

## Meadowfield Primary School - SEF Overview September 2025

Vision Today we create, tomorrow we achieve, forever we learn

At Meadowfield, we strive to make our children passionate for learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment.

Values - self-worth, resilience, communication and ambition.

Curriculum: The curriculum is delivered through a topic-based approach which incorporates individual subjects. The curriculum explicitly defines the knowledge children will be expected to acquire at specific points during their education at Meadowfield, the sequence of learning in each subject and the links in each subject and between subjects over time. We build on subject specific pedagogy to enable the curriculum to be delivered effectively and use education visits and visitors where appropriate.

This will focus on how well our intent has been realised. We use a variety of monitoring and assessment methods to find out whether children know what they are meant to know at specific points during their education at Meadowfield and can recall key prior learning.

Our non-core subjects are led by subject leaders who have written long term plans which capture the culture of Meadowfield and our values alongside meeting the ambition of the national curriculum. Strands weave together expertly to help children connect learning and skills from different areas and over different years. For example, the Carnival Topic in Year 3 builds on children's knowledge of Arthur France who they have learnt about in Year 2 in the Leeds Local Legends topic, and this is extended further in Year 6 when the children learn about Windrush.

Most of the subject curricular are well embedded with some tweaks year to year reflecting cohort need. Some key areas underwent an overhaul prior to September 2025 – history being the main one with a move to a chronological curriculum to enable retention and prevent cognitive overload. This is at an introductory stage.

We recognise that each child is an important member of our school community. Support for children with SEND needs is initially implemented through quality first teaching, where teachers plan, deliver and evaluate lessons which allow children with SEND needs to meet their potential and succeed. The school carefully monitors children's progress to ensure they receive the appropriate additional curriculum support when they need it.

The school has had a decade of working towards a strong position to increase academic outcomes. From cultural change identifying and holding all stakeholders to account for the vision and values, the school has cemented restorative practice to improve relationships and behaviour for learning- with only 3 fixed term suspensions in the last 6 years (and no repeats.) Impact is seen in steadily rising phonics scores (59% 2019 to 65% 2022 to 70% in 2023 and 65% in 2025 with a predicted cohort related drop in 2024 to 52%). Reading increased due to a determined drive and focus in this area despite lockdown by 10% in KS2 in 2022 from 2019 and a further rise to 64% in 2023 and 72% in 2024. Maths results were 2019 (62%) and rose to 64% in 2023 and 68% in 2024. Writing has been a concern for some time; the appointment of the English leader in 2019 was pivotal. School use Writing for Pleasure (EEF research based showing positive impact on disadvantaged pupils especially) which shows a rising trend with outcomes of 62% in 2024. RWM combined in Y6 in 2024 was 59% close to national average of 61%. A predicted cohort drop affected Y6 outcomes in 2025 with Reading 56%, Maths 65%, Writing 50% and RWM 49%. We know this will be higher and closer to national once more in 2026. MTC was above national average in Y4 in 2024 and in 2025 at 47%. Meadowfield has developed from a school with challenging behaviour, reluctant parent involvement, a curriculum urgently needing development and accountability to one which is fully in place, with excellent teaching and which ensures our children reach the standards of their peers from other settings.

Context: We have 507 children (Early Education to Y6) with a 60/40 split of boys and girls. 63% are disadvantaged pupils with 49% eligible for FSM. 95% of learners live in one of the 10% most deprived areas in the country. The school population is mainly white, hard pressed, British with an increasing number of pupils from ethnic minorities representing 40% of the school population with 33% who have English as an additional language speaking 30 languages.

22% of pupils are on the SEND Register with Comm and Interaction accounting for 83% of these and a further 8% for SEMH needs. 37 children have FFI (with 5 in Reception and 8 in Y1) and 4 EHCPs and 44 on this pathway (14 in the current Y1 cohort)- many presenting highly complex needs. There are 8 CLA children.

School is oversubscribed in Reception but has a 78 place Nursery with around 50% of the children, on average, who transition to Reception. There is also an on-site Early Education setting who work very closely with Nursery and Reception to deliver provision based on the Curiosity Approach. The school has the Primary Science Quality Mark, Financial Accreditation Award and the RED award.

Quality of Education (Graded 2) – Targets for 2025-26

**1.1 All teachers are skilful in checking for understanding with adapted teaching to ensure prior learning is embedded**

**1.2 Oracy approach is embedded to increase communication and vocabulary across the curriculum (ref PD 3.4)**

**1.3 Children with SEND make good and better progress; for PA children strategies are in place to promote effective catch up**

**1.4 A focus on daily systematic handwriting teaching is implemented from reception year**

Behaviour and Attitudes (Graded 1 for behaviour/2 for attendance) – Targets for 2025-26

**2.1 Attendance improves to school target of 95%**

- 2.2 There is a reduction in SEND PAs across the school**
- 2.3 Attendance trends are positive when compared to national**

Personal Development (Graded 1) – Targets for 2025-26

- 3.1 Increasing responsibility in order to support character development especially of older pupils**
- 3.2 Strengthen the links between home and school**
- 3.3 Each subject area works to include FBV, PC and increase children’s cultural capital**
- 3.4 Oracy focus enables effective communication for all pupils**
- 3.5 New One Life scheme introduced**

Leadership and Management (Graded 2) – Targets for 2025-26

- 4.1 Subject leaders devise a clear LTP and monitor this effectively for implementation**
- 4.2 Subjects have a planned review cycle and spotlight for external scrutiny**
- 4.3 SLT have opportunities to visit other settings and widen experience and knowledge**
- 4.4 Staff wellbeing is a high profile in school**

EYFS (Graded 1) – Targets for 2025/26

- 5.1. Parents to be actively engaged and involved in school**
- 5.2 High quality provision and learning environments especially outdoors**
- 5.3 Attendance of Reception, Nursery cohorts improves compared to 24-25**
- 5.4 Quality adult interactions using and embedding whole school oracy approaches**