

KEY PRIORITY - Learning environments and provision

Goal: *To ensure consistently good teaching through purposeful and inclusive learning environments and provision that meets the needs of all individuals.*

Rationale: The following areas have been identified through self-evaluation work and feedback from external partners:

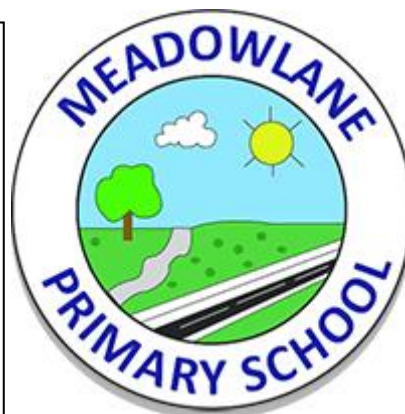
- Foundation Learning environments and practice
- Creating inclusive classrooms and practice
- Effective feedback and marking

School Development Plan

KEY PRIORITY – Attendance

Goal: *To strengthen pupil attendance through a whole-school approach that promotes inclusion, belonging and positive relationships*

Rationale: The whole school community needs to share a clear vision, values, and ethos for attendance. All staff and stakeholders need to understand and should be able to articulate their roles in supporting children and families, embedding attendance as a collective priority. A year-on-year implementation strategy will ensure sustained improvement, supported by staff access to ongoing professional development. Meadowlane's vision will be evident in language, routines, policy, professional development, displays, and the website. Pupils need to experience belonging, while staff and the whole school community drive improvement through shared responsibility.



2026 - 2027

Key Priority – Pupil Voice

Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 13: Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

Goal: *Support the development of children's leadership skills by providing them with a voice in their learning and whole school developments.*

Rationale: The school I-Voice value the opportunity to support whole school developments and have demonstrated leadership skills by setting agendas and writing minutes for their meetings. This now needs to be expanded to all I-Voice groups to enable all children opportunities to develop these leadership skills. In addition to this, children have started contributing to their learning, e.g. through planning activities to apply their key skills, however, this needs to be developed further.

Key Priority - Reading

Article 28: Children have the right to a quality education.
Article 29: Education should help children develop their talents and abilities to their full potential.

Goal: *To create a reading culture that develops children's reading skills whilst developing a love for books.*

Rationale: The children at Meadowlane make limited progress in their reading skills during the younger years, with many children struggling to secure a good phonics knowledge. This progress accelerates significantly in the older years, however, many children do not choose to read unless they are required to by an adult.