



Uplands Primary School Development Plan 2023- 24

Where are we now?

The school was judged as GOOD by Ofsted in March 2023 with only just one area for improvement: task adaptation including for SEND. There were many strong aspects to the outcome of the inspection such as: safeguarding, relationships between pupils and staff and the curriculum. The curriculum was noted as being *engaging and sequenced*, building on what pupils know. Early reading and phonics was identified as a strength and the maths deep dive was very strong. Personal development continued to be a strength of the school and the many opportunities for pupil's development were noted.

The school has recently demonstrated that there is good capacity in Leadership through the Headteacher's secondment and staff 'acting up'. Recently the Headteacher has secured a promotion and will be leaving to take up her new post in January 2024. In addition to this, there have been further changes to our middle leadership as two team leaders have stepped down from their roles. We acknowledge the challenges that the recruitment process may bring and our school development plan reflects this.

Our outcomes for the end of the previous academic year were as expected but still not as high as before the pandemic. We continue to remain above county and national averages in most areas however, we wish to improve our academic achievements. We have identified some specific areas in the data where it has fallen below our high expectations; for example in KS2 our GD results for Reading, Writing and Maths are lower than national and county averages. For KS2 Reading in particular, 77.8% of children secured the expected standard, which impacted on our combined averages. Our Greater Depth percentages for reading were improved from last year (24% in 2022, 29% in 2023) but this remains an area for development this academic year.

Our priorities for improvement below have arisen from data, learning walks, monitoring, book samples, national/local developments, feedback from staff as well as from our OFSTED visit.

What are our priorities this year?

We have identified that we need to develop our staff understanding of SEND, including barriers to learning and strategies to effectively support all learners *to know more and remember more* (Ofsted 23). We also need to review our SEND systems to ensure that the children's needs are met across the curriculum through effective task adaptation.

Our KS2 results for reading fell below expectations, which affected the combined score for pupils achieving in all three areas: Reading, Writing and Maths. We need to develop children's fluency in reading and increase their reading stamina. We want to broaden their reading diet to allow pupils to practise their reading, building experience with increasingly complex texts, encountering new knowledge, gaining new language including vocabulary, and developing their fluency.

It was noted during the inspection that some pupils were slow to settle to their tasks and displayed some more passive learning behaviours. There are some differences in expectations from staff across the school – for example, different expectations regarding pupils moving through school. We need to clarify and monitor staff expectations to ensure that all pupils are supported in being the best they can be during their time in school.

Safeguarding continues to be at the heart of everything we do at Uplands. As agreed with the Governing Body, safeguarding remains on our school development plan to ensure that it continues to be a priority in everything we do.

Our improvement priorities are:

Target 1: To ensure that the provision across the full curriculum meet the needs of learners with SEND, to ensure they know and remember more.

So that by July 2024:

- Provision is personalised accordingly for SEND groups and individuals. Specific task design is driven from formative assessment which teachers capture from marking and teaching.
- Observed practise shows the needs of SEND learners are met each lesson and that adaptations support their learning journeys
- Monitoring by SLT and subject leaders will show this is consistent across the whole curriculum
- Children with SEND, and barriers to learning, will be making good progress from their starting point. SEND trackers will show that they are continuing to meet their milestone goals and therefore making progress.
- SEND systems are in place so that Leaders can evidence that SEND pupils make progress. SEND pupils accelerating progress through the tracking system.
- Outcomes for pupils with SEND will have improved. SEND pupils will achieve above national and HCC for at end of key stage assessments.
- Early years provision will provide effective early intervention after timely identification
- A minimum 90% of pupils will combine in reading, writing and maths in year groups 1-4. The percentage of pupils achieving the GD standard in ks1 and ks2 will be above national averages in reading, writing and maths.

Target 2: To embed and further develop the teaching of reading skills, with a focus on fluency, to ensure that children read proficiently.

So that by July 2024:

- Reading results at KS2 will be above Hampshire, Fareham and national averages. Progress score will be above 0.
- Pupils will be on-track or 'on track to achieve greater depth' in reading in line with their prior attainment. Those working below will make good progress from their starting points.
- Staff will be able to talk with confidence about the levels their pupils are achieving as evidenced in pupil progress meetings. Assessment will be accurate and judgements moderated.
- Pupil progress meetings and data will reflect the pupils who are close to 'age related expectations' and close to 'greater depth' and action plans will show what has been implemented to support them and effective this has been.
- The majority of pupils in upper KS2 will be able to read at speed and assessments will show development of fluency, skimming and scanning skills.

Target 3: To ensure that all children have highly positive attitudes towards their own learning, and positive relationships that reflect a safe and respectful culture.

So that by July 2024:

- A culture of mutual respect and high expectations of behaviour are evident and this impacts positively on children's learning. Pupils adhere to the expectations for behaviour and all staff promote and model the standards expected.
- Consistent expectations for behaviour are embedded in all year groups across the school and all staff maintain the same high expectations in all areas of school life.
- Pupils are quick to settle to their tasks and are self-motivated to engage with their learning.
- Pupils show motivation towards challenging themselves to be the best they can be, going beyond the minimum expectations. Pupils are resilient.
- Pupils demonstrate respect consistently towards others – pupils and adults alike
- The revised behaviour policy is consistently implemented to support staff in dealing with behaviour
- Parents are supported and signposted to material to help with children's behaviour.

Target 4: to maintain safeguarding as a priority at Uplands