

Meridian Angel School Development Plan Priorities 2026–2027

Priority 1: Embed a Coherent, Ambitious Curriculum and Assessment Model Across All Subjects

Secure consistent curriculum implementation and assessment across all subjects so that pupils progressively acquire, retain and apply essential knowledge, disciplinary understanding and subject-specific vocabulary, with leaders able to evidence curriculum impact confidently across the full breadth of provision.

Strategic actions

- Embed the Trust curriculum so that progression in knowledge, vocabulary and disciplinary thinking is clear across all foundation subjects, with a particular focus on history, geography and art.
- Strengthen planning and teaching in history, geography and art so that pupils build secure subject knowledge, use precise vocabulary and make meaningful links across these subjects and the wider curriculum.
- Develop manageable assessment systems that enable teachers and leaders to evaluate what pupils know, remember and can do.
- Strengthen reading across the curriculum through high-quality texts, vocabulary teaching and purposeful opportunities to apply knowledge.
- Ensure subject leaders use work scrutiny, pupil voice, lesson visits and assessment information to evaluate implementation and impact.
- Use monitoring findings to provide timely coaching, professional development and curriculum refinement.

Measurable targets

- Curriculum plans show clear progression in knowledge, vocabulary and disciplinary understanding across all subjects by the end of the spring term.
- Foundation subject assessment systems are implemented consistently and reviewed termly by subject leaders and senior leaders.
- Lesson visits and work scrutiny demonstrate agreed curriculum and assessment approaches in at least 90% of sampled evidence by the summer term.

- Pupil voice shows that at least 90% of sampled pupils can recall prior learning and explain key concepts using subject-specific vocabulary.

Success criteria

- Curriculum implementation is consistent, ambitious and well sequenced across the school.
- Teachers use assessment accurately to identify misconceptions, adapt teaching and plan next steps.
- Pupils demonstrate improved long-term retention and application of knowledge across the wider curriculum.
- Subject leaders can evidence curriculum impact and identify precise next steps for improvement.

Priority 2: Strengthen Inclusion, Adaptive Teaching and Targeted Provision

Further strengthen inclusive practice so that pupils with SEND, disadvantaged pupils, pupils with multiple vulnerabilities and pupils who require additional support are identified early, receive precise adaptive teaching and targeted provision, and are enabled to belong, achieve and thrive.

Strategic actions

- Embed adaptive teaching as the universal first level of support in every classroom.
- Strengthen the assess, plan, do, review cycle so teachers take greater ownership of identification, provision and impact review.
- Improve the quality and evaluation of SEND provision maps, intervention records and Individual Support Plans.
- Develop staff expertise in communication and interaction, neurodiversity, SEMH, EAL and complex needs through targeted professional development.
- Use pupil and parent voice more systematically to evaluate whether provision enables pupils to feel supported and successful.

Measurable targets

- APDR reviews demonstrate that targets are implemented, reviewed and adjusted for 100% of pupils receiving additional provision.

- Provision maps are reviewed termly, with intended impact, responsible adults and review dates clearly recorded.
- Monitoring shows increasingly consistent adaptive teaching, scaffolding, modelling, questioning and responsive teaching across classrooms.
- Attainment gaps narrow for disadvantaged pupils and pupils with SEND across core and foundation subjects.

Success criteria

- Inclusive practice is consistently implemented and enables vulnerable pupils to access the intended curriculum successfully.
- Individual plans and provision maps are live documents that inform classroom practice and targeted support.
- Targeted provision leads to improved progress from pupils' starting points.
- Parents and pupils report clearer support, stronger partnership and greater confidence in SEND and disadvantaged provision.

Priority 3: Secure Strong Outcomes in Reading, Writing, Mathematics and Early Foundations

Build on improving outcomes by strengthening early foundations, phonics, reading fluency, writing, mathematics and greater-depth provision so that all pupils, particularly disadvantaged pupils and pupils with SEND, make strong progress and achieve well across phases.

Strategic actions

- Sustain strong EYFS practice through high-quality interactions, early language development, precision teaching and targeted support.
- Strengthen phonics teaching and catch-up so pupils secure early reading knowledge rapidly and confidently.
- Develop reading fluency through regular practice in accuracy, automaticity, prosody and comprehension.
- Improve writing through consistent approaches to transcription, sentence construction, vocabulary, spelling, handwriting and purposeful composition.
- Use pupil progress meetings to identify pupils below or out of year group expectations and implement timely, gap-specific support.

- Increase challenge for pupils capable of achieving greater depth, particularly in Key Stage 2 reading, mathematics and combined outcomes.

Measurable targets

- EYFS GLD is sustained at or above current strong outcomes, with disadvantaged pupils and pupils with SEND making accelerated progress from starting points.
- Year 1 phonics outcomes improve to at least national, with Year 2 catch-up remaining strong.
- Reading fluency assessments show improved accuracy, pace, expression and comprehension for pupils receiving targeted support.
- Writing outcomes improve for disadvantaged pupils and pupils with SEND, particularly in Key Stage 2.
- Greater-depth outcomes increase in Key Stage 2 reading, mathematics and combined Reading, Writing and Mathematics.

Success criteria

- Pupils are well prepared for the next stage of learning because foundational knowledge is secure.
- Phonics teaching is consistent, expert and closely monitored, leading to stronger outcomes and improved catch-up.
- Pupils read with increasing fluency, confidence and comprehension across the curriculum.
- Writing improves because pupils develop secure transcription, vocabulary, sentence construction and composition knowledge.
- Disadvantaged pupils and pupils with SEND make stronger progress and remaining attainment gaps narrow.

Priority 4: Improve Attendance, Belonging and Personal Development for Vulnerable Pupils

Maintain strong whole-school attendance while continuing to reducing persistent absence for pupils with SEND, disadvantaged pupils and FSM pupils, and strengthen personal development, pupil leadership, enrichment and wellbeing so that every pupil experiences a stronger sense of belonging and participation.

Strategic actions

- Use attendance data half-termly to identify pupils at risk of persistent absence and intervene before thresholds are reached.
- Prioritise pupils with SEND, disadvantaged pupils and FSM pupils for coordinated attendance, pastoral and family support.
- Strengthen communication with families about attendance expectations, punctuality, illness and support available.
- Develop a coherent personal development offer, including RSHE, British Values, SMSC, careers-related learning, enrichment and community engagement.
- Expand pupil leadership opportunities so pupils can influence school improvement and promote inclusion.
- Monitor participation in enrichment and leadership opportunities for disadvantaged pupils and pupils with SEND.

Measurable targets

- Whole-school attendance remains above national and persistent absence reduces further.
- SEND persistent absence reduces from 26.2% towards national, with individual plans in place for pupils at highest risk.
- Disadvantaged and FSM persistent absence reduce from 16.7% towards the whole-school figure.
- All pupils identified as at risk of persistent absence have a documented support or monitoring plan with regular review of impact.
- Participation in pupil leadership and enrichment is mapped and monitored for disadvantaged pupils and pupils with SEND.

Success criteria

- Attendance improves because barriers to belonging, access and engagement are identified earlier and addressed more effectively.
- Persistent absence reduces for SEND, disadvantaged and FSM pupils.
- Families understand expectations and receive timely support and challenge.

- Pupils experience broader leadership, enrichment and community opportunities that strengthen confidence, responsibility and belonging.
- Personal development is planned, sequenced and evaluated so leaders can evidence its impact on pupils' wider development.

Priority 5: Strengthen Leadership, Governance, Monitoring and Behaviour Systems

Strengthen leadership at all levels, governance challenge, monitoring and evaluation, behaviour systems and stakeholder engagement so that school improvement is evidence-informed, consistently implemented and clearly focused on improving provision and outcomes for pupils.

Strategic actions

- Establish a sharper monitoring and evaluation cycle linked directly to SDP priorities, pupil outcomes and classroom practice.
- Strengthen middle leadership so subject and phase leaders routinely evaluate impact and identify precise next steps.
- Support governors to use school evidence, data and monitoring outcomes to provide strategic challenge.
- Sustain calm classroom and school routines while improving behaviour during playtimes and lunchtimes through consistent expectations and structured provision.
- Address increases in racist and online safety incidents through targeted curriculum work, restorative practice, pupil education and family engagement.
- Maintain a focus on staff development, workload and wellbeing so improvement is sustainable.

Measurable targets

- Middle leaders complete termly evaluations that evidence actions taken, impact on provision and next steps.
- Monitoring records show that agreed actions are followed up and lead to measurable improvements in teaching, curriculum or pupil outcomes.
- Governor minutes show sharper evidence-based challenge linked to SDP priorities.

- Lunchtime and playtime incident analysis shows improved conduct through clearer routines, adult engagement and structured provision.
- Racist and online safety incidents are analysed termly, with curriculum and pastoral actions reviewed for impact.
- Staff voice indicates improved clarity, consistency and confidence in school systems.

Success criteria

- Leaders at all levels understand their role in securing school improvement and can evidence the impact of their actions.
- Monitoring is regular, focused and followed by timely coaching, accountability and support.
- Governors receive clear evidence of progress and provide effective challenge.
- Behaviour remains calm and purposeful, with improved conduct during unstructured times.
- Stakeholder voice informs school improvement and pupils, parents and staff report stronger communication, participation and confidence in school systems.