



Meadowfield Primary School - SEF Overview September 2024

<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.</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- 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 to 70% in 2023 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%. MTC was above national average in Y4 in 2024 and the increases follow national increases but are more across the areas. 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 ensures our children reach the standards of their peers from other settings.</p>
<p>Context: We have 502 children (Early Education to Y6) 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. 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 24% who have English as an additional language speaking 30 languages.</p> <p>18% of pupils are on the SEND Register with Comm and Interaction accounting for 83% of these and a further 8% for SEMH needs. 32 children have FFI (with 5 in Reception and 9 in Y1) and 3 EHCPs and 19 pending- many presenting highly complex needs. There are 15 CLA children.</p> <p>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 and the Artsmark, is working towards the financial accreditation award and the RED award.</p>
<p>Quality of Education (Graded 2) – Targets for 2024-25</p> <ul style="list-style-type: none"> 1.1 Accuracy of assessment to ensure gaps are identified and addressed speedily and effectively 1.2 All children, including those with SEND, are ready for the next stage of their learning utilising well structured CPD 1.3 The curriculum identifies the essential learning, with key vocabulary, which is covered and retained and ensures readiness for next stage of learning and CPD is well structured to support this 1.4 Formative assessment, recap and recall, readiness for new learning and making connections
<p>Behaviour and Attitudes (Graded 1/2) – Targets for 2024-25</p> <ul style="list-style-type: none"> 2.1 Attendance improves to meet school target of 95% with improvements seen for all pupil groups on previous year 2.2 New positive behaviour strategy consistently embedded 2.3 A reduction is seen in Persistent Absentees for all pupil groups
<p>Personal Development (Graded 1) – Targets for 2024-25</p> <ul style="list-style-type: none"> 3.1 Increasing responsibility in order to support character development especially of older pupils 3.2 Strengthen the links between home and school
<p>Leadership and Management (Graded 1/2) – Targets for 2024-5</p> <ul style="list-style-type: none"> 4.1 All leaders articulate and hold others accountable to high expectations of QFT for all pupils including those with SEN: strength of subject leadership and ensure attendance of all pupils shows a rising trend with decreased PA

4.2 Employ strategy for monitoring/CPD and raising achievement through chunking of priorities: manage improvements more strategically to raise impact

4.3 Staff wellbeing is a high profile in school

EYFS (Graded 1) – Targets for 2024/5

5.1 Parents to be actively engaged and involved in school

5.2 High quality provision and learning environments enable strong progress

5.3 Priority is given to language and vocabulary development to enable strong progress from relative starting points

5.4 Improve and ensure a consistent approach to the teaching of maths is used across Nursery to Y1 (Mastering Number)