SCHOOL DEVELOPMENT PLAN PARENT/CARER VERSION ACADEMIC YEAR 2026/27

The School Development Plan is a live working document that focuses on monitoring progress towards improving pupil outcomes. Sections will be updated in time to present at each of the Governing Body Meetings and other Meetings as appropriate

Meadowfield school



SCHOOL DEVELOPMENT PLAN PARENT/CARER VERSION
ACADEMIC YEAR 2026/27

At Meadowfield School we want to;

'Inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.'

School Values

- Positivity
- Teamwork
- Respect
- Resilience
- Integrity
- Courage

We want our pupils to:

- Feel safe and valued within the school community with a sense of belonging
- Feel confident to try their very best and be proud of their achievements
- Be able to communicate and express their thoughts, feelings and choices
- Develop independence, persistence and resilience in an ever-changing world
- Be equipped to make a successful transition into adulthood and have a successful life

To achieve our vision for all our pupils we are committed to:

- Providing an aspirational learning environment that provides equal opportunities for all, regardless of ability, race, ethnicity, sexual orientation or gender
- Promoting a positive environment in which pupils are safe, happy, feel valued as individuals and learn to co-operate with others
- Enabling pupils to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training by providing an inclusive curriculum which is accessed via a range of differentiated teaching and learning approaches
- Addressing access barriers to learning for individual pupils by use of appropriate technology, adaptive equipment and interventions
- Meeting pupil's personal, physical and social development needs and to encourage a positive contribution to the life of the school and wider community
- Supporting pupils to develop positive strategies to ensure good physical and mental health
- Embedding the Fundamental British Values into all aspects of school life so that pupils can contribute positively to life in modern Britain
- Fostering independence, persistence and resilience so that pupils are confident to develop new skills

- Ensuring all pupils are safeguarded against the risk of radicalisation and extremism
- Maximising opportunities for home/school/community liaison and to actively encourage parental and community involvement in the life and work of the school
- Sharing advice, support and expertise with other schools, colleges and agencies through the Specialist Teaching and Learning Service
- Provide members of staff with a comprehensive and supportive programme of Induction, Training, Appraisal and Continuing Professional Development opportunities
- Build Self-Evaluation practices that raise standards in all aspects of school life that are clearly at the heart of all Monitoring, Evaluation and Review systems

External Partners

External Partner	Area for development/Even Better If	School Improvement Plan objective
Ofsted 16.04.2024	Identify core teaching approaches that are consistently used across all phases to support pupils' access to learning.	1.0/1.2/1.4/2.0/2.1/2.2/3.2/4.1
16.04.24 & 24.06.25	Provide effective CPD opportunities for staff to reduce any variability in staff's expertise and to be have sufficient knowledge to deliver the curriculum and specialist methods that underpin learning consistently well, whilst ensuring that training fully matches all school priorities. Ensure CPD opportunities to improve our Total communication approach so that staff are communicate with pupils in a consistent way across school	1.2/1.4/2.0/2.1/2.2/3.2
Ofsted 24.06.25	Ensure that the curriculum is sequenced to build on prior learning effectively and followed precisely in all subjects. Planning and teaching must be ambitious and demonstrate sequential and progressive learning over time to prepare pupils for their next steps	1.0/1.1/1.4/1.5/2.0/2.2/3.2/4.1
Ofsted 24.06.25	The school must ensure that the qualifications pupils take are ambitious and build on prior learning and provide them with the knowledge and skills that they need to access a wide range of next steps	1.0/1.2/1.3/1.4/2.0/3.1/4.0/4.2/4.3

Ofsted 24.06.25	Improve the monitoring of teaching and learning through effective processes that allow us to clearly identify areas for development in the school and be clear in the role staff must play in this.	1.0/1.1/1.2/1.3/1.4/1.5/1.6/1.7/2.0/2.1/2.3/2.4/4.1/4.3
Hilary MacDonald Education Insights June 2026	Set out a clear curriculum implementation plan with milestones, responsibilities and review points	1.0/1.1/1.2/1.3/1.4/1.5/1.6/1.7/2.0/2.1/2.3/2.4
	Reframe and exemplify learning through play/applied or experiential learning across pathways so that staff confidence and expertise increases and approaches are consistently visible in the classroom	1.0/1.1/1.2/1.4/1.7/2.0/2.1/2.2/2.4
	Clarify KS4 qualifications and the relationship between accreditation and destinations	1.3/1.5/1.6/2.0/3.2/4.0/4.2/4.3
	Provide focused support and coaching to strengthen pathway leadership and improve consistency.	1.0/1.2/1.4/2.0/2.2/2.3/2.4/4.1
	Ensure leaders can use progress information to identify where additional support is needed and evaluate the impact of support	1.1/1.2/1.3/1.4/1.5/1.6/2.0/2.1/2.2/2.4/3.2/3.3
	Review staffing, absence and deployment as a strategic risk whilst acknowledging staff pressures	3.4/3.5/3.6

School Development Priorities

by the end of 2027 Meadowfield School will be:

A school that provides a personalised and meaningful curriculum

ensuring everyone understands Meadowfield's curriculum and has the confidence to explain its impact

THEME 1

A school where staff are confident, reflective and empowered in their roles

all teaching staff have the knowledge and skills to be able to confidently implement the most appropriate and sequential learning opportunities to ensure good to outstanding progress is made for all learners, and leaders have the skills to lead

THEME 2

A school offering an outstanding KS4 and KS5 curriculum

where pupils are provided with increased opportunities to acquire the skills needed for successful transition

THEME 4

Meadowfield

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

A school where everyone feels welcome, safe and valued

Where a Well-Being strategy addresses the needs of all stakeholders in line with the school's vision and values

THEME 3

A school that works with partners to achieve growth, expansion and a leading local role in Inclusion

Where through the development of satellite provisions, area Inclusion projects and leading on Outreach services we are a beacon of excellence in SEND provision

THEME 5

School Development Plan –

Summary of each theme, our objectives and success criteria together with which department and dates.

Theme	Objective		Department	Start	Due	Lead	Success Criteria/Impact
THEME 1 **A school that provides a personalised and meaningful curriculum**	1.	Ensure consistently high-quality curriculum implementation, teaching and subject knowledge across all pathways and provisions	Whole School	01.09.26	31.08.27	JW/APs	Leaders can demonstrate a clear understanding of the effectiveness of teaching and learning in their pathways and across school; teachers deliver consistent effective quality first teaching across all subjects
	1.1	Fully embed the six-phase curriculum framework and evaluate its impact on progress, communication, independence and Preparation for Adulthood outcomes	Whole School	01.09.26	31.08.27	JW/APs	Improved bespoke learning objectives will demonstrate greater outcomes for pupils whilst ensuring progress towards EHCP outcomes is embedded into daily practice
	1.2	Develop stronger impact measures that enable leaders and governors to evaluate curriculum effectiveness through pupil outcomes, accreditation and destination trends	Whole School	01.09.26	31.07.27	AH/JW/LH	A unified impact-tracking framework is actively used by all leaders and governors that triangulates; curriculum, pupil outcomes, accreditation alignment and destination outcomes to identify gaps and areas for development
	1.3	Strengthen the analysis of destination trends, careers experiences and long-term outcomes to further inform curriculum development using Compass+	Whole School	01.09.26	31.07.27	LH	Pathway curriculum development is informed by robust analysis of destination trends, careers experiences and long-term pupil outcomes to better prepare our students futures
	1.4	Develop more robust evaluation of the impact of interventions and teaching strategies on vulnerable/disadvantaged pupil	Whole School	01.09.26	31.07.27	APs	A standardised framework will measure the impact of interventions, triangulated with data to inform strategic adjustments of interventions to ensure measurable reductions in attainment gaps

		outcomes through teacher case studies and outcome analysis					
	1.5	Strengthen whole-school use of outcome measures, including analysis of EHCP progress, destination data and curriculum impact measures, to sharpen strategic decision making	Whole School	01.09.26	31.07.27	JW/AH	Leadership will utilise combined data points to target resources and improve school strategy for improved pupil outcomes
	1.6	Evaluate and evidence more precisely the long-term impact of satellite provision on pupil outcomes, wellbeing, independence and destinations	Satellites			AH/JW	Data from precise tracking will demonstrate strategic value and inform future planning
	1.7	Further develop the EYFS curriculum offer in response to changing cohorts with increasing complexity of needs	EYFS			JW/CJ	Ensure the curriculum offer is updated to match each new cohort so that baseline data and progress data shows all pupils, regardless of staring points make strong progress

THEME 2 **School where staff are confident, reflective and empowered in their roles**	2.0	Further strengthen middle and senior leadership capacity, ensuring leaders confidently evaluate impact and drive improvement within their areas of responsibility	Whole School	01.09.26	31.07.27	AH/JW/LH	Middle and senior leaders accurately evaluate the impact of their areas to drive strategic improvement, accountability and challenge ensuring high quality oversight across school
	2.1	Demonstrate the measurable impact of professional development on teaching quality, pupil engagement and outcomes	Whole School	01.09.26	31.07.27	LH	Improved classroom practice, pupil participation and pupil progress show a clear link between staff training focused areas and overall improved pupil outcomes
	2.2	Extend the impact of Early Years expertise across the wider Explore Primary pathway to further strengthen consistency of communication, play-based learning and early developmental practice	EYFS/Explore Primary	01.09.26	31.07.27	AH/CJ/RR	Cross pathway collaboration will strengthen early years principles and consistency of practice with seamless transitions
	2.3	Strengthen succession planning and leadership development to sustain long-term organisational capacity and excellence	Whole School	01.09.26	31.07.27	AH	Middle and senior leaders feel supported in their roles and professional development enabling strong engagement, confidence and upward mobility
	2.4	Continue to develop governor monitoring so that first-hand evidence, stakeholder voice and performance information are increasingly triangulated	Whole School	01.09.26	31.07.27	RC	All Governors to be effective in monitoring and be able to understand the impact of provision on pupil outcomes

THEME 3 **A school where everyone feels welcome, safe and valued.**	3.0	Enhance pupil voice opportunities to evaluate how effectively safeguarding education enables pupils to understand and manage risk both in school and within the community	Whole School	01.09.26	31.07.27	AH	Pupils will be able to evidence that they understand safeguarding education, confidently articulate how to manage risks in and out of school and engage with school council and VbE opportunities to shape the school culture
	3.1	Further strengthen pupil voice so that all pupils can influence decision-making, curriculum development and wider school improvement in ways that are meaningful and accessible to them	Whole School	01.09.26	31.07.27	LH	All pupils are meaningfully included in shaping school improvement, resulting in a more responsive, inclusive and pupil-centred school community
	3.2	Enhance analysis of vulnerable and disadvantaged groups to demonstrate the impact of targeted interventions on attendance, wellbeing, engagement and outcomes	Whole school	01.09.26	31.07.27	LH/JW	Demonstrate the level at which targeted interventions positively impact attendance, wellbeing, engagement and outcomes
	3.3	Further reduce avoidable absence through targeted analysis and intervention for vulnerable and disadvantaged groups	Whole School	01.09.26	31.07.27	LH	Reduce the risk of avoidable absence to further enhance wellbeing, engagement and outcomes
	3.4	Review the recruitment system and processes to ensure; streamlined workflows, elevated candidate application, improved offer acceptance into posts and first year retention	HR	01.09.26	31.07.27	BS/JB	Drive higher acceptance rates, secure best candidates and improve first year retention
	3.5	To ensure that all staff are effectively inducted and have access to probation and/or appraisal, CPD and support to undertake their role professionally and safely	HR	01.09.26	31.07.27	BS/JB	Staff are well informed, trained and skilled in all areas of their roles and responsibilities

	3.6	To ensure financial resources and contractual agreements are managed effectively, securing value for money and supporting the successful delivery of the school's strategic priorities	Finance	01.09.26	31.07.27	BS/FC	Improved; financial sustainability, efficient allocation of resources, service quality, legal compliance, reduced financial risk and value for money

THEME 4 **A school offering outstanding KS4 and KS5 curriculum**	4.0	Ensure all KS4 and KS5 pupils access appropriate and aspirational accreditation pathways that support future destinations	KS4 & KS5	01.09.26	31.07.27	JW/SC/PM/SD/CJ	All KS4 & KS5 students achieve meaningful accreditation that supports successful and aspirational post-school destinations
	4.1	Secure consistently high-quality teaching and curriculum implementation across all Post-16 classes, ensuring all students experience ambitious and challenging learning	Sixth form	01.09.26	31.07.27	JW/SC/CJ	Variation will be eliminated so that all Post-16 students achieve ambitious outcomes to guarantee their preferred future destinations
	4.2	Expand vocational and partnership opportunities to provide increasingly ambitious pathways whilst exploring vocational accredited learning opportunities to improve aspiration, employability and successful transition beyond school into further education, supported employment and adult life	Sixth form/All KS4	01.09.26	31.07.27	LH/SC/ PM/SD/CJ	Broader partnership links result in improved aspirations, employability skills and positive post-school destinations
	4.3	Strengthen the analysis of destination trends, careers experiences and long-term outcomes to further inform curriculum development using Compass+	Sixth form	01.09.26	31.07.27	JW/LH/SC/CJ	Pathway curriculum development is informed by robust analysis of destination trends, careers experiences and long-term pupil outcomes to better prepare our students futures

THEME 5 **A school that works with partners to achieve growth, expansion and a leading local role in inclusion**	5.0	Work collaboratively with the Local Authority to support increasing demand for specialist placements while maintaining the quality of provision and outcomes	Whole School	01.09.26	31.07.27	AH	Successful expansion of Post 16 through improved building works Successful integration of directions & appropriate placements Successful appropriate placement of pupils through tribunals
	5.1	Support KSeNT and the local authority to explore an outreach service beyond the pre-school offer into local mainstream SRP's	Whole School	01.09.26	31.07.27	AH	Achievement of leading local SEND training, outreach and/or in reach whilst maintaining a strong quality of existing provision

Parent/Carer Voice

At all events and workshops feedback is sought from parents/carers to help us plan for future activities to reach the widest audience and ensure the greatest impact for all families.

Lovely to come in and do activities with the children.

My child has thrived at school this year with his new teacher, Sam. She has been fantastic and my son has come on in leaps and bounds. His progress has been amazing.

It's so great to be part of the open afternoon. Staff so welcoming and love the chance to join in with songs &. dance.

Lovely to know how hard the children are working at school. Good activities planned for parents to participate.

This was amazing, very personal to each child. The best assembly we have been invited to see

It was a fun filled school celebration. The children and members of staff were creative in their presentations in showcasing celebrations around the world. We have enjoyed watching and taking part. Great song choices too.

It was great to see what people have made. Also wonderful to see people enjoying themselves.

It was really good, brilliant to hear about how the exams are taken and photos are sent over for being marked. Was overall really good and lots of information.

It's great to be in the class, seeing the interaction between teacher, TAs and pupils. All are involved and nice to see them all join in.

X loves going to school, choosing this school was the best decision we made for X

My son has excelled and come along so well thanks to the staff at Meadowfield, you encourage him and push him to do well and his development has improved so much. So thank you all.

Very informative, lovely idea to have 6th Form students welcoming parents into the school, they were so polite.

Was a great assembly, everyone was included.

I feel that Meadowfield school and their staff members are doing their best to support my child in meeting her potential.

Family Voice

Dear head of school and staff
I've had a few visits to Meadowfield in the past to collect or drop my grandson xxxx but this week and next week I've been a lot as he is staying with me intermittently. As a former reception/office staff member at your neighbouring school now TSS formerly SCC, I know how busy staff are in general, particularly in the office. I have had occasion to be greeted by both reception and staff connected to xxxx and I would like to thank you as a loving Nan to my special xxxx for what I have seen first-hand this week how happy xxxx is with staff including Wendy and Andy on bus M12 who I've needed to liaise with. I noticed in particular that all staff always have a smile on their faces for their students and all say hello to both xxxx and myself when I've been in reception or the gate to meet him. You have a truly wonderful cohort of staff and I can see a happy, albeit a little challenging at times, young lad who seems to love school and those he sees on a daily basis. Thank you so very much. (from a nanny)

Pupil Voice


I really enjoyed our science lesson. We did experiments, it was really interesting
I enjoy talking with my friends and sharing my stories in English lessons
I like playing maths games with my friends
I like playing PayDay and budgeting what food I could buy in maths lessons
I enjoyed nurture time in the morning

Staff Voice

Very warm, welcoming and understanding and the tour was good and informing, thank you.

Nice to have a small group, with a mixture of roles. Good to be able to work through the online training at your own pace. Having some in-person sessions helped to break-up the day. Really appreciated the tour with the Principal, you don't always get that!

The training provides useful information, which will enable me to work more effectively.

Very informative training, not made to feel under pressure and was made to feel comfortable.

Fantastic induction. Lots of helpful information helping me to feel prepared.

The training provides useful information, which will enable me to work more effectively.

Very helpful and informative, looking forward to starting.