

Meadowfield Primary School - SEF Overview Updated March 2023

<p>Vision Today we create, tomorrow we achieve, forever we learn</p> <p>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.</p>
<p>Values - self-worth, resilience, communication and ambition. These are developed through start of year social stories and form the basis of our house points reward system to back up our positive restorative behaviour approach throughout school.</p>
<p>Curriculum Our curriculum is knowledge based and ensures children learn more and remember more. There is a well-planned, thoughtful and personalised curriculum based around themes which match the ambition of the national curriculum. Vocabulary is a crucial part of our curriculum design as well as the connections children make across and within different subjects. It meets the needs of our pupils e.g. Y6 begin with a PSHE focus as we know this is when they are vulnerable and learning behaviours are adversely affected by external influences; the Carnival topic in Y3 prepares for Windrush in Y6 and reflects the ethnic diversity of our school.</p> <p>We ensure the curriculum is impacting positively on children's learning by interleaving, providing spaced retrieval and short quizzes to keep key knowledge in the memory; this helps us manage the absences we face from some families and ensure catch up. Teachers make careful choices about the appropriate pedagogy to deliver intended learning as well as suitable activities to promote the very best learning opportunities. Subject leaders are well supported and provide clear accountability and development for their subject.</p> <p>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- only one fixed term exclusion has happened in 4 years. Impact is seen in steadily rising phonics scores (59% 2019 to 65% 2022) which will rise further in 2023 (70+%). Reading increased due to a determined drive and focus in this area despite lockdown by 10% in KS2 in 2022 from 2019. Maths results were at their highest in 2019 (62%) but, affected by lockdown, this dropped last summer. Writing has been a concern for some time; the appointment of the English leader in 2019 was pivotal although her impact has been affected by lockdown. School use Writing for Pleasure (EEF research based showing positive impact on disadvantaged pupils especially) which is 2 terms behind its intended starting time due to covid recurring in school in spring 2022. This is showing strong benefits but will continue to take time to grow and show its full impact. However, we know the maths is now back up to pre lockdown levels, reading and phonics are firmly embedded and science has a robust curriculum and strong assessment process as evidenced by our PSQM. Meadowfield has developed from a school with challenging behaviour, a curriculum urgently needing development and accountability to one which is fully in place, with excellent teaching and which can now, having been slowed by the pandemic for 3 years, ensure our children reach the standards of their peers from other settings.</p>
<p>Context We have 442 children with a 60/40 split of boys and girls. 63% are disadvantaged pupils with 52% eligible for FSM. 95% of learners live in one of the 10% most deprived areas in the country.</p> <p>The school population is mainly white, hard pressed, British but there is an increasing number of pupils from ethnic minorities which represent 40% of the school population with 24% who have English as an additional language speaking 30 languages. 21% of pupils are on the SEND Register with SLCN accounting for 53% of these and a further 25% for SEMH needs. 35 children have FFI (with 8 in Nursery and 9 in Reception) and 3 EHCPs with 3 in process and 19 pending- many of these present highly complex needs. There are 12 CLA children.</p> <p>School is facing a falling roll 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 gained the Primary Science Quality Mark in 2022. Recently we have worked with the English Hub; we do still work with the Maths Hub.</p>
<p>Quality of Education (Graded 2) – Targets for 2022/3</p> <p>1.1 The curriculum intent is fully implemented and impact is seen in appropriate assessment approaches in all areas with actions arising which continue to drive up standards</p> <p>1.2 Reading continues to be prioritised with catch up keep up strategies for lowest 20%</p> <p>1.3 Writing is promoted across the curriculum in response to poor post pandemic outcomes</p> <p>1.4 All SEND pupils achieve the best they can and experience an ambitious curriculum offer</p> <p>1.5 Maths teaching is of high quality and ensures strong progress from all groups of learners</p>
<p>Behaviour and Attitudes (Graded 2) – Targets for 2022/3</p> <p>2.1 Attendance improves to exceed school target of 95% and show demonstrable improvement from 21-22 with a similar reduction in PAs</p> <p>2.2 Pupil groups show negligible difference in attendance especially DP and SEND</p> <p>2.3 Active learning with no passivity is seen in lesson visits especially for SEND and DP</p>
<p>Personal Development (Graded 1) – Targets for 2022/3</p> <p>3.1 The curriculum is broad and provides cultural capital and other opportunities for children's characters to develop</p>

3.2 The school prepares children for life in modern Britain through understanding of British values, equality of opportunity and appreciation of diversity

3.3 The school provides high quality pastoral support

Leadership and Management (Graded 2) – Targets for 2022/3

4.1 Leaders work to reduce administrative workload in all areas of school especially around assessment and report writing

4.2 Effective and impactful, measurable strategies make use of PPG and recovery premium/interventions and PE Premium

4.3 Online performance excellence appraisal system in place and provides useful coaching and discussion time

EYFS (Graded 1) – Targets for 2022/3

5.1. Maintain the use of curriculum intent and implementation to ensure children acquire necessary knowledge and skills to prepare them for the next stage of their education.

5.2 Continue to prioritise reading through a rigorous progress-based programme right from the start which promotes a love of reading and sound, well remembered phonics knowledge

5.3 Continue to prioritise a development of vocabulary in all areas of provision through the highest quality staff interactions with pupils

5.4 Maintain a mathematically rich learning opportunity equipping children with all mathematical knowledge and skills required to be successful in KS1 and beyond