

SCHOOL DEVELOPMENT PLAN PARENT/CARER VERSION ACADEMIC YEAR 2024/25

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

- 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

Ofsted “This school continues to be outstanding” – 3rd April 2019

External Partner	Area for development/Even Better If	School Improvement Plan objective
Ofsted 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. 1.5, 2.2, 3.0, 3.1, 3.2, 4.1
Ofsted 16.04.2024	Identify core teaching approaches that are consistently used across all phases to support pupils’ access to learning. Ensure that staff are fully trained to implement the agreed teaching approaches consistently with high expectations for improved outcomes	1.0, 1.1 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.5, 3.3, 4.0
External School Improvement Partner	Leaders should consider the range of ways they seek and respond to parents’ views and (where appropriate) ensure that parents understand the reasons for decisions (HM 01.02.2024)	2.2, 3.0, 3.1, 3.2,
	To focus on developing the school website and to bring it up to date and maintain information in a timely fasion ((PS (KCC) 03.01.2024))	2.2

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	Improve the standard and consistency in classroom teaching & learning (JM 27.06.23)	1.0, 1.1, 1.2, 1.3, 1.4, 2.0, 2.1, 2.3, 2.4, 2.5, 3.3, 4.0
	The Preparation for Adulthood curriculum offer could be enhanced by systematic planning in long and medium term plans, and the tracking of progress within the 4 areas to be embedded (JM 07.03.24)	1.5, 1.6, 2.0, 2.3, 2.6, 4.0
	Staff to be trained in understanding the importance of interoception difficulties in relation to developing communication and self-regulation as a means of further improving engagement in learning (JM 07.03.24)	1.1, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 3.0, 3.1, 3.2, 3.3
	Consistent scheduled monitoring of Post 16 Rapid action plan with Exec.HT/HT/AP (JM 02.07.24)	4.0, 4.1, 4.2, 4.3, 1.2, 1.1, 1.3, 1.4, 2.0, 2.1, 2.3, 2.4, 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	
THEME 1 A school that provides a personalised and meaningful curriculum	1.	To consistently embed the EYFS ethos and play based learning approach across school to ensure that our teaching and learning opportunities are accessible, relevant and meaningful so that pupils make outstanding progress and are ready for their next phase	Whole School	01.09.24	31/07/2025	JW/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 ethos and play based learning approaches to enhance progress. All staff to be trained in EYFS approaches to learning and understand how this pedagogy will improve progress; together with being trained in specific teaching strategies and interventions such as clever fingers, dough disco, numicon, write dance, Blanks levels of questioning etc. to ensure consistency of practice
	1.1	All staff to be trained in a consistent strategy to support self-regulation and behaviours for learning such as 'Zones of regulation' to improve engagement, learning and outcomes	Whole School	01.09.24	31/08/2025	JS/APs	Training in Zones of Regulation to be rolled out to SLT followed by all teaching staff. Learning walks will evidence a consistent approach and impact of use across whole school Bespoke resources developed for each pathway and in place by end of term 2. Video uploaded to National College by term 3 for future training

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Theme	Objective		Department	Start	Due	Lead	Success Criteria
	1.2	Embed Rosenshine principles across all pathways to ensure a consistent approach to Teaching and learning, whilst rigorously monitoring and evaluating the delivery and impact of pathway teaching and learning; including putting in measures where needed to ensure outstanding progress and provide regular reporting to Principal, Governors and other stakeholders	Whole School	01.09.24	31/07/2025	JW/APs	<p>Continue to provide initial and refresher training to new and existing staff.</p> <p>Learning walks will demonstrate evidence of the use of Rosenshines Principles and the impact of these across whole school; including the use and impact of Blanks questioning to assess learning, develop thinking and improve comprehension</p> <p>Teachers will demonstrate understanding and use of principles through collaborative IRIS connect meetings and peer observations</p>
	1.3	To review and improve the Total communication policy to provide a communication progression flightpath that provides the consistent strategies and approaches to be implemented at each stage of communication development for all pupils whilst implementing the 'balanced system' of Speech and Language Therapy provision	Whole School	01.09.24	31/07/2025	LH	Through collaborative practice with NHS SALT team the balanced system will be understood by staff and parents and embedded into practices across school. It will support all pupils with communication needs whilst ensuring a consistent approach to total communication is embedded in school and supported through rigorous policy and flightpaths
	1.4	Student progress in speaking and listening, with data to be reviewed quarterly, aiming for a measurable improvement of at least 10% in pupil outcomes.	Whole School			JW/Subject leaders	Delivery of CPD for all staff, focusing on effective teaching strategies and innovative activities. Regular collaborative planning sessions will allow teachers to design effective learning activities, while a toolkit of resources including reading lists will support planning.

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Theme	Objective	Department	Start	Due	Lead	Success Criteria	
						End of year outcomes will demonstrate that all pupils have made significant progress in Speaking and listening.	
	1.5	Student progress in Maths Shape, space and measure (SSM), with data to be reviewed quarterly, aiming for a measurable improvement of at least 5% in pupil outcomes	Whole School			JW/Subject leaders	<p>Delivery of CPD for all staff, focusing on effective teaching strategies and innovative activities. Regular collaborative planning sessions will allow teachers to design effective learning activities, while a toolkit of resources including reading lists will support planning.</p> <p>End of year outcomes will demonstrate that all pupils have made significant progress in SSM</p>
	1.6	Ensure that the PfA framework is embedded into our curriculum offer through teaching and learning opportunities to ensure that our pupils are equipped and prepared with knowledge and skills for their next phase of life	Whole School			LH	<p>By working with the subject leads the PfA will be embedded across the curriculum throughout all Key Stages and Phases.</p> <p>Through staff training and development, gathering pupil feedback and regular communication with all stakeholders, pupils will be equipped with the understanding and expertise for their next phase of life.</p>
	1.7	To further develop the careers and enterprise programme which aligns with the Gatsby Benchmarks and Preparing for Adulthood Framework to ensure all pupils from KS2 are equipped with the skills, knowledge	Whole school	01/09/24	31/07/2025	LH	Careers and Enterprise opportunities will be offered to all pupils from KS2 upwards so that they are equipped with the skills, knowledge and experiences necessary for their next stage of education or employment.

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Theme	Objective		Department	Start	Due	Lead	Success Criteria
		and experiences necessary for a transition to adulthood and their next stage of education or employment.					
THEME 2 School where staff are confident, reflective and empowered in their roles	2.0	To develop a Growth mindset culture amongst staff so that they are resilient and empowered to fulfil their role	Whole School	01/09/2024	31/07/2025	AH	Staff embrace developing their knowledge and skills, are solution focused, persistent and collaborative towards improving pupil outcomes whilst demonstrating improved well-being
	2.1	Improve and update the Recruitment process including; a variety of advertising opportunities, an enhanced robust interview process and improved initial induction	Whole School	01/09/2024	31/07/2025	BS/JB	The recruitment process will be as effective as possible, evaluating current recruitment methods focusing on essential requirements for a role and our offer package to staff, considering training and onboarding. This will provide sustained success to both recruitment and retention.
	2.2	Improve our school website that celebrates our uniqueness, demonstrates an outstanding Quality of education offer, and promotes our recruitment opportunities	Whole school	01/09/2024	31/07/2025	BS/AH	Our new website will be launched in term 2 with stakeholders feedback used to review and finalise by end of term 3 The new website will be engaging for all stakeholders and easier to navigate The website will include 'recruitment' The website will be reviewed termly to ensure it is continuously offering up to date and statutory information

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Theme	Objective		Department	Start	Due	Lead	Success Criteria
	2.3	Embed an annual core CPD offer that provides training across all pathways to impact the use of consistent practices to raise standards and improve pupil outcomes	Whole School	01/09/2024	31/07/2025	JS/SMT	All staff will confidently implement strategies and interventions to support the Quality of Education for all pupils consistently across all pathways to ensure progress year on year
	2.4	Review and revise school performance management systems and processes to include all teaching and non-teaching staff	Whole school	01/09/2024	31/07/2025	AH	All staff will engage with a new annual performance management process to demonstrate effective performance and outcomes in supporting our Quality of Education offer
	2.5	Improve and consolidate staff confidence in supporting and managing Challenging Behaviour	Whole School	01/11/2023	31/07/2024	JW/APs	Staff have the knowledge and skills to consistently incorporate management of behaviour within curriculum planning and implementation; and support each other through collaborative practice
	2.6	Embed Governor monitoring contact with curriculum implementation and impact through learning walks and deep dives	Whole School	01/11/2023	31/07/2024	RK	Governors have greater accountability for standards of Quality of Education All staff across school become more familiar with and able to communicate opening with Governors
	2.7	Embed best 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	01/09/2024	31/08/2025	LH	Medical provision across the whole school aligns with best practice and meets the needs of all pupils.

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Theme	Objective		Department	Start	Due	Lead	Success Criteria
THEME 3 A school where everyone feels welcome, safe and valued.	3.0	To implement a well-being strategy that reviews and improves existing practices to support all stakeholders to have a good well-being and work life balance whilst enhancing the school culture	Whole School	01/09/2024	31/07/2025	AH/LH	Governors, staff pupils and their parents are confident that Wellbeing is a high priority and that there are effective mechanisms to ensure this
	3.1	Embed Values based Education into everything that we do including policies, systems and processes	Whole School	01/09/2024	31/07/2025	SMT/TA	All stakeholders are able to identify our values and school rules demonstrating understanding and recognition in how these are promoting and implemented across school
	3.2	Ensure that all stakeholder views (where appropriate) are sought to enhance a sense of belonging and being valued whilst raising the profile of the school council	Whole School	01/09/2024	31/07/2025	SMT	We will be able to demonstrate that in each term we have considered and acted upon one or more groups of stakeholders views relating to aspects of the Quality of Education and school life
	3.3	Embed our 'Behaviour curriculum' using consistent Well-Being approaches and strategies, measure impact and report to Governors	Whole School	01/09/2024	31/07/2025	JW/APs	APs will demonstrate impact of consistent approaches and strategies to support pupil well-being through bi-termly reports to Governors. The Behaviour Curriculum to be fully referenced in PROACT training. Further training linked to specific elements of this will be added to National College.
THEME 4	4.0	Review KS5 curriculum offer to ensure our offer is relevant and aspirational in providing our students with the knowledge and	Sixth form	01/09/2024	31/07/2025	JP	The offer reflects change in cohort and ensures a sequential flightpath of purposeful preparation towards adulthood that implements functional

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Theme	Objective	Department	Start	Due	Lead	Success Criteria
A school offering outstanding KS4 and KS5 curriculum	skills required to move into adulthood whilst building on existing curriculum and accreditation in KS4					numeracy and literacy skills and impacts future careers, work experience and other destinations
	4.1 To raise awareness of and increase confidence of careers and preparing for adulthood among all stakeholders whilst providing relevant work experience opportunities with external providers within the local community	Sixth form	01/09/2024	31/07/2025	LH/GR	This will be evidenced by an increase in participation in career-related events and activities and feedback indicating improved understanding and engagement. The impact of careers and work experience will demonstrate more pupils and parent/carers have the knowledge and skills to seek employment or further training within a chosen sector.
	4.2 Embed robust quality assurance programme in line with whole school annual Self evaluation schedule and the 90 day rapid action plan, to ensure all lessons are good/outstanding with students building on prior learning and making good/outstanding progress, which aligns with the 6 th form curriculum intent statement	Sixth form	01/09/2024	31/07/2025	JW/GR	Planning and EfL monitoring, together with learning walks will evidence implementation of a developed curriculum and demonstrate good/outstanding teaching and learning in all classes with students making sustained progress and independence year on year
	4.3 Design and implement a training programme for 6 th form staff to ensure they have the correct knowledge and skills to ensure	Sixth form	01/09/2024	31/07/2025	JW/RG/JS	All 6 th form staff confidently demonstrate clear understanding of the curriculum, implementing strategies and interventions to support students to make good and outstanding progress across all

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	students make academic, social and personal development progress					areas including EHCP targets, work experience and preparation for adulthood
	4.4 Implement a high quality literacy programme with Reading being a priority which extends from the key stage 4 LTP	Sixth form	01/09/2024	31/07/2025	JW/RG/AW	All students will make sustained progress in Reading and literacy skills including speaking and listening so that they are confident to use these skills functionally within the community
	4.5 Implement a high quality PSHE programme with RSE being a priority alongside Online safety	Sixth form	01/09/2024	01/07/2025	JW/RG/SW	All students will make sustained progress in PSHE and in particular in RSE and Online safety so that they are able to keep themselves safe
THEME 5 A school that works with partners to achieve growth, expansion and a leading local role in inclusion.	5.0 Ensure that Meadowfield School and the Governing Body are in an informed and secure position in regard to KCC's service reviews and the future direction of Kent special schools.	Whole School	01/09/2024	01/07/2025	JP	Meadowfield is in a secure and strong position to navigate and adjust to the upcoming changes in Kent's approach to SEND education.
	5.1 Ensure that high standards are secure across all sites, including 6 th Form, Sunny Bank satellite and Fulston satellite.	Whole School	01/09/2024	01/07/2025	JP	Consistent and high standards are evidenced across 6 th Form and satellite provisions, in line with our main site.
	5.2 Support the STLS review, collaboratively with KSENT, with	Whole School	01/09/2024	01/07/2025	JP	Governors are fully informed of the outcomes of the KCC STLS consultation and are empowered to make vital decisions about the future of the

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Theme	Objective	Department	Start	Due	Lead	Success Criteria
	options in place to respond to all of the potential outcomes.					service that are in the best interests of our local community (Swale).
5.3	Continue to develop new partnerships and opportunities to further develop our expertise and impact within our school, in our local community and beyond.	Whole School	02/11/2024	31/07/2025	JP	Meadowfield School is able to offer new opportunities to our pupils as they develop skills to prepare for adulthood while at the same time being a positive influence within our community and beyond.
5.4	Continue to improve standards of governance	Whole School	01/09/2024	31/08/2025	RK	Governors have the processes and evidence to demonstrate accountability of QoEd and school standards well through improved and effective CPD opportunities, monitoring feedback to staff and recruitment of Governors.
5.5	To monitor the premises improvement plan for the whole Meadowfield provision ensuring we are financially viable	Whole School	02/09/2024	31/07/2025	BS	There is an agreed premises development plan for the main site and extended Meadowfield provision Ensuring we meet our statutory and legal requirements of health and safety compliance, through regular monitoring and reviewing.

Parent Voice - Update

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

82% of pupils like coming to school

76% of pupils said they were happy and used other positive terms

Pupils favourite lessons are Maths, Art, English and PE

'It's awesome'

Pupils said they know what adults in school can help them from class teachers to transport team but also said their friends could help them.

Our pupils' favourite things to do in school are:
Art, English & Reading,
Playing with Friends,
Learning, Cooking, PE

'It makes me happy'

Staff Voice

Ofsted made me feel like SMT have faith in us

Pupil progress meetings are a great idea

Collaborative practice across school really benefits us all

Communication across school is more consistent

It's just a quick Email of thanks, at the weekend me and my daughter were doing a little activity about the best things she enjoyed over the holidays her reply was...

"You picking me up on the last day mummy"

Thank you so much for the opportunity it was very much appreciated and that little Memory will stick with me Forever all the things we have done and the memory's we have made that really made her day.

Thank you

Parents comments have been really positive

Children are incredible and so fulfilling

I've loved this year and feel really proud