

School Self Evaluation (SEF) Academic Year 2026/27

The school SEF is a live working document that focuses on monitoring progress towards improving pupil outcomes and the effectiveness of the School Development Plan. The SEF is presented to Governors.

Meadowfield School



Self-Evaluation Form

OVERVIEW

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CONTEXT

Grade	EXPECTED STANDARD
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Meadowfield School is a large and highly inclusive special school serving pupils aged 3-19 with profound, severe and complex special educational needs and disabilities, including autism, significant communication needs, complex medical conditions and social, emotional and mental health difficulties. The school serves the Swale District, one of the most disadvantaged areas within Kent, with levels of deprivation and eligibility for free school meals significantly above national averages. The number of pupils on roll has grown substantially over the past decade and demand for places continues to increase as the complexity of pupil need evolves.

The school currently supports approximately 398 pupils across its main site, two satellite provisions and a separate sixth form provision. Leaders work proactively with the Local Authority and wider SEND sector to respond to increasing demand whilst maintaining high-quality provision and positive outcomes for pupils.

The school's vision, that everyone feels safe, valued and respected to do their very best, underpins all aspects of provision. This shared commitment is reflected in the school's inclusive culture, ambitious curriculum and strong focus on Preparation for Adulthood. Leaders maintain high aspirations for all pupils and ensure that individual needs, strengths and future aspirations remain at the centre of decision-making.

A significant strength of the school is its commitment to inclusion beyond its own community. Through two successful satellite provisions and extensive partnership working, the school increases opportunities for pupils to participate within mainstream environments, access community experiences and achieve positive transitions to future placements and destinations. The school also plays an active role in developing SEND provision across the county through its leadership within KSENT, collaborative school improvement work and strong relationships with local partners.

Attendance remains a key focus for leaders. While whole-school attendance is affected by the significant medical and complex needs of the pupil population, leaders maintain a proactive and compassionate approach to reducing avoidable absence. Attendance compares favourably with many similar special school contexts and targeted support ensures that pupils and families receive appropriate intervention when barriers arise.

Following inspection activity in 2024 and 2025, leaders have responded decisively to identified priorities. Curriculum implementation, teaching consistency and Post-16 provision have been strengthened through a combination of leadership development, enhanced quality assurance, curriculum review and targeted professional

development. Leaders and governors have an accurate understanding of the school's strengths and areas for development and demonstrate a strong capacity to secure further improvement.

Key Contextual Strengths

- Strong safeguarding culture where pupils feel safe, valued and supported.
- Highly inclusive provision meeting the needs of an increasingly complex pupil population.
- Extensive partnerships that enhance curriculum quality, inclusion and community engagement.
- Effective governance with governors who know the school well and provide appropriate support and challenge.
- Stable leadership with a clear vision and strong capacity for continued improvement.

Meadowfield School operates within a challenging and rapidly changing context, yet leaders have established a safe, ambitious and highly inclusive learning community. Strong partnerships, effective governance and a relentless focus on Preparation for Adulthood ensure that pupils are well supported to achieve positive outcomes and are increasingly prepared for successful adult lives.

Despite its many strengths, Meadowfield School operates within an increasingly complex and demanding context. Leaders are responding to significant growth in pupil numbers, increasing complexity of need and rising expectations across the SEND sector whilst maintaining high-quality provision and outcomes for pupils. Key contextual challenges include:

- **Increasing complexity of pupil need.** The school is supporting a growing number of pupils with profound and multiple learning difficulties, complex autism, significant medical conditions, social, emotional and mental health needs, and highly specialised communication requirements. Many pupils require intensive therapeutic, medical and personalised educational support in order to access learning successfully.
- **Rapid growth in demand for specialist placements.** The school roll has doubled over the last decade and local demand continues to exceed available capacity. Leaders work closely with the Local Authority to balance increasing requests for places while maintaining the quality of education, safeguarding and individualised support that pupils require.
- **Socio-economic disadvantage.** The school serves one of the most disadvantaged areas of Kent, with levels of deprivation and free school meal eligibility significantly above national averages. Some families face additional challenges relating to housing, finance, transport, health and access to services, creating barriers that can impact wellbeing, attendance and engagement.

- **Attendance challenges linked to medical complexity.** Many pupils experience chronic health conditions, medical appointments, mental health difficulties or periods of reduced timetables due to complex needs. Leaders must balance ambitious attendance expectations with an understanding of the genuine barriers faced by pupils and families.
- **Recruitment, retention and workforce development.** Specialist SEND provision requires a highly skilled workforce. Leaders continue to invest significantly in professional development, coaching and wellbeing to recruit, develop and retain staff with the expertise needed to meet increasingly complex pupil needs.
- **Preparing pupils for adulthood in an increasingly complex world.** Leaders must ensure that pupils develop the communication, independence, employability and community participation skills required for successful adult lives whilst navigating changing expectations around post-16 pathways, supported employment, accreditation and transition opportunities.
- **Sustaining improvement while managing growth.** Alongside day-to-day operational demands, leaders continue to drive improvements in curriculum implementation, teaching consistency and Post-16 provision following recent inspection activity. This requires strong leadership capacity, effective governance and robust quality assurance systems.

Leaders have an accurate understanding of these challenges and respond proactively through strategic planning, strong partnership working, workforce development and rigorous quality assurance. As a result, the school continues to maintain a highly inclusive culture, positive outcomes and a clear focus on improving life chances for pupils with complex SEND despite operating within an increasingly challenging context.

SAFEGUARDING

Grade	MET
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Safeguarding is highly effective and is a fundamental priority at Meadowfield School. Leaders, governors and staff share a collective responsibility for keeping pupils safe and ensuring that safeguarding is embedded within every aspect of school life. The school has established a strong safeguarding culture where pupils are protected, listened to and supported to thrive.

The school's vision that everyone feels safe, valued and respected is reflected in daily practice and decision-making. Leaders maintain high expectations and ensure that safeguarding arrangements are robust, responsive and tailored to the increasingly complex needs of pupils. Safeguarding is not viewed as a standalone responsibility but forms an integral part of curriculum design, attendance, behaviour, wellbeing, personal development and family engagement.

There is a well-established safeguarding structure led by an experienced Designated Safeguarding Lead (DSL) and supported by a knowledgeable safeguarding and wellbeing team. Clear procedures for identifying, recording, reporting and escalating concerns are consistently understood and implemented by staff. Safeguarding records are detailed, timely and demonstrate appropriate challenge, professional curiosity and effective partnership working with external agencies. Leaders ensure that vulnerable pupils receive coordinated and timely support, resulting in improved safety, wellbeing and access to education.

Staff receive comprehensive safeguarding training that extends beyond statutory requirements and reflects the specific vulnerabilities of pupils with SEND. Training includes online safety, exploitation, contextual safeguarding, neglect, peer-on-peer abuse, mental health and emerging local and national safeguarding risks. As a result, staff demonstrate confidence in recognising concerns, understanding risk indicators and taking appropriate action. Monitoring evidence confirms that safeguarding procedures are implemented consistently across all provisions.

Pupils report that they feel safe in school and develop trusting relationships with adults who know them well. The curriculum actively promotes safeguarding through personalised teaching of healthy relationships, online safety, self-advocacy, community participation and personal safety, adapted appropriately to pupils' communication and developmental needs. Consequently, pupils increasingly develop the knowledge, skills and confidence needed to keep themselves safe and seek help when required.

Leaders maintain a proactive approach to safeguarding through regular analysis of safeguarding data, attendance information, behaviour records and wellbeing indicators. Emerging themes and risks are identified quickly and used to inform staff training, policy updates and targeted interventions. Risk assessments, behaviour support plans and medical care plans are highly personalised and reviewed regularly to ensure pupils receive appropriate and proportionate support.

Partnership working is a significant strength. Leaders work effectively with families, health professionals, social care teams and external agencies to secure positive outcomes for vulnerable pupils. Families value the school's communication and support, demonstrated through positive parental feedback and strong engagement with safeguarding and wellbeing processes.

Governors provide effective strategic oversight of safeguarding. They receive regular safeguarding reports, undertake monitoring visits, scrutinise safeguarding practice and challenge leaders appropriately regarding emerging risks and trends. Governors ensure statutory responsibilities are fulfilled, safer recruitment procedures are rigorously applied and safeguarding remains central to strategic decision-making. External safeguarding reviews provide additional assurance and support continuous improvement.

The impact of safeguarding is evident in pupils' strong sense of safety and belonging, positive engagement with school and the confidence that pupils, families and staff place in school systems. Robust safeguarding practice, effective multi-agency working and a highly responsive wellbeing offer ensure that vulnerable pupils receive timely support and protection. Leaders and governors have a secure understanding of safeguarding strengths, risks and trends, enabling them to take proactive action. As a result, safeguarding contributes significantly to pupils' wellbeing, attendance, behaviour, engagement, personal development and readiness for adulthood.

Areas for Development

- Further develop the use of safeguarding and wellbeing analysis to identify patterns, measure impact and inform strategic decision-making, such as strengthening staff awareness of emerging risks and trends.
- Enhance pupil voice opportunities to evaluate how effectively safeguarding education enables pupils to understand and manage risk both in school and within the community.

INCLUSION

Grade	STRONG
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Inclusion is a defining strength of Meadowfield School. Leaders have established a culture in which all pupils, regardless of need, background or starting point, are valued, respected and enabled to access an ambitious and highly personalised education. Inclusion is not a standalone initiative; it is embedded throughout decision-making, curriculum design, staff development and wider school life.

The school provides a calm, nurturing and aspirational environment where pupils with profound, severe and complex SEND are supported to thrive. Curriculum pathways are carefully matched to developmental need rather than age alone, ensuring that learning is accessible, meaningful and ambitious. EHCP outcomes drive planning, assessment and provision, enabling pupils to make progress towards academic, communication, independence and preparation for adulthood outcomes.

Leaders have a strong understanding of vulnerable groups, including disadvantaged pupils, pupils with complex medical needs and those supported by external agencies. Rigorous monitoring demonstrates that there is no significant difference between the progress made by disadvantaged pupils and their peers. This reflects the effectiveness of targeted interventions, personalised provision and strong multi-agency working.

Teaching staff demonstrate strong expertise in SEND pedagogy and adaptive practice. Total Communication approaches, structured teaching strategies, sensory regulation support and personalised interventions enable pupils to access learning successfully and participate meaningfully in school life. Additional support is identified and implemented rapidly when barriers to learning, attendance or wellbeing emerge.

Leaders monitor inclusion through analysis of attendance, behaviour, wellbeing, progress, EHCP outcomes and participation. Information is used proactively to identify trends, remove barriers and evaluate the effectiveness of provision. As a result, pupils demonstrate strong engagement, positive relationships, increasing independence and improved readiness for learning.

Partnership working is a significant strength. Leaders work collaboratively with families, therapists, health professionals, social care teams and external agencies to provide a coordinated and holistic approach to support. Families report feeling listened to and valued, while annual reviews and transition planning ensure that pupils and their families are fully involved in decisions about future provision and destinations.

The school's satellite provisions play an important role in promoting inclusion and widening opportunities for pupils. They provide access to learning environments that extend social, academic and community experiences while maintaining specialist SEND support. Leaders continue to evaluate the long-term impact of these provisions on pupil progress, wellbeing and future destinations.

A particular strength of the school's inclusive practice is its commitment to ensuring equitable access to enrichment, culture, leadership and community participation. Extensive partnerships with organisations such as the Royal Ballet and Opera, KSENT networks and local community groups provide pupils with opportunities that would otherwise be inaccessible. Through participation in arts, sport, enterprise, performances, competitions and community events, pupils develop communication, confidence, resilience, leadership and independence.

Leaders champion inclusion beyond the school community through their contribution to local authority developments, KSENT partnerships and collaborative work with other schools. As a result, the school not only improves outcomes for its own pupils but also contributes to wider improvements in SEND provision across the county.

Impact

- Pupils feel safe, valued and included within school life and their wider community.
- There is no significant difference between outcomes for disadvantaged pupils and their peers.
- Pupils demonstrate increasing independence, communication skills and confidence from their starting points.
- High levels of participation are evident across enrichment, arts, sports and community activities.
- Effective partnership working ensures barriers to learning, attendance and wellbeing are identified and addressed promptly.
- Pupils are increasingly prepared for adulthood through meaningful opportunities to develop self-advocacy, employability and community participation skills.
- Families report high levels of confidence in the school's ability to meet their child's individual needs.

Inclusion is a strategic and operational strength of the school. Leaders ensure that all pupils have equitable access to ambitious learning, specialist support, enrichment opportunities and meaningful preparation for adulthood. As a result, pupils make strong personal and educational progress, develop increasing independence and confidence, and are exceptionally well supported to participate positively within their communities and move successfully to the next stage of their lives.

Areas for Development

- Evaluate and evidence more precisely the long-term impact of satellite provision on pupil outcomes, wellbeing, independence and destinations.

- Further strengthen pupil voice so that all pupils can influence decision-making, curriculum development and wider school improvement in ways that are meaningful and accessible to them.
- Enhance analysis of vulnerable and disadvantaged groups to demonstrate the impact of targeted interventions on attendance, wellbeing, engagement and outcomes.
- Strengthen the use of inclusion metrics and case studies to provide leaders and governors with clearer evidence of the sustained impact of inclusive practice across all provisions.

CURRICULUM AND TEACHING

Grade	NEEDS ATTENTION
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The school's vision is translated into a curriculum that is ambitious, personalised and focused on Preparation for Adulthood. School leaders have identified consistency of curriculum implementation, subject knowledge and sequencing as key development priorities and have established robust quality assurance processes to ensure improvements are sustained. It places Preparation for Adulthood at the centre of curriculum development. Leaders are strengthening opportunities for enterprise, careers education, accreditation, work-related learning and community participation to ensure pupils leave Meadowfield School with the knowledge, skills and confidence required for their next stage of life.

The curriculum is designed to prepare pupils for successful adult lives. It is rooted in the belief that all pupils, regardless of complexity of need, can make meaningful progress when learning is purposeful, carefully sequenced and tailored to their individual profile. Preparation for Adulthood is the golden thread that runs through every pathway, phase and subject area, from the earliest stages of learning through to Post-16 provision.

A recent curriculum review resulted in the development and implementation of a revised curriculum and planning framework that more accurately reflects the diverse and complex needs of pupils across the school. Through consultation with staff, pupils, parents, governors and external professionals, the curriculum rationale has been strengthened to ensure it is ambitious, relevant and appropriately personalised. Staff training and external scrutiny have strengthened consistency in planning and implementation.

Monitoring demonstrates improved consistency in curriculum planning across pathways, with staff showing greater confidence in articulating curriculum intent, progression and expected outcomes. Quality assurance evidence indicates stronger alignment between curriculum intent, classroom practice and EHCP outcomes, providing greater assurance that pupils receive increasingly consistent learning experiences.

Curriculum pathways are determined by developmental need and learning profile rather than age alone. Across all pathways, learning is personalised through EHCP outcomes and Provision Learning Plans, meaningful through real-life and community contexts, and focused on communication, independence, emotional regulation and participation.

Teaching is underpinned by evidence-informed practice, including Learning Through Play, Rosenshine's Principles of Instruction, modelling, retrieval, repetition and overlearning. Knowledge and skills are broken into manageable steps, allowing pupils to build confidence and apply learning over time. Learning environments are carefully structured through visual supports, communication systems and structured teaching approaches designed to maximise engagement and independence.

Learning walks and lesson observations demonstrate improved implementation of structured teaching approaches, adaptive teaching strategies and Total Communication practices. Pupils show increasing levels of engagement, independence and readiness to learn, while staff are more confident in identifying and planning next steps for learning.

Curriculum coherence, sequencing and teaching consistency identified through inspection and internal evaluation have been addressed through robust quality assurance processes, including learning walks, curriculum reviews, pupil progress meetings and moderation activity through KSENT. Leaders have established clear expectations, strengthened professional dialogue and aligned curriculum progression frameworks to ensure a shared understanding of learning progression across the school. Targeted professional development and coaching continue to support improvement.

Monitoring evidence indicates greater consistency in classroom practice and stronger fidelity to curriculum intent. Professional dialogue has become increasingly focused on curriculum progression, pupil outcomes and the impact of teaching strategies. Staff report increased confidence in curriculum delivery, sequencing and preparation for adulthood planning, resulting in improved consistency of provision.

Reading and communication remain significant strengths. A highly effective phonics and reading programme is implemented across all phases where appropriate. Total Communication approaches, including symbols, signing, visual supports, AAC systems and assistive technology, are embedded throughout the school. Speech and language interventions are integrated into daily classroom practice to maximise communication opportunities.

Pupils demonstrate increasing use of communication systems to express preferences, make choices, participate in learning and develop relationships. Reading outcomes remain positive across pathways, with pupils making secure progress from their individual starting points. Improved communication skills enable pupils to access learning more independently and participate more actively in school life.

The curriculum is enriched through extensive partnerships with local, regional and national organisations. Pupils access ambitious artistic, sporting and cultural opportunities regardless of need or starting point. Careers education is delivered through the Talentino Careers at Every Level programme alongside employer encounters, enterprise activities, community engagement and work-related learning opportunities.

Pupils are developing greater confidence, independence and employability skills through enterprise projects, careers education and community participation. Participation in enrichment opportunities contributes positively to communication, wellbeing and preparation for adulthood outcomes. Destination data demonstrates that pupils increasingly progress to meaningful next steps which reflect their individual strengths, aspirations and needs.

Assessment is integral to curriculum delivery and is aligned to curriculum intent, EHCP outcomes and Preparation for Adulthood milestones. Evidence for Learning supports ongoing assessment of academic and non-academic outcomes and enables leaders to identify strengths, address gaps and maintain high expectations across all pathways.

As a result of the curriculum review, strengthened quality assurance processes and targeted professional development, curriculum implementation is becoming increasingly consistent across the school. Monitoring evidence demonstrates improved staff confidence, stronger curriculum delivery and greater alignment between EHCP outcomes, curriculum intent and Preparation for Adulthood. Pupils engage positively with learning, develop increasing communication and independence skills and are better prepared for their next stage of education and adult life. While leaders recognise that consistency remains a priority for further development, evidence indicates that recent improvements are having a positive impact on teaching quality and pupil outcomes across all pathways.

Across all pathways we work hard to establish and maintain positive relationships with parents who feel valued and heard and understand our curriculum and teaching approaches. They are invited to attend regular open afternoons and celebration activities across the year, whilst hearing about their child's progress and achievements through regular updates on Evidence for learning, and more formally three times yearly through annual review meetings, provision plans and parent/carers events. We welcome and listen to annual parent views on our provision and performance, ensuring that we share responses and feedback any recommended changes.

Areas for Development

- Ensure consistently high-quality curriculum implementation, teaching and subject knowledge across all pathways and provisions.
- Demonstrate the measurable impact of professional development on teaching quality, pupil engagement and outcomes.
- Fully embed the six-phase curriculum framework and evaluate its impact on progress, communication, independence and Preparation for Adulthood outcomes.
- Develop stronger impact measures that enable leaders and governors to evaluate curriculum effectiveness through pupil outcomes, accreditation and destination trends.

ACHIEVEMENT

Grade	EXPECTED
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Pupils at Meadowfield School achieve well from their individual starting points. Achievement is evaluated through progress in academic learning, communication, independence, personal development and Preparation for Adulthood outcomes, recognising that success for pupils with complex SEND extends beyond age-related expectations.

Since the last inspection leaders have sharpened how achievement is evaluated. Assessment systems provide leaders and teachers with a secure understanding of pupil progress over time. Progress is monitored through curriculum-based assessment, EHCP outcomes and Evidence for Learning, enabling staff to identify strengths, address gaps and respond quickly where pupils require additional support. Leaders analyse progress across pathways and groups to ensure pupils receive appropriate challenge and support.

Pupils make meaningful gains in communication, engagement, independence, self-regulation and subject-specific knowledge. Reading and communication are particular strengths, supported by a consistent approach to phonics, Total Communication and targeted interventions. As a result, pupils increasingly access learning, express preferences, build relationships and participate more independently in school and community life.

Achievement is strengthened by the close alignment between curriculum intent, EHCP outcomes and Preparation for Adulthood. Learning is purposeful and relevant, enabling pupils to develop the skills, knowledge and confidence required for adulthood. Accreditation has been strengthened demonstrating sequential outcomes across Functional Skills, ASDAN and WJEC programmes, while destination information demonstrates that pupils progress successfully to further education, training, employment-related opportunities or appropriate adult provision.

Leaders monitor the progress of vulnerable groups carefully. There is no significant difference between the progress made by disadvantaged pupils and their peers, reflecting the effectiveness of personalised provision, targeted intervention and inclusive practice across the school.

Professional development has contributed positively to pupil outcomes. Training in communication, behaviour support, reading and Preparation for Adulthood has strengthened classroom practice and improved consistency across pathways. Leaders are increasingly evaluating the impact of staff development through coaching, monitoring and pupil progress reviews.

Impact

- Pupils make sustained progress from their starting points across academic, communication, independence and personal development outcomes.
- Reading and communication outcomes are strong and enable pupils to access learning more independently with; more than 62% making progress in reading and more than 60% in speaking and listening in the last two years.
- Disadvantaged pupils achieve as well as their peers.
- Positive accreditation outcomes demonstrate increasing ambition and achievement at KS4 and Post-16.
- An increase in students transferring to college earlier at the end of year 11 is evident by 9%; with an increase of 4% at the end of year 14.
- Pupils develop the confidence, independence and employability skills required for their next stage of education and adult life.
- Destination outcomes of 94% indicate that pupils move successfully into their intended provision that reflects their needs, aspirations and abilities.

Staff Development	Change in Practice	Pupil Impact
Communication training	More consistent use of symbols/signing	Increased communication and choice-making
PROACT training	Improved co-regulation strategies	Better emotional regulation and engagement
Phonics CPD	More consistent delivery	Improved reading outcomes
PfA training	More independence opportunities	Increased self-care and employability skills
Arts/PE CPD	More inclusive enrichment opportunities	Improved confidence and participation

Achievement is secure and improving. Pupils make meaningful progress from low starting points because learning is personalised, ambitious and closely aligned to individual needs and Preparation for Adulthood outcomes. As a result, pupils leave Meadowfield with enhanced communication, independence and life skills and are well prepared for their next stage of education and adulthood.

Areas for Development

- Ensure all KS4 and KS5 pupils access appropriate and aspirational accreditation pathways that support future destinations.
- Strengthen the analysis of destination trends, careers experiences and long-term outcomes to further inform curriculum development using Compass+.
- Develop more robust evaluation of the impact of interventions and teaching strategies on pupil outcomes through case studies and outcome analysis.
- Strengthen whole-school analysis of EHCP progress to support strategic planning and demonstrate long-term impact.

ATTENDANCE AND BEHAVIOUR

Grade	EXPECTED
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Behaviour is a strength of the school and reflects its inclusive, therapeutic ethos. Ofsted commented on the calm, purposeful atmosphere in the school and the strong relationships between staff and pupils. Attendance remains a priority; however, leaders have a clear understanding of contextual challenges and a robust strategy for reducing barriers to attendance. As a result, pupils are increasingly engaged, well regulated and able to access learning successfully.

Attendance and behaviour are strengths of the school's inclusive and therapeutic culture. Leaders have established high expectations alongside a strong understanding that behaviour is a form of communication. As a result, pupils feel safe, valued and supported, enabling them to engage positively with learning and school life. Positive relationships between staff and pupils are a significant strength and contribute to the calm, purposeful environment seen across all provisions.

Behaviour is managed through proactive and preventative approaches that prioritise communication, emotional regulation and wellbeing. Consistent implementation of structured routines, Total Communication, Zones of Regulation and PROACT strategies helps pupils develop increasing self-awareness, resilience and readiness to learn. Individual behaviour and wellbeing plans ensure support is personalised and responsive to need. As a result, exclusions and suspensions are exceptionally rare and disruptions to learning are minimised.

Attendance remains below national expectations fluctuating between 85%-88% and reflects the significant medical complexity of the pupil population. Despite these challenges, whole school attendance has remained within the expected range for comparable special schools at 85.4%, demonstrating that the school's strategies are having a positive impact despite increasing complexity of need. Leaders maintain a realistic and informed understanding of attendance patterns and distinguish carefully between unavoidable absence and absence where improvement is possible. A highly proactive attendance team works closely with families, health professionals and external agencies to reduce barriers and maximise engagement with education.

Leaders analyse attendance, behaviour and wellbeing information regularly to identify vulnerable pupils and emerging concerns. Targeted interventions, pastoral support plans, home visits and multi-agency working contribute to improved attendance, strengthened family engagement and better outcomes for pupils. The development of the wellbeing hub has further enhanced support for pupils and families, helping to improve engagement and readiness to learn.

Impact

- Pupils feel safe, secure and well supported within a calm and purposeful learning environment.
- Behaviour incidents, exclusions and restrictive practices remain low due to effective early intervention and therapeutic support.
- Improved behaviour analysis led by a Behaviour lead across school with pathway, class and pupil specific training offered
- Staff more confident, demonstrating more consistent use of PROACT approaches and improved post incident reflections
- Pupils demonstrate increasing self-regulation, resilience and positive attitudes towards learning.
- Strong relationships and personalised support promote engagement, wellbeing and participation in learning.
- Attendance compares favourably with similar special school contexts and reflects the complex medical needs of the cohort.
- Targeted attendance and wellbeing support helps reduce avoidable absence and strengthens family engagement.

Areas for Development

- Further reduce avoidable absence through targeted analysis and intervention for vulnerable and disadvantaged groups.
- Strengthen evaluation of attendance and wellbeing interventions to demonstrate long-term impact on pupil engagement and outcomes.
- Maintain high-quality behaviour support through ongoing training, quality assurance and response to emerging needs and risks.

PERSONAL DEVELOPMENT AND WELLBEING

Grade	STRONG
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Personal development and wellbeing are significant strengths of Meadowfield School. Leaders have established a highly inclusive and nurturing culture where pupils are supported to develop confidence, resilience, independence and a positive sense of self. The school's vision that everyone feels safe, valued and respected is evident in the way personal development is prioritised throughout the curriculum and wider life of the school.

Preparation for Adulthood is at the heart of the school's personal development offer. Pupils are supported to develop communication, self-regulation, independence, self-advocacy and community participation skills through everyday learning experiences, enrichment opportunities and personalised support. Personal development is woven throughout the curriculum rather than delivered in isolation, ensuring that pupils continuously build the knowledge, skills and confidence needed for adult life.

The school provides a rich and ambitious programme of enrichment that promotes wellbeing, cultural capital and inclusion. Through participation in arts, sport, enterprise, leadership opportunities and community engagement, pupils develop resilience, teamwork, communication and social confidence. Leaders ensure that opportunities are accessible to all pupils regardless of need, enabling high levels of participation across pathways and provisions.

A particular strength is the school's therapeutic and wellbeing offer. The multidisciplinary wellbeing team works closely with pupils, families and external professionals to provide timely support that removes barriers to learning, attendance and participation. The development of the wellbeing hub has strengthened family engagement and improved access to advice, intervention and coordinated support, contributing positively to pupil wellbeing and readiness to learn.

Pupils are taught about relationships, health, safety, diversity and life in modern Britain through learning that is carefully adapted to their communication and developmental needs. As a result, pupils develop respect for others, increasing self-awareness and the confidence to make informed choices about their lives and futures.

Leaders also place a high priority on staff wellbeing, recognising the direct link between workforce wellbeing and positive pupil outcomes. Coaching, professional support and workload reduction strategies contribute to a positive culture where staff feel valued, supported and able to perform effectively in their roles.

Personal development and wellbeing are embedded throughout the school's culture, curriculum and wider provision. As a result, pupils develop the confidence, resilience, independence and life skills needed to lead fulfilling lives, participate actively in their communities and transition successfully into adulthood.

Impact

- Pupils demonstrate increasing confidence, resilience, independence and self-esteem from their individual starting points.
- High levels of participation in enrichment, arts, sport and community activities support positive wellbeing and social inclusion.
- Pupils develop stronger communication, self-regulation and self-advocacy skills, enabling greater participation in school and community life.
- Therapeutic and wellbeing support contributes positively to engagement, attendance, behaviour and readiness to learn.
- Families report strong levels of support and engagement with the school's wellbeing provision.
- Pupils leave school better prepared for adulthood, demonstrating increased independence, community awareness and confidence to access their next stage successfully.

Areas for Development

- Strengthen and evidence the impact of pupil voice so that all pupils actively influence decision-making, curriculum development and school improvement.
- Further evaluate the long-term impact of wellbeing and therapeutic interventions on attendance, engagement and pupil outcomes.
- Enhance analysis of participation and outcomes for vulnerable and disadvantaged groups to ensure equitable access to all enrichment and wellbeing opportunities.

LEADERSHIP AND GOVERNANCE

Grade	EXPECTED
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The school's self-evaluation is driven by a clear and ambitious vision: to create a school where everyone feels safe, valued and respected to do their very best. This vision underpins strategic planning, curriculum development, staff professional growth, wellbeing initiatives and Preparation for Adulthood. It provides a coherent framework linking the School Development Plan, leadership priorities and quality assurance processes to improved outcomes for pupils.

Leadership and governance are strong and provide clear strategic direction for continual improvement. Leaders share a highly ambitious vision that places pupils' safety, wellbeing, achievement and Preparation for Adulthood at the centre of decision-making. Self-evaluation is accurate, honest and evidence-informed, enabling leaders to identify priorities quickly and respond effectively to areas requiring improvement.

Leaders have demonstrated a strong capacity for improvement through their response to recent inspection findings. Curriculum implementation, quality assurance and Post-16 provision have been prioritised, with clear action plans, additional leadership capacity and strengthened monitoring processes already securing improvements in consistency and accountability.

A significant strength is the school's commitment to professional development. Training, coaching and appraisal are closely aligned to school priorities and the needs of pupils. Staff benefit from a culture of continuous improvement, reflection and professional trust. As a result, staff are increasingly confident in delivering high-quality provision and implementing evidence-informed practice across the school.

Leaders at all levels contribute to school improvement through robust quality assurance, curriculum development and strategic planning. Monitoring activities, including learning walks, curriculum reviews, pupil progress meetings and stakeholder feedback, provide leaders with a clear understanding of strengths and areas for development. Increasingly, leaders use this evidence to evaluate the impact of provision on pupil outcomes and inform future priorities.

Governance is highly effective. Governors know the school well through regular visits, learning walks, deep dives and ongoing professional dialogue with leaders. They provide both support and challenge, maintain strong oversight of safeguarding, and hold leaders rigorously to account for pupil outcomes, financial stewardship and strategic development. Governors bring a wide range of expertise and ensure that decision-making remains focused on improving outcomes for pupils.

The school benefits from strong local, regional and county-wide partnerships. Leaders actively contribute to SEND developments through KSENT, local authority working groups and collaborative networks. These partnerships provide external validation, strengthen professional practice and ensure the school remains outward-facing and responsive to emerging needs within the SEND sector.

Leaders place a high priority on staff wellbeing and workload. Coaching, professional support and workload reduction strategies have contributed to positive staff morale, high levels of engagement and strong staff retention. This stable and committed workforce provides pupils with consistency, expertise and high-quality support.

Leadership and governance are ambitious, reflective and effective. Leaders and governors have a clear understanding of the school's strengths and priorities, demonstrate strong capacity for improvement and remain relentlessly focused on securing the best possible outcomes for pupils. As a result, the school is well placed to sustain improvement, respond to future challenges and continue improving the life chances of pupils with complex SEND.

Impact

- Leaders have an accurate understanding of school effectiveness and use self-evaluation successfully to drive improvement.
- Staff development has strengthened professional confidence, consistency of practice and the quality of provision.
- Governance provides effective challenge, support and accountability across all aspects of school improvement.
- Strong safeguarding oversight ensures statutory responsibilities are fulfilled and pupils remain safe.
- Quality assurance processes increasingly demonstrate improved curriculum implementation, teaching consistency and pupil outcomes.
- Strategic partnerships enhance curriculum quality, professional expertise and opportunities for pupils.
- Staff wellbeing initiatives contribute to positive morale, workforce stability and improved outcomes for pupils.
- Professional Development Impact

CPD	Change in Practice	Impact on Pupils
Royal Ballet & Opera Arts Leadership	Increased creative pedagogy and inclusive arts provision	Increased engagement, confidence and cultural participation
PROACT	More consistent co-regulation and proactive behaviour support	Improved emotional regulation and readiness to learn
Total Communication	Greater use of symbols, signing and communication aids	Increased communication and pupil voice
KSENT PE Network	Improved inclusive sports provision	Increased participation and wellbeing
Preparation for Adulthood Training	Greater focus on independence within teaching	Improved employability and independence skills

Areas for Development

- Further strengthen middle and senior leadership capacity, ensuring leaders confidently evaluate impact and drive improvement within their areas of responsibility.
- Enhance the use of outcome measures, including EHCP progress, destination data and curriculum impact measures, to sharpen strategic decision-making.
- Continue to develop governor monitoring so that first-hand evidence, stakeholder voice and performance information are increasingly triangulated.
- Strengthen succession planning and leadership development to sustain long-term organisational capacity and excellence.

EARLY YEARS

Grade	STRONG
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Early Years is a highly effective and nurturing provision where children thrive academically, socially and emotionally. Strong leadership, skilled teaching and a communication-rich curriculum enable children to make substantial progress from their starting points and establish the foundations for future learning, independence and Preparation for Adulthood.

The provision is a significant strength of Meadowfield School and provides a highly effective foundation for pupils' future learning, development and Preparation for Adulthood. Children typically enter the school with significantly low starting points across communication, social interaction, physical development and readiness for learning. Leaders and staff have a secure understanding of individual needs and provide a personalised curriculum that enables children to make strong progress from their starting points. Leaders are forward focused in ensuring that the curriculum offer meets the needs of the ever changing cohorts.

The curriculum is ambitious, carefully sequenced and rooted in play-based learning. It focuses on the development of communication, executive functioning, self-regulation, early independence and positive learning behaviours. Learning is purposeful, engaging and adapted to meet the complex needs of each child, ensuring that children are supported to explore, communicate and develop confidence within a safe and highly structured environment.

Teaching is highly effective. Staff demonstrate strong expertise in early childhood development, SEND and communication-focused practice. Total Communication approaches are embedded throughout the provision, enabling children to develop their understanding, express preferences and interact increasingly successfully with adults and peers. Consistent routines, purposeful interactions and carefully planned environments support children's engagement, wellbeing and readiness to learn.

Assessment is accurate and responsive. Staff use ongoing observation, baseline assessment and evidence-based monitoring to identify next steps and adapt provision quickly. Leaders use assessment information effectively to evaluate progress, identify emerging needs and ensure children, including disadvantaged pupils, achieve well from their individual starting points.

Partnerships with families are strong. Parents and carers are actively involved in their child's learning journey and value the support, communication and guidance provided by the school. Transition arrangements are highly effective, ensuring children settle quickly into school and move successfully into Key Stage 1 with confidence and continuity of support.

Impact

- Children make strong progress from significantly low starting points across communication, engagement, self-regulation and independence.
- Children develop positive relationships, secure routines and increasing confidence as learners.
- Total Communication approaches enable all children to express needs, make choices and participate actively in learning.
- High levels of engagement and wellbeing support successful learning behaviours and readiness for the next stage of education.
- Strong collaboration with families contributes positively to pupil progress and successful transitions.
- Children leave the Early Years provision well prepared for Key Stage 1 and continued success within their chosen curriculum pathway.

Areas for Development

- Extend the impact of Early Years expertise across the wider Explore Primary pathway to further strengthen consistency of communication, play-based learning and early developmental practice.
- Continue to adapt provision in response to changing cohort needs and increasing complexity of presentation.
- Work collaboratively with the Local Authority to support increasing demand for specialist placements while maintaining the quality of provision and outcomes.

POST-16 PROVISION

Grade	NEEDS ATTENTION
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Post-16 provision is improving rapidly following a period of leadership instability. Leaders have established a clear vision for the sixth form, rooted in the school's commitment to Preparation for Adulthood, and have taken decisive action to strengthen curriculum quality, teaching, accreditation and destination planning. Leaders have an accurate understanding of strengths and remaining priorities and are implementing a well-defined improvement strategy.

The curriculum is increasingly ambitious, coherent and personalised. It is built around the four Preparation for Adulthood outcomes: employment, independent living, community inclusion, and health and wellbeing. Study programmes are tailored to individual needs, aspirations and EHCP outcomes while maintaining high expectations for independence, communication and employability. As a result, students access learning that is relevant, meaningful and increasingly aligned to their intended destinations.

Leaders have strengthened curriculum sequencing and progression routes across Years 12 to 14. Functional Skills, accreditation pathways, careers education, enterprise and work-related learning are now more clearly planned and integrated, ensuring that students build on prior learning and develop increasingly transferable skills for adult life. The individual students' desired destination, attainment and wellbeing determines which learning route they will follow at Sixth Form;

Life Ready Route	Work Ready Route
Social Care Placements and some colleges	Colleges, Supported Internships, Apprenticeships and Paid employment
The students on this learning journey will be working towards the following accreditations; • ASDAN Personal Progress They will also work on Functional Maths and English skills that are relevant, purposeful and meaningful to them and their next stages.	The students on this learning journey will be working towards the following accreditations; • ASDAN Personal, Social Development • Functional Maths Skills(Entry Level 1- Level 2 available) • Functional English Skills(Entry Level 1- Level 2 available)

Teaching is becoming increasingly consistent. Targeted professional development, coaching and quality assurance have improved staff understanding of Post-16 pedagogy, accreditation requirements and Preparation for Adulthood outcomes. Staff are increasingly confident in delivering functional, vocational and community-based learning that develops independence, communication and employability skills.

Work-related learning is a growing strength. Students access enterprise projects, employer encounters, supported work experience and community placements that are carefully matched to their needs and aspirations. Strong partnerships with employers, colleges and external agencies help students apply learning in real-life contexts and develop the confidence, behaviours and skills required for their next stage.

Assessment is closely aligned to EHCP outcomes, accreditation pathways and Preparation for Adulthood milestones. Leaders use assessment information to evaluate progress, identify barriers and adapt provision. Destination planning is effective and involves students, families and professionals working together to secure positive and meaningful next steps.

Post-16 provision is on a strong improvement journey. Leadership is now stable, strategic and focused on raising aspirations and outcomes for all learners. Improvements to curriculum design, accreditation, careers education and work-related learning are strengthening students' readiness for adulthood. While consistency of implementation and evidencing long-term impact remain priorities, students are increasingly well prepared for their next stage of education, employment and adult life.

Impact

- Students make increasingly strong progress towards their Preparation for Adulthood goals, including communication, independence, employability and community participation.
- Accreditation outcomes remain positive and are increasingly aligned to students' aspirations and intended destinations.
- Students benefit from a greater range of careers, enterprise and work-related learning experiences.
- Employer engagement and community-based learning opportunities are increasing students' confidence, independence and readiness for adulthood.
- Families are more actively engaged in planning future pathways and destinations.
- Most students transition successfully to further education, training, adult services or employment-related opportunities that reflect their individual needs and aspirations.

Areas for Development

- Secure consistently high-quality teaching and curriculum implementation across all Post-16 classes, ensuring all students experience ambitious and challenging learning.
- Ensure all students access meaningful accreditation and qualifications that support their aspirations, employability and future destinations.
- Strengthen evaluation of work experience, community learning and employer engagement to demonstrate their impact on independence, employability and destination outcomes.
- Further analyse destination trends and alumni outcomes to inform curriculum development and demonstrate long-term Preparation for Adulthood impact.
- Expand vocational and partnership opportunities to provide increasingly ambitious pathways into further education, supported employment and adult life.