutinise data and funding impact, leading to more focused support for disadvantaged pupils. Leadership and governance will work in tandem to uphold the school's vision and improvement priorities.

2027-2028 Impact

Self-evaluation and governance practises will become more embedded and refined, enhancing the school's ability to respond to pupil needs and funding requirements effectively. Governors will take a more active role in monitoring progress, and communication across leadership teams will improve, fostering a culture of transparency and shared responsibility.

2028-2029 Impact

The school will have a mature and sustainable governance model with clear evidence of the positive impact of additional funding on pupil outcomes. Leadership and governance will be agile in adapting to any changes, such as joining a MAT, and will have established succession plans to maintain continuity. The school community will benefit from a culture of continuous improvement driven by strong leadership and governance.

Inclusion

This priority strengthens whole-school inclusion through early intervention, effective support, and collaboration with families and agencies. It improves access, participation, and outcomes for pupils while supporting staff development.

Year	2026-2027 (Year 1)	2027-2028 (Year 2)	2028-2029 (Year 3)
Actions	- Conduct whole-school audit of inclusion practises, identifying strengths and gaps in access, participation, and outcomes. - Deliver comprehensive staff training on inclusive education, SEMH-specific strategies, and graduated response models. - Develop and implement a clear graduated approach to support, with early identification protocols. - Strengthen multi-agency partnerships and family engagement strategies to support inclusion. - Establish a Inclusion Leadership Team to oversee implementation and monitoring. - Review and update policies to reflect inclusive practice and ensure accessibility across sites.	- Embed and refine graduated support pathways based on Year 1 evaluation. - Continue targeted professional development with focus on differentiated teaching and effective TA deployment. - Develop a centralised system for tracking inclusion impact and pupil progress across all needs. - Expand family and external agency collaboration with regular joint review meetings. - Pilot and evaluate new interventions for underperforming groups. - Share best practice across sites ensuring consistency in inclusion approaches.	- Fully embed inclusive practice in all curriculum areas, ensuring clarity in learning intentions and outcomes for all pupils. - Conduct impact evaluations of inclusion strategies on pupil participation and outcomes. - Sustain and grow multi-agency partnerships to support complex needs. - Review and update staff training based on latest research and feedback. - Report progress and impact to governors and stakeholders with clear evidence. - Plan for ongoing sustainability of inclusive approaches beyond this strategic period.
Success Criteria	- Inclusion audit completed with clear action plan. - All staff trained in inclusive practice and SEMH strategies. - Graduated approach to support implemented and understood by staff. - Improved family and agency engagement evidenced by increased collaboration. - Inclusion Leadership Team established and meeting regularly. - Updated inclusion policies ratified.	- Graduated support pathways embedded and showing positive early impact. - Increased staff confidence and competence in differentiation and TA utilisation. - Inclusion impact tracking system operational and regularly used. - Enhanced collaborative working evidenced through joint intervention plans. - Pilot interventions showing measurable improvements. - Consistent inclusive practises across all sites.	- Inclusion fully integrated into curriculum and teaching. - Clear evidence of improved pupil outcomes and participation for all groups. - Strong, sustained multi-agency and family partnerships. - Ongoing staff development embedded. - Inclusion reports show progress to governors and stakeholders. - Clear sustainability plan in place for inclusive practice.

2026-2027 Impact

The school will have a clear understanding of current inclusion strengths and gaps, with staff well-equipped through training to support diverse needs. Early intervention and graduated support models will begin to improve access and participation. Enhanced collaboration with families and external agencies will provide a stronger support network for pupils.

2027-2028 Impact

Inclusive practice will be embedded into daily teaching and support strategies, with data-driven monitoring showing early improvements in pupil engagement and outcomes. Staff confidence and skills will be noticeably higher, and cross-site consistency in inclusion will improve. Family and multi-agency partnerships will be more active and effective.

2028-2029 Impact

Inclusion will be fully embedded across the school’s curriculum and culture, ensuring all pupils, regardless of need, access and benefit from high-quality education. The school will demonstrate clear improvements in outcomes and participation for all learners, with sustained external partnerships and ongoing staff development securing long-term inclusive excellence aligned with the school’s vision.

Safeguarding

This priority strengthens safeguarding by promoting a safe, supportive culture for pupils. It builds on the positive experiences for pupils while improving attendance, behaviour, wellbeing, and staff practice to support the school's improvement priorities.

Year	2026-2027 (Year 1)	2027-2028 (Year 2)	2028-2029 (Year 3)
Actions	- Conduct a whole-school safeguarding audit to identify gaps and strengths. - Deliver comprehensive safeguarding training for all staff, including updates on SEMHD and trauma-informed approaches. - Implement a clear, accessible safeguarding reporting system for pupils and staff. - Establish a safeguarding working group including staff, governors, and pupil representatives. - Develop a proactive attendance monitoring system with early intervention triggers. - Integrate safeguarding themes into PSHE and personal development curriculum. - Begin work towards Attachment and Trauma Sensitive Schools Award (ATSSA).	- Review and refine safeguarding policies and procedures based on audit outcomes and feedback. - Provide refresher and advanced safeguarding training focused on emerging vulnerabilities and local issues. - Strengthen multi-agency partnerships for timely intervention and support. - Expand pupil voice mechanisms to monitor how safe pupils feel and their wellbeing. - Monitor attendance interventions and adjust strategies to improve overall attendance towards pre-pandemic targets. - Continue embedding safeguarding and wellbeing within the curriculum. - Progress to mid-stage of ATSSA accreditation.	- Conduct a full evaluation of safeguarding systems and training effectiveness. - Embed a culture of safeguarding vigilance and responsiveness across all school levels. - Sustain and deepen multi-agency collaboration. - Ensure consistent and robust attendance management with reduced persistent absenteeism. - Complete ATSSA accreditation and share best practises across the school. - Regularly review safeguarding impact through pupil outcomes, behaviour records, and wellbeing surveys. - Continue to adapt safeguarding curriculum to reflect current challenges and pupil needs.
Success Criteria	- Comprehensive safeguarding audit completed and action plan developed. - 100% staff complete safeguarding training with positive feedback. - Safeguarding reporting system is fully operational and used appropriately. - Safeguarding working group meets regularly with clear terms of reference. - Early attendance intervention protocols established and used. - Pupils demonstrate increased awareness of safeguarding and wellbeing in PSHE. - ATSSA initial requirements met and documented.	- Updated safeguarding policies published and communicated. - Staff demonstrate increased confidence in safeguarding procedures. - Multi-agency referrals and interventions are timely and effective. - Pupil surveys reflect a strong sense of safety and support. - Attendance improves towards 80%+ overall. - ATSSA mid-stage benchmarks achieved. - Safeguarding content is embedded and evident in curriculum planning.	- Safeguarding systems are embedded, with evidence of positive impact on pupil safety and wellbeing. - Attendance meets or exceeds pre-pandemic levels (82%+). - ATSSA accreditation achieved and celebrated. - Multi-agency working is seamless and effective. - Pupil wellbeing and safety indicators show sustained improvement. - Safeguarding culture is evident in all aspects of school life.

2026-2027 (Year 1) Impact

The school will have a clear understanding of its safeguarding strengths and areas for development. Staff will be well trained and confident in safeguarding responsibilities. Early attendance interventions will reduce absenteeism triggers. Pupils will begin to engage more openly with safeguarding initiatives, creating a foundation for a stronger safeguarding culture.

2027-2028 (Year 2) Impact

Safeguarding policies and practises will be refined and embedded, reflecting emerging challenges and feedback. Enhanced multi-agency partnerships will provide better support for vulnerable pupils. Attendance will show measurable improvement, and pupils will feel safer and more supported. The school will be progressing well towards ATSSA accreditation.

2028-2029 (Year 3) Impact

The safeguarding culture will be fully embedded and demonstrably effective, contributing to improved pupil outcomes and wellbeing. Attendance targets will be met or exceeded. The school will have achieved the Attachment and Trauma Sensitive Schools Award, reinforcing its commitment to trauma-informed practises. Safeguarding will be a visible and integral part of everyday school life, supporting Newfield School's vision for all pupils to thrive safely and confidently.