



Meridian Primary School

Self-Evaluation

Academic Year: 2026 2027

Update: October 2026

Headteacher: Becky Snelling

Co-Chairs of Governors: Ruth Noble & Richard Mulderij

School Context:

Meridian Primary School is a one-form entry, local authority maintained school situated in the rural village of Comberton, approximately six miles west of Cambridge, within the South Cambridgeshire district. The school serves the local community and surrounding rural catchment area and it plays an integral role in village life, with strong community links.

As of September 2026, the school has 183 pupils on roll, with numbers rising due to our recent growing reputation for improving quality of education. Cultural diversity within the school is increasing; currently, 17 languages are spoken in our community, reflecting a rich mix of cultural backgrounds among our families.

The school is on a rapid trajectory of improvement, having come out of a Rapid Improvement Group (RIG) in Autumn 2025 and then a cessation of Termly Reviews shortly after in Summer 2026.

In June 2026 the Local Authority stated: “There is a clear vision to foster well-rounded, lifelong learners, fully prepared for the next stage in their education. School leaders and the Local Authority are now increasingly confident that the school is securely performing at an ‘expected’ level across all areas. In light of this, a recommendation is made to cease the Termly Review process, reflecting confidence in the school’s capacity to be self-sustaining and to continue its improvement journey independently. Their continued focus on placing pupils at the heart of all decision-making is particularly recognised. Overall, this marks a positive milestone, recognising the hard work and dedication of the whole school community in securing improvements for pupils”.

Meridian is an active member the CB23 Network, an established partnership of 11 local primary schools and 2 secondary schools. This collaboration enables effective sharing of good practice, professional development opportunities and smooth transitions. The headteacher also represents the CB23 cluster on the Cambridge Primary Heads group, ensuring the school remains engaged in local strategic development and informed about wider educational priorities.

The village of Comberton is generally an affluent area, yet the school recognises and responds to the needs of a small number of families facing rural deprivation. While the Index of Multiple Deprivation places the school within the 20% least deprived areas nationally, this figure can obscure the challenges experienced by some of our most vulnerable pupils and families and we are working hard to support them and remove barriers.

Meridian maintains strong transition links with both the local playgroup and the nearby village secondary school, ensuring that children are well-supported during key points of change, particularly at entry into Reception and exit from Year 6.

Pupil Premium: 12.6% total Expanded: 7.1% Targeted: 5.5%	SEND not inc EHCP: 13.5% <i>National 14.8%</i> EHCP: 1.5% <i>National 6%</i>	EAL: 18% <i>National 21.4%</i>	Ethnicity: 69% White British 7% Other white 1.5% Chinese 6% Mixed - Asian 4% Black - African 1.5% Indian 11% Other mixed
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Self-Evaluation against Ofsted Areas for Improvement (AFIs) - Inspection September 2024

AFI 1	AFI: Staff's expectations for pupils' behaviour in the classroom are not consistently high enough. This results in some pupils not listening well to instructions, becoming distracted and not completing work to a high standard, and pupils miss out on learning as a result. The school should ensure that high expectations for pupils' behaviour are shared and consistently acted on. Progress: - The introduction of Cambridgeshire Therapeutic Thinking (CTT), whole-school training and targeted coaching have established clearer expectations, more consistent routines and a stronger focus on emotional regulation. - Recorded behaviour incidents fell from 148 in 2024–25 to 85 in 2025–26, while serious incidents reduced from 18 to 3 and recorded bullying incidents from 14 to 1. - External adviser feedback recognises significant improvements in staff approaches to behaviour, calmer classrooms and pupils' readiness to learn. The SIA recently reported "how significant the changes have been in the staff approach to supporting pupils, particularly around behaviour".
AFI 2	AFI: The school has not given enough importance to staff training and professional development in some subjects. As a result, teachers and middle leaders lack a detailed understanding of each subject and do not create learning tasks that ensure pupils develop effective knowledge and skills related to that subject. This also negatively impacts on pupils' subject-specific language development, including in the early years. The school should ensure that staff have the expertise required to teach all subjects effectively to better support pupils' learning across the full range of subjects. Progress: - Leadership changes, strengthened subject and phase leadership, and targeted external support have improved teaching quality and leadership capacity. - A more systematic programme of evidence-informed CPD is now directly linked to school improvement priorities, supported by protected subject leader release time, staff collaboration and follow-up monitoring. - The Meridian Curriculum provides clearer subject sequencing, progression and vocabulary expectations. External advisers have recognised significant improvements in teaching and learning, and Meridian is increasingly sharing effective practice with other schools. - Improvements are evident in phonics (81% achieving the expected standard), Early Years GLD (74%) and the Multiplication Check (53% achieving full marks in 2026, compared with 6% in 2025). - The 2026–27 priority is to continue to embed a culture of continuous improvement, ensuring that professional development translates consistently into high-quality teaching and stronger outcomes, particularly in writing and for disadvantaged pupils and those with SEND.
AFI 3	AFI: Consistent approaches to assessing pupils' knowledge have not been effective enough. This means that teachers do not know what prior knowledge pupils have retained and what they still need to learn. Learning tasks for pupils do not develop pupils' knowledge by building on prior knowledge effectively. This affects all pupils but particularly pupils with SEND. The school should ensure that assessments are used effectively to design learning tasks that support pupils to learn the planned curriculum effectively. Progress - The Meridian Curriculum now provides clearer sequencing, essential knowledge, vocabulary and learning endpoints, helping teachers plan learning that builds on prior knowledge. - Assessment practice has strengthened through improved moderation, pupil progress meetings and greater use of assessment information to identify gaps and target support. 'Connect' tasks are being embedded across lessons to revisit prior learning, check retention and inform subsequent teaching. Live marking and feedback are also developing to address misconceptions and move learning forward. - SEND provision has strengthened through APDR cycles, provision mapping and more systematic identification of individual needs, supporting more targeted adaptations and interventions. - A 2026–27 priority is to embed assessment for learning consistently across classes and subjects, ensuring that assessment leads to timely adaptations and demonstrable progress for all pupils, particularly those with SEND and disadvantaged pupils.



Safeguarding

Judgement: Met

Safeguarding is a strong and well-established feature of the school's culture. Leaders have created an open and vigilant environment in which safeguarding is understood as everyone's responsibility. Staff are well trained, confident in reporting concerns and supported effectively by an accessible DSL team. Pupils feel safe, know who to go to for help and are taught how to recognise and manage risk through the curriculum and wider school experiences.

Leadership and governance provide effective oversight through regular DSL reviews, safeguarding governor monitoring, scrutiny of safeguarding data and external audit. The school works effectively with external agencies and demonstrates that it learns from incidents and uses this learning to strengthen practice. September 2026 LA audit evidence confirmed that **"Safeguarding policies and procedures are well embedded and understood by staff"**. The auditor also noted a **"positive and discernible change to the culture"** since their previous visit, prior to new leadership.

Strengths:

- Safeguarding is highly visible and embedded across school life, with a strong culture of shared responsibility.
- Staff are well trained, vigilant and confident in recognising, recording and responding to concerns through MyConcern.
- DSLs provide effective oversight through regular case review, triage, chronology checks and analysis of emerging trends.
- Leaders work effectively with Children's Social Care, Police, MASH, LADO and other agencies and act promptly on professional advice.
- Governors provide strong challenge and oversight through termly safeguarding visits, the 'Safeguarding Wheel' focus areas on every agenda, policy review, SCR checks and scrutiny of safeguarding data.
- Pupils feel safe and know how to seek help. Pupil voice is used to evaluate and improve safeguarding provision.
- Safeguarding is embedded through PSHE/RSHE, online safety, assemblies and wider opportunities including road safety with our JTA team, Bikeability, relationships education and mental health awareness.
- Leaders demonstrate clear learning from incidents, with changes to supervision, routines and support implemented where required.
- Safer recruitment, the Single Central Record, Prevent arrangements and safeguarding policies are securely managed and regularly reviewed.
- Strong pastoral provision, including ELSA, an alternative lunchtime provision – The Chill Zone- and external agency support, helps vulnerable pupils to remain safe and engaged.

Areas for Development:

- Continue to refine safeguarding systems and site-security arrangements as part of the school's established cycle of review, ensuring that strong practice remains consistently rigorous and responsive to emerging needs.



Inclusion

Judgement: Expected Standard

The school meets the expected standard for inclusion. Inclusion is a clear strategic priority, with strong wider leadership ensuring that pupils' needs are identified and appropriate support is provided. The school has made positive progress in addressing historic differences in outcomes, with current priorities focused on securing further improvement for disadvantaged pupils and in writing.

Overall, the school has the leadership, systems and partnerships needed to support pupils effectively and remove barriers to learning and wellbeing. The focus for 2026–27 is on strengthening consistency and demonstrating the impact of provision.

Strengths

- Inclusion is a strategic priority within the 2026–27 School Improvement Plan, with SEND and disadvantaged pupils identified as key areas for improvement.
- Leaders use baseline assessment, teacher assessment, SEND registers, pupil progress information and vulnerability profiles to identify needs and plan appropriate support.
- A clear graduated approach is established through waves of provision, APDRs, provision mapping and specialist advice.
- Pupil Premium funding is targeted towards identified barriers, including high-quality teaching, targeted intervention, phonics, ELSA and additional adult support.
- Leaders increasingly evaluate provision at individual pupil level, recognising the importance of progress and impact alongside cohort percentages.
- Staff receive regular CPD and support in meeting the needs of SEND and disadvantaged pupils, with monitoring through learning walks, book looks and intervention reviews.
- Strong partnership working with the Local Authority and external specialists, including SALT and educational psychology, supports appropriate adjustments to provision.
- Pupils known to or previously known to children's social care are supported effectively, with relationship-based work with families and appropriate multi-agency involvement.
- The school ensures that vulnerable pupils continue to access the full curriculum and wider opportunities.
- There is no current external Alternative Provision; appropriate processes are established should this be required.

Areas for Development

- Strengthen the consistency and evaluation of SEND provision, ensuring that APDR targets, provision mapping and monitoring consistently demonstrate the impact of support on pupils' learning and wellbeing.
- Continue to narrow identified gaps for disadvantaged pupils and strengthen outcomes in writing, through the 2026–27 School Improvement Plan, with regular evaluation of the impact of targeted provision.



Curriculum and Teaching

Judgement: Expected Standard

The school meets the expected standard for curriculum and teaching. Significant improvements under new leadership have strengthened the quality and consistency of teaching, with the Meridian Curriculum providing a clear and coherent framework for learning. Leaders have a clear understanding of strengths and priorities and act promptly where further improvement is required.

The impact of this work is increasingly evident in teaching practice and beginning to be evident in pupil outcomes. In September 2026, following a learning walk, the SIA noted that there have been **“significant changes in the quality of teaching and learning across the school, reflecting the impact of sustained leadership challenge, support and professional development”**.

Improving writing has been a sustained priority across 2025–26 and 2026–27, with clearly sequenced learning, progressive expectations for each year group and increased focus on the quality of teaching and outcomes. In 2026–27, this work is complemented by a stronger focus on assessment for learning (AfL), with Connect tasks used routinely across lessons to build on prior learning, check understanding and inform teaching.

Strengths

- The Meridian Curriculum provides clear progression, sequencing, end points and key vocabulary across subjects, with clear teaching sequences in all subjects.
- Writing has been a sustained school priority, with clearly sequenced units, agreed year-group expectations and a stronger focus on foundational writing skills.
- These foundational skills are prioritised through systematic phonics and daily teaching of reading, spelling, handwriting, grammar and mathematics in all year groups.
- Leaders have a clear understanding of curriculum and teaching quality and use monitoring, pupil outcomes and professional advice to target staffing, CPD and support where needed.
- Sustained professional development is improving teaching practice, with targeted support linked to identified needs and measurable impact.
- The quality of teaching has improved significantly, with learning walks and work scrutiny showing stronger expectations, adaptive teaching and attention to pupils’ starting points.
- Assessment for learning is an increasing strength, with Connect tasks used across lessons to revisit prior learning, identify gaps and inform subsequent teaching. Live marking is increasingly used effectively to move learning on in lessons.
- The implementation of Little Wandle is secure, with phonics outcomes remaining above national expectations.
- Targeted support and reasonable adaptations are generally well matched to pupils’ needs, including SEND and disadvantaged pupils.
- There is clear evidence of impact, including the improvement in the Multiplication Check, with 53% achieving full marks in 2026 compared with 6% in 2025, above the national figure of 37%.

Areas for Development

- Continue to embed consistency in teaching approaches and expectations across all classes and subjects, especially where there are new teaching staff.
- Embed the 2026–27 SIP AfL focus, ensuring assessment approaches are used consistently to identify misconceptions and adapt teaching.
- Continue to strengthen the teaching of writing, ensuring the rigorous approach, improved sequencing and year-group expectations translate consistently into stronger pupil outcomes.
- Continue to develop adaptive teaching and curriculum adaptations so that provision for SEND and disadvantaged pupils is consistently high quality, removing barriers to learning.
- Sustain the impact of recent improvements through continued monitoring, professional development and targeted support where required.



Achievement

Judgement: Expected Standard

Pupil achievement meets the expected standard overall, with secure outcomes in several key areas and strong foundations in EYFS, phonics, reading and mathematics. Leaders now have a more secure understanding of attainment and progress, supported by improved assessment and moderation. Writing and outcomes for disadvantaged pupils remain relative areas of weakness, but these have been clearly identified and are being addressed through the 2025 – 2026 and 2026–27 School Improvement Plans.

Strengths

- Overall attainment is broadly in line with national expectations, with particular strengths in Phonics, Early Years GLD, the Year 4 MTC and KS2 reading and mathematics.
- EYFS outcomes are strong, with 74% achieving GLD in July 2026, above the latest national figure.
- Phonics outcomes are secure, with 81% passing the 2026 screening check, broadly in line with national.
- Daily teaching of foundational skills in phonics, spelling, handwriting, reading, arithmetic and times tables supports pupils in securing essential knowledge and fluency.
- Leaders now have greater confidence in the accuracy of assessment information, supported by internal and external moderation and strengthened staff expertise.
- Pupil progress meetings and assessment information are used to identify pupils who need additional support and to adapt provision.
- Pupils with SEND and other barriers to learning are supported through targeted intervention, APDRs and close monitoring of individual progress.
- Attendance and welfare support for vulnerable pupils is closely monitored to ensure that barriers to learning are addressed.

Areas for Development

- Continue to improve writing outcomes through the 2026–27 whole-school focus, including daily discreet foundational skills teaching, clearly sequenced writing units, explicit year-group expectations and consistent teaching approaches.
- Continue to strengthen outcomes for disadvantaged pupils through targeted support, high expectations and regular evaluation of impact.

July 2026 Data Summary

KS2 Attainment Summary July 2026				
	Reading	Writing	Maths	RWM Combined
GDS	48%	6%	26%	3%
EXS	81%	58%	74%	58%

Year 4 Multiplication Check	Whole Class average = 22.8
	% of children who achieved full marks = 53%

Phonics Screening Check	Year 1 = 81%
	Year 2 retakes = 75%

GLD	74%
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Attendance and Behaviour

Judgement: Strong Standard

Leaders have established a calm, purposeful and therapeutic culture that supports positive behaviour, emotional regulation and attendance. The introduction of Cambridgeshire Therapeutic Thinking (CTT) has strengthened relationships, clarified expectations and improved consistency. Leaders use data effectively to identify concerns, target support and evaluate impact. Attendance has risen to 96.93% in 2025–26, while behaviour incidents, serious incidents and bullying have reduced significantly. Pupils understand the school's values and consider behaviour systems fair.

External adviser feedback recognises “how significant the changes have been in the staff approach to supporting pupils, particularly around behaviour,” with reports also reflecting “the good behaviour across the school”. Leaders recognise the need to improve disadvantaged pupils' attendance further and sustain consistency across all staff and settings.

Strengths

- Attendance is monitored weekly, with clear procedures for follow-up, early intervention and escalation.
- Whole-school attendance has risen from 95.13% in 2022–23 to 96.93% in 2025–26.
- Persistent absence reduced from 12 pupils in 2023–24 to 8 in 2025–26.
- Disadvantaged pupils' attendance improved from 91% in 2024–25 to 93% in 2025–26 following implementation of robust processes and support for families.
- The CTT-based behaviour policy, linked to the school's five values, establishes clear expectations and consistent routines.
- Whole-school training, refresher CPD and targeted coaching support consistent staff practice.
- Recorded behaviour incidents fell from 148 in 2024–25 to 85 in 2025–26; serious incidents reduced from 18 to 3.
- Recorded bullying incidents fell from 14 in 2023–24 to one in 2025–26.
- Restorative approaches promote emotional regulation, responsibility and relationship repair, supporting a calm learning environment.
- RRP, Assess Plan Do Review cycles and targeted SEND, emotional and family support address individual barriers.
- Pupil voice indicates that children understand the school's values and view behaviour systems as fair.
- External adviser feedback confirms improvements in behaviour, staff practice and pupils' readiness to engage in learning.

Areas for Development

- Improve disadvantaged pupils' attendance, which remains 3.93% below the whole-school figure despite recent improvement.
- Strengthen consistency in applying behaviour expectations and routines across all staff and settings through monitoring, coaching and CPD.
- Further evaluate the impact of targeted interventions across pupil groups to ensure improvements are sustained and barriers are addressed promptly.



Personal Development and Wellbeing

Judgement: Strong Standard

The school provides a coherent, inclusive and increasingly extensive programme of personal development and wellbeing through the taught curriculum, enrichment and pastoral support. The school's five values underpin pupils' spiritual, moral, social and cultural development, with the value of community playing a particularly important role in fostering belonging, inclusion and shared responsibility. PSHE, RSE and digital literacy equip pupils with knowledge and skills for life, while enrichment, careers encounters and leadership opportunities develop confidence, resilience, independence and aspiration. Effective pastoral systems identify and support individual needs, with participation trackers and reasonable adjustments helping pupils access opportunities. Pupil voice, positive feedback and adviser observations indicate that provision is having a positive impact. Leaders continue to strengthen the evaluation of impact and ensure opportunities are progressive, accessible and beneficial for all pupils.

Strengths

- The five school values are embedded through assemblies, celebration and rewards, curriculum planning and everyday school life. Community is particularly promoted to strengthen belonging, inclusion and responsibility for others.
- PSHE, RSE and digital literacy are taught explicitly, supporting healthy relationships, personal safety and responsible choices.
- British values, protected characteristics and cultural diversity are promoted through curriculum themes, assemblies, books, visits and world news assemblies.
- A broad enrichment offer includes trips, visitors, music, sport, art, coding, the environment, performances, tournaments and residential experiences.
- Careers encounters, including the Year 5 CB23 careers fair, visitors and community links, broaden horizons, challenge stereotypes and raise aspirations.
- Pupil voice is actively encouraged through the school council, leadership roles, consultations and opportunities to influence school decisions, strengthening pupils' sense of belonging.
- Leadership roles, peer buddies and play leaders develop responsibility, confidence, cooperation and independence.
- The Mental Health Lead, ELSA provision, chill zone, family link worker and trained pastoral staff provide targeted support for emotional wellbeing.
- APDR cycles, provision mapping and safeguarding oversight support early identification of need and timely intervention.
- Wider Opportunities and Disadvantaged trackers monitor participation, with reasonable adjustments helping pupils with SEND and other barriers access enrichment and leadership opportunities.
- Leaders report that no pupil has missed an opportunity, trip or visit because of disadvantage, with practical adaptations made where necessary.
- Pupil voice, positive parent feedback, strong EYFS GLD outcomes and adviser observations indicate positive experiences, improved engagement and effective early personal development.

Areas for Development

- Strengthen evaluation of the impact of personal development and pastoral interventions.
- Continue to monitor participation and outcomes for disadvantaged pupils and those with SEND, ensuring equitable access and adapting provision where necessary.
- Further develop progression in character education, pupil leadership and careers awareness across year groups, ensuring opportunities build systematically towards greater independence and readiness for secondary school.



Early Years

Judgement: Strong Standard

The Early Years provision offers children a positive and ambitious start to their education. Leaders have driven rapid improvement through effective evaluation, clear priorities and a strong commitment to meeting the needs of every child. Children are happy, settled and increasingly independent, developing the confidence and skills needed for future learning. External adviser feedback recognises the “rapid change and improvement” and consistently high expectations, with children well prepared for Year 1. Outcomes are strong, with 74% of children achieving a Good Level of Development (GLD) in 2026, above the national figure of 68.3%. Leaders continue to refine provision to sustain improvement and ensure all children make the best possible progress.

Strengths

- Strong EYFS leadership, action planning and quality assurance drive improvement and ensure statutory requirements are met.
- A carefully sequenced curriculum across all seven areas of learning builds on children’s starting points and supports progression.
- Daily taught sessions in phonics, handwriting, reading and mathematics establish strong foundations in essential skills.
- Children are “choosing to write independently using their phonic knowledge”, demonstrating growing confidence and independence.
- High-quality interactions, daily story time and planned vocabulary development strengthen communication, language and comprehension.
- Little Wandle phonics is implemented across Reception to Year 2, supported by regular assessment, targeted catch-up and parental engagement.
- Adviser feedback highlights that children are “fully engaged,” with “lots of examples of collaborative play”.
- Skilled staff adapt provision to meet individual needs, including those of disadvantaged children and children with SEND.
- A strong team approach supports emotional regulation, positive relationships and children’s wellbeing.
- A strong transition programme ensures children are ready for school, and transition information from feeder settings informs initial provision. Collaborative working with Year 1 supports continuity and progression.
- Children develop independence, cooperation and a sense of belonging through shared experiences and the Reception and Year 6 buddy system.

Areas for Development

- Continue to refine outdoor provision to extend challenge, independence and curriculum coverage across all areas of learning.
- Further strengthen alignment between Reception and Year 1, particularly in early literacy, mathematics and expectations for independent learning, to ensure consistently strong progression for all children.



Leadership and Governance

Judgement: Strong Standard

Leadership and governance have strengthened significantly, with a clear strategic vision, robust systems and a relentless focus on improving outcomes for all pupils. The School Improvement Adviser recently commended **“the leadership for the challenge and support provided to make these improvements a reality for pupils across the school”**. The School Improvement Plan (SIP) is evidence-informed, with measurable priorities, aligned monitoring and professional development driving improvements in teaching, curriculum and inclusion. Leaders at all levels are increasingly effective, supported by structured appraisal, collaborative working and targeted external expertise. Governance provides effective support and challenge, while staff wellbeing, parental engagement and community partnerships remain important priorities. The School Improvement Adviser recently recognised **“the significant changes in the quality of teaching and learning across the school”**, while the Rapid Improvement Group review confirmed the local authority’s **“confidence in the school’s capacity to be self-sustaining and to continue its improvement journey independently”**. Leaders’ **“unwavering commitment to improvement”** and focus on placing pupils at the heart of decision-making underpin the school’s progress. The priority now is to embed consistency and demonstrate sustained impact across all areas of school life.

Strengths

- The SIP reflects an accurate understanding of the school’s context, with clear priorities, measurable success criteria and a monitoring calendar aligned to improvement actions.
- Decisive leadership actions have strengthened staffing and leadership capacity, improving the quality and consistency of teaching.
- Measurable improvements include phonics outcomes of 81%, GLD of 74% and improved multiplication check outcomes following targeted action.
- Professional development is evidence-informed, linked directly to school priorities and supported by protected release time, peer collaboration and follow-up monitoring.
- Appraisal targets align with the SIP, ensuring staff understand their contribution to school improvement and take responsibility for developing their practice.
- Governors provide strategic oversight and appropriate challenge through structured link roles, monitoring visits and meetings aligned to school priorities.
- Leaders prioritise staff wellbeing and manageable workload through considered planning, clear expectations and supportive professional relationships.
- Strong communication and engagement with parents, including newsletters, Dojo, Welcome Wednesdays, headteacher drop-ins and SEND coffee mornings, build trust and support pupils’ belonging.
- The value of community is promoted across school life, strengthening relationships between pupils, families and staff.
- Partnerships with the local authority, CB23 network and other schools support professional learning, moderation and the sharing of effective practice. Meridian is increasingly recognised as a source of good practice.
- Leaders place pupils at the heart of decision-making, with particular attention to disadvantaged pupils, those with SEND and other vulnerable groups through targeted provision, APDR cycles and strategic monitoring. The local authority recognised **“the hard work and dedication of the whole school community in securing improvements for pupils”**.

Areas for Development

- Continue to embed consistency and evaluate the sustained impact of school improvement priorities, particularly in writing, adaptive teaching, assessment for learning and outcomes for disadvantaged pupils and those with SEND.
- Further develop leadership capacity at all levels, ensuring middle and subject leaders confidently evaluate impact, share effective practice and contribute to sustained improvement