

# SCHOOL DEVELOPMENT PLAN PARENT/CARER VERSION ACADEMIC YEAR 2023/24

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



## **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**

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

### **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

Ofsted "This school continues to be outstanding" – 3<sup>rd</sup> April 2019

| External Partner                    | Area for development/Even Better If   | School Improvement Plan objective   |
|-------------------------------------|---|---|
| Ofsted<br>3.4.2019                  | Leaders and those responsible for governance should ensure that: they continue to develop the curriculum at key stages 4 and 5 to provide pupils with increased opportunities to acquire the skills needed for successful transition. | 1.6, 2.2, 2.3, 2.5, 4.1, 4.2, 4.3,  |
| Ofsted<br>13.5.2021                 | Review and strengthen communication in order that parents and staff feel able to share ideas, express concerns and feel confident that senior leaders and governors will listen and respond.  | Achieved through LPPA award in Summer term 2023. Admin team expanded to ensure all parent communication is acknowledged on first day received.<br><br>3.2 |
| External School Improvement Partner | Ensure that we have a clear focus to develop Careers (PS 16.05.23)  | 1.6, 4.1, 4.2, 4.3  |
|                                     | Review and improve the curriculum offer at Post 16 (JM 27.06.23)  |   |
|                                     | APs to be more aware of and responsible for their pathway curriculum pedagogy and holding to account of underperformance (JM 27.06.23)  | 1.1, 1.5, 2.2   |
|                                     | Update the whistleblowing policy<br>Safeguarding concerns to be reported sooner (PS 18.09.23)   | 3.5   |
|                                     | Consistent scheduled monitoring of Post 16 with Exec.HT/HT/AP (JM 10.10.23)   | 1.1, 1.5, 2.2, 2.3, 2.5   |
|                                     | Improve the standard and consistency in classroom teaching & learning (JM 27.06.23)   | 1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 3.3   |
|                                     |   |   |

## School Development Priorities

by the end of 2024 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**



**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  |
|--|-----------|---|--------------|------------|------------|------|---|
| <b>THEME 1</b><br><br><b>A school that provides a personalised and meaningful curriculum</b> | 1.1       | All staff understand why and what they are delivering in their curriculum pathway                                 | Whole School | 01/11/2023 | 31/07/2024 | AH   | Leaders and Teaching staff fully understand the purpose of the curriculum, how to integrate subject plans and why they are using specified approaches such as Early Years or class-based teaching of all subjects.      |
|  | 1.2       | To improve whole school pupil outcomes in Writing   | English      | 01/11/2023 | 31/07/2024 | AH   | Across all year groups and pathways pupil data outcomes will have increased by 10% or more  |
|  | 1.3       | To embed the Meadowfield Principles (non-negotiables) to improve outcomes for pupils                              | Whole School | 01/11/2023 | 31/07/2026 | AH   | Ensure that monitoring is robust, consistent and meaningful to enable staff to develop and improve outcomes   |
|  | 1.4       | To improve whole school pupil outcomes in Maths, Number   | Maths        | 01/11/2023 | 31/07/2024 | AH   | For all pupils to improve outcomes in Number by 10% or more   |
|  | 1.5       | Improve the quality and impact of our leaders and governors curriculum monitoring / quality improvement programme | Whole School | 01/09/2023 | 31/08/2024 | AH   | Our Quality Improvement programme is rigorously and robustly implemented and gives us in the moment information about standards in the Quality of Education whilst addressing any concerns related to under performance |
|  | 1.6       | Continue to enhance community learning and experience careers opportunities at Year 8 onwards                     | Whole School | 01/11/2023 | 31/07/2024 | AH   | Increased opportunity and engagement with learning related to life skills within the community and careers related opportunities  |

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**ACADEMIC YEAR 2023/24**

| Theme  |     | Objective   | Department   | Start      | Due        | Lead | Success Criteria   |
|--|-----|---|--------------|------------|------------|------|--|
|  | 1.7 | Continue to develop and maximise the use of Evidence for learning whilst including parents and carers                                     | Whole School | 01/11/2023 | 31/07/2024 | AH   | We have a deeper understanding of the holistic progress of our pupils and where we need to improve   |
|  | 1.8 | To implement "The balanced system" of Speech and Language Therapy provision   | Whole School | 01/11/2023 | 31/07/2024 | JW   | All parents aware of the Balanced System Present to SMT NHS SaLT to deliver ongoing whole school, class and need specific training linked to our CPD plan<br>Improve communication provision across the school |
| <b>THEME 2</b><br><b>School where staff are confident, reflective and empowered in their roles</b> | 2.1 | To develop a Growth mindset culture amongst staff so that they are resilient and empowered to fulfil their role                           | Whole School | 01/11/2023 | 31/07/2024 | AH   | Staff embrace developing their knowledge and skills, are solution focused, persistent and collaborative towards improving pupil outcomes   |
|  | 2.2 | Develop non-negotiable 'Meadowfield Principles of Effective teaching'   | Whole School | 01/11/2023 | 31/07/2024 | AH   | Teaching and learning across the school securely and consistently meet all Ofsted criteria for good implementation   |
|  | 2.3 | Provide a bespoke CPD programme that fully equips our teachers with subject expertise + SEND specialist pedagogical skills and knowledge. | Whole School | 01/11/2023 | 31/07/2024 | JW   | All teaching and classroom support staff are fully equipped with the knowledge and skills to implement curriculum planning successfully and achieve aspirational outcomes for our pupils                       |
|  | 2.4 | Improve and consolidate staff confidence in supporting and managing Challenging Behaviour   | Whole School | 01/11/2023 | 31/07/2024 | JW   | Staff have the knowledge and skills to consistently incorporate management of behaviour within curriculum planning and implementation; and support each other through collaborative practice                   |
|  | 2.5 | Embed Governor monitoring contact with curriculum implementation and  | Whole School | 01/11/2023 | 31/07/2024 | RK   | Governors have greater accountability for standards of Quality of Education  |

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| Theme  |     | Objective  | Department   | Start      | Due        | Lead | Success Criteria   |
|--|-----|--|--------------|------------|------------|------|--|
|  |     | impact through learning walks and deep dives   |              |            |            |      |  |
|  | 2.6 | Conduct a comprehensive review of medical care practices across the school to ensure they align with best practices and meet the specific healthcare needs of all pupils across the school | Whole School | 01/09/2023 | 31/08/2024 | LH   | Medical provision across the whole school aligns with best practice and meets the needs of all pupils.   |
| <b>THEME 3</b><br><b>A school where everyone feels welcome, safe and valued.</b> | 3.1 | Through consultation create a whole school Wellbeing strategy for Governors, Staff and Pupils  | Whole School | 01/11/2023 | 31/07/2024 | LH   | Governors and staff and pupils are confident that Wellbeing is a high priority and that there are effective mechanisms to ensure this  |
|  | 3.2 | Continue to improve the communication across school with all stakeholders, including the local community.  | Whole School | 01/11/2023 | 31/07/2024 | AH   | Parents and staff feel able to share ideas, express concerns and feel confident that senior leaders and governors will listen and respond. The local community is more aware of the needs and presence of the school and how it can support the school Continue to improve outcomes against the Leading parent partnership award |
|  | 3.3 | Introduce a robust appraisal system for all staff  | Whole School | 01/11/2023 | 31/07/2024 | JW   | Appraisal systems result in measurable progress in staff professional conduct and development and impact on raised standards in the classroom.   |
|  | 3.4 | Develop a 'Behaviour curriculum' using Well-Being strategies and measure impact  | Whole School | 01/11/2023 | 31/07/2024 | JW   | Staff have an in-depth understanding of each pupil's social and emotional internal needs and how to improve their relationships with others  |
|  | 3.5 | Constant monitoring and reviewing of safeguarding systems and practice to  | Whole School | 01/09/2023 | 31/08/2024 | LH   | Safeguarding continues to be secure and effective  |

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| Theme  |     | Objective  | Department   | Start      | Due        | Lead | Success Criteria  |
|--|-----|--|--------------|------------|------------|------|---|
|  |     | ensure requirements are up to date, met and systems improved   |              |            |            |      |   |
| <b>THEME 4</b><br><b>A school offering outstanding KS4 and KS5 curriculum</b>  | 4.1 | Review KS5 curriculum offer  | Whole School | 01/11/2023 | 31/07/2024 | JP   | The offer reflects change in cohort and ensures purposeful preparation towards adulthood  |
|  | 4.2 | To raise awareness of and increase confidence of careers and preparing for adulthood among all stakeholders. | Whole School | 01/11/2023 | 31/07/2024 | LH   | This will be evidenced by an increase in participation in career-related events and activities and feedback indicating improved understanding and engagement. |
|  | 4.3 | Develop showcasing events for KS5 that include local and wider school community                              | Whole School | 01/11/2023 | 31/07/2024 | BT   | The impact of the KS5 offer is shared with the whole school and within the local community  |
| <b>THEME 5</b><br><b>A school that works with partners to achieve growth, expansion and a leading local role in inclusion.</b> | 5.1 | Continue to expand and develop Satellite Provision in partnership with LA and local schools                  | Whole School | 02/11/2023 | 31/07/2024 | JP   | Meadowfield offers a high-quality education for complex SEND pupils as a result of expanded satellite provision in which pupils thrive                        |
|  | 5.2 | Explore 19 – 25 opportunities with local providers to provide 19 – 25 education for Meadowfield students     | Whole School | 02/11/2023 | 31/07/2024 | JP   | There is a clear 19 – 25 educational strategy for Meadowfield Post 16 students  |
|  | 5.3 | There is a school improvement strategy to cover the expanded Meadowfield provision                           | Whole School | 02/11/2023 | 31/07/2024 | JP   | Governors are confident that standards in the expanded Meadowfield School are consistently secure and that all  |

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| Theme | Objective |  | Department   | Start      | Due        | Lead | Success Criteria  |
|-------|-----------|--|--------------|------------|------------|------|---|
|       |           |  |              |            |            |      | pupils from 3 – 25 thrive wherever they are in the Meadowfield provision                                  |
|       | 5.4       | Continue to develop the work of STLS                                   | Whole School | 02/11/2023 | 31/07/2024 | JP   | STLS continues to thrive, meet its target and be financially secure                                       |
|       | 5.5       | Continue work with LA on Inclusion                                     | Whole School | 01/09/2023 | 31/08/2024 | JP   | Meadowfield is a significant partner in the LAs inclusion review programme                                |
|       | 5.6       | Continue to improve standards of governance                            | Whole School | 02/11/2023 | 31/07/2024 | RK   | Governors have the processes and evidence to demonstrate accountability of QoEd and school standards well |
|       | 5.7       | Continue to improve standards of governance                            | Whole School | 02/11/2023 | 31/07/2024 | RK   | Governors have the processes and evidence to demonstrate accountability of QoEd and school standards well |
|       | 5.8       | Create a premises improvement plan for the whole Meadowfield provision | Whole School | 02/11/2023 | 31/07/2024 | BS   | There is an agreed premises development plan for the main site and extended Meadowfield provision         |

A full in-depth copy of the Meadowfield School Development Plan is held on School IP and is a live working document.

## Parent 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 have the greatest impact for all families.

Assembly was well organised by lead teacher

Brilliant, well done everyone

Good Assembly, enjoyed every moment of it, well done to everybody

Thanks for the Rolls Royce of transitions to secondary

Lovely, the staff are amazing thank you everyone

I cannot believe my daughter sang a song, it was amazing I would like to thank you for all the support given to my daughter and making a lovely afternoon

All very helpful for different ways to help

Was lovely having teachers, pupils and parents all joining in

I would like to say a big thank you to Meadowfield without you I do not know where my son would be now, I am grateful for all the help you have given him.

Everything was so well explained

All staff and students did an amazing job

Fantastic - considering all the children have special needs, it was so well organised and a joy to watch, Thank you all

Lovely celebration, the staff did exceptionally well & well organised

## **Pupil Voice**

Being collated – to be added January 2024

### **Staff Voice**

Being collated – to be added January 2024