



Uplands Primary School – 2026 – 2027 School Development Plan

Evaluation and Rationale – Where are we now?

Current strengths: Outcomes and Achievement

In 2026, Early Years Foundation Stage attainment was significantly above both Hampshire and national averages. The proportion of pupils achieving a Good Level of Development (GLD) increased to 89%, representing an 11% improvement on the previous year.

In 2026, 96% of Year 1 pupils passed the Phonics Screening Check. While this represents a fraction decrease (1 child) from the exceptionally high outcome achieved in 2025 (98%), results remain significantly above Hampshire and national averages. As a result of focused school development work to support pupils working below the expected standard in reading, the Year 2 phonics recheck was also successful, with the one pupil required to retake the assessment meeting the expected standard.

At Key Stage 2, reading outcomes improved compared with 2025 following targeted school improvement work. 84% of pupils achieved the expected standard in reading. Writing continues to be a particular strength, with 89% of pupils meeting the expected standard, only 1 percentage point below the strong outcomes achieved in 2025 for writing. Mathematics outcomes also remained strong, with 89% of pupils achieving the expected standard, an increase on 2025 outcomes. Across reading, writing and mathematics, attainment remains above Hampshire and national averages. Outcomes at greater depth in mathematics in Year 6 were especially positive. In 2026, 42% of pupils achieved the higher standard, representing a 10% increase on 2025 outcomes and placing the school well above Hampshire and national averages. These outcomes demonstrate the positive impact of the focused mathematics development work undertaken as part of the School Development Plan during 2025-26.

In 2026, pupils continued to perform strongly in the Multiplication Tables Check (MTC), achieving an average score of 21.8 out of 25. This broadly maintains the significant improvement seen in 2025, when pupils achieved an average score of 22.35 out of 25, above both Hampshire and national averages. The school will continue to focus on securing strong multiplication recall through targeted, cohort-specific approaches.

Attendance

Attendance at Uplands remains a significant strength. Pupils attend school regularly, including mostly those within key identified groups. Overall attendance in July 2026 was 96.8%, reflecting the school's strong culture of attendance and effective work with families to promote regular school attendance.

Priorities for this year: Outcomes and Achievement

Whilst overall attainment remains strong, there are some areas where outcomes in 2026 did not fully maintain the exceptionally high standards achieved in previous years. In reading, 31% of pupils achieved the higher standard, representing a decline from outcomes seen in 2024 and 2025; this however was a positive result for the cohort. More significantly, the proportion of pupils achieving greater depth in writing decreased slightly to 13% which is lower than the schools' aspirations.

Similarly, outcomes in Grammar, Punctuation and Spelling (GPS) also slightly declined compared with 2025. This trend in writing is also reflected in internal assessments across the school and has been identified through monitoring activities that development would benefit. Consequently, a focus on the **planning and teaching of writing** will be a development priority this year; drawing in strong foundations of early writing and stretching to writing-at-greater-depth.

Inclusion

We are noticing a shift in the range and complexity of barriers to learning experienced by pupils. Increasingly, pupils require support for a wider range of needs, including social, emotional and mental health challenges, speech and language difficulties, adverse childhood experiences and emotional regulation. To ensure that all pupils continue to access the curriculum successfully and achieve their potential, staff require ongoing professional development to further strengthen inclusive practice, early identification and effective responses to emerging needs using the schools graduated approach.

Personal Development

Whilst personal development is Strong, we aspire to ensure that our range of development opportunities for pupils can be accessed by all. We would like to consider any barriers that pupils may face are limited so that all children can benefit from our carefully sequenced programme of Personal Development. This focus will also give the opportunity to ensure our programme remains tailored and adjust accordingly to ensure we continue to be aspirational for our pupils.

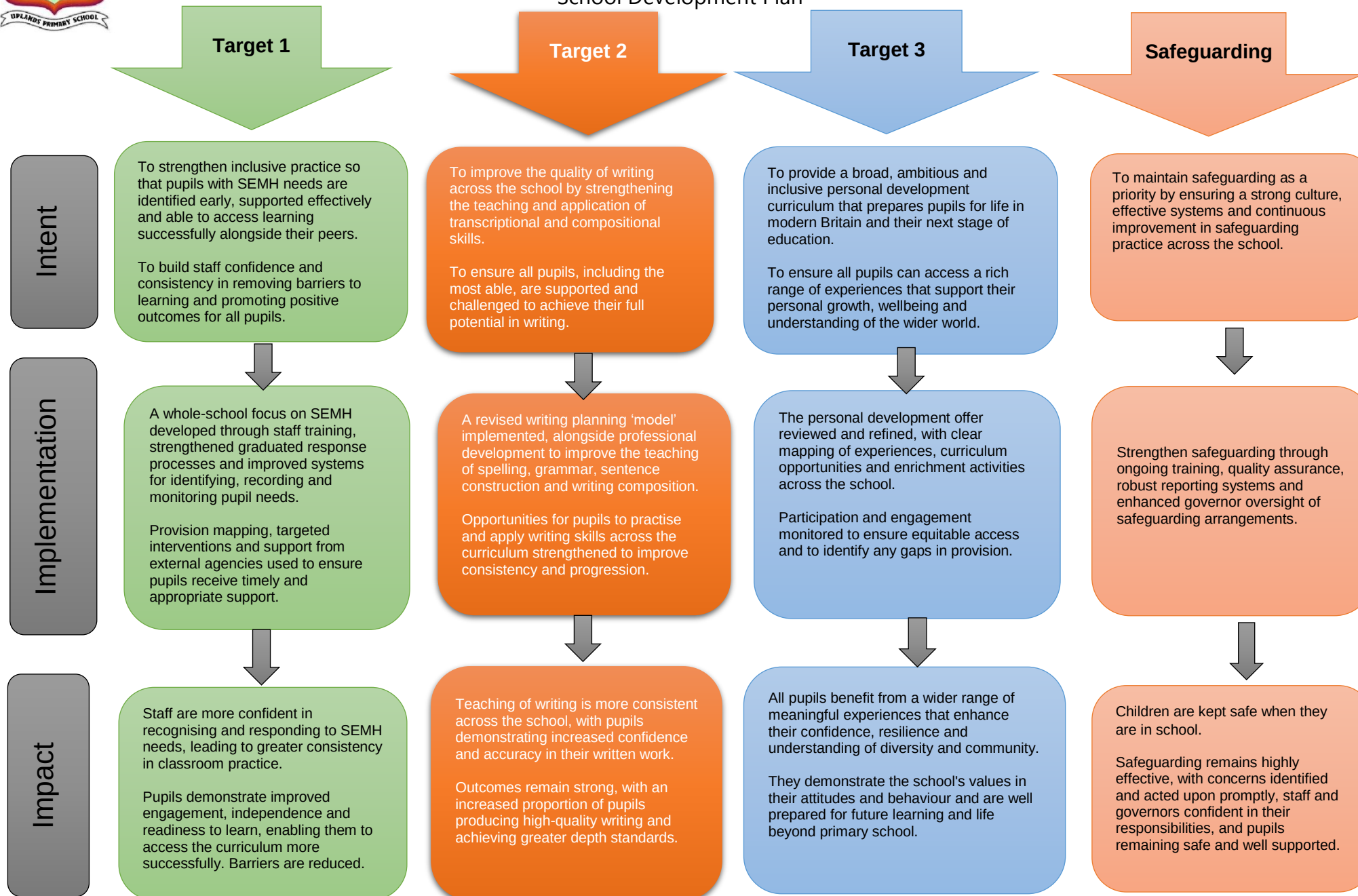


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Target 1 Inclusion (4.4 SP) Further develop and strengthen our inclusive practice for pupils experiencing social, emotional and mental health (SEMH) barriers	Target 2 Curriculum and Teaching (4.4 SP) Maintain and raise outcomes in writing across the whole school through development of the planning process	Target 3 Personal Development and Wellbeing (4.5 SP) Continue to develop the programme of Personal Development ensuring all children benefit and it remains relevant to our context and aspirations.	Target 4 Safeguarding (4.2 SP) Maintain safeguarding as a priority at Uplands
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Target 4: to maintain safeguarding as a priority at Uplands

Link to Teacher Standards PART TWO: Personal and Professional Conduct

Actions taken from the schools safeguarding Audit

Development Area	Implementation activities How will we work on this?	Final Outcomes How do you know?
Culture	1. Strengthen quality assurance of CPOMS records through regular sampling to ensure consistency and depth of recording across all staff group. 2. Continue to strengthen professional curiosity through the use of safeguarding case studies and scenario-based discussions, ensuring staff remain confident in recognising and reporting emerging and less visible risks. 3. Continue to gather staff feedback on reporting processes to identify and remove any emerging barriers Monitor staff who may not be using CPOMS and identify the barrier	More consistent, detailed records support effective safeguarding oversight and decision-making. Staff confidence in reporting remains high, supporting timely safeguarding referrals. Increased staff engagement with CPOMS ensures concerns are recorded and acted upon promptly.
Policies and wider safeguarding	1. Continue to test staff understanding of key policy updates through safeguarding quizzes, discussions and scenario-based activities 2. Continue to use safeguarding updates and case studies to reinforce professional boundaries and ensure staff remain confident in applying the Code of Conduct in a range of situations. 3. Ensure all staff are aware of how to access Hampshire Safeguarding Children Partnership (HSCP) policies and procedures by incorporating this into induction, annual safeguarding training and staff updates, and regularly signposting key resources and guidance. 4. Continue to develop governors' safeguarding knowledge through targeted training and safeguarding updates 5. Include the Attendance Policy within the annual safeguarding and policy-reading cycle to ensure all staff understand attendance expectations, the safeguarding implications of poor attendance, and the procedures for identifying and reporting concerns relating to children absent from or missing education. 6. Further strengthen governor oversight by reviewing progress against safeguarding action plan priorities at regular intervals throughout the year	Staff demonstrate secure understanding of safeguarding policies and procedures. Staff consistently apply professional boundaries and the Code of Conduct in practice. Low-level concerns are identified and reported promptly and appropriately. Behaviour concerns are identified early, informing timely support and intervention. Staff can readily access and apply HSCP guidance when managing safeguarding concerns. Staff understanding remains strong and safeguarding training compliance is maintained. Staff understand the safeguarding risks linked to poor attendance and act on concerns promptly.
Leadership and management	1. Strengthen governor oversight by including a specific update within Headteacher reports on progress against the actions and development points identified in the annual safeguarding audit, enabling governors to monitor impact and hold leaders to account more effectively. 2. Ensure governors receive regular updates on their responsibilities under the Data Protection Act and UK GDPR, with particular reference to safeguarding records and information sharing. 3. Add filtering and monitoring systems to the safeguarding governor's monitoring plan 4. Continue to ensure the Designated Teacher remains up to date with training – refresh all training 5. Further formalise the periodic review of low-level concerns by recording review dates and outcomes, 6. HT to check all external providers receive the school's safeguarding policies annually and formally acknowledge their understanding of safeguarding procedures, including allegations management and LADO referral processes. 7. Continue to undertake periodic reviews of record-keeping systems to ensure documentation remains comprehensive 8. HT to check all external providers receive the school's safeguarding policies annually and formally acknowledge their understanding of safeguarding procedures, including allegations management and LADO referral processes. 9. Check that staff can confidently identify sexual violence and sexual harassment 10. Continue to review curriculum coverage against emerging safeguarding themes, including online harms, AI, misinformation 11. Continue to increase pupil involvement in identifying and assessing risks through school council discussions, pupil leadership opportunities and curriculum activities,	Governors provide effective challenge and monitor safeguarding improvements. Governors understand their responsibilities for safeguarding information and data protection. Governors provide stronger oversight of online safety arrangements. The Designated Teacher fulfils statutory responsibilities effectively. Concerns are identified, recorded and managed appropriately. Patterns are identified early, supporting timely intervention. External providers understand and follow school safeguarding expectations. External providers understand and follow school safeguarding expectations. Pupils are better equipped to manage emerging safeguarding risks. Pupil voice informs safeguarding practice and risk reduction. Pupils demonstrate greater awareness of online risks and how to stay safe. Filtering and monitoring arrangements are routinely reviewed and strengthened. Pupils are more aware of safeguarding risks and how to seek help. New adults understand safeguarding expectations from the outset. Governor safeguarding training remains up to date and compliant. Volunteers and students understand current safeguarding procedures and expectations.



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	12. Review pupil understanding of emerging online risks, including AI-generated content, online misinformation and grooming, and ensure these areas are explicitly addressed within the online safety curriculum and pupil safeguarding education. 13. Include the review of filtering and monitoring systems within the safeguarding governor's annual monitoring plan, with findings reported to the Governing Body 14. continue to develop age-appropriate opportunities within the PDL and RHSE curriculum for pupils to explore themes of grooming, exploitation, radicalisation and extremism 15. produce and distribute a concise safeguarding induction leaflet for all new staff, volunteers, supply staff and visitors. The leaflet should include key safeguarding contacts, reporting procedures, whistleblowing information, the role of the DSL team and essential safeguarding expectation 16. Strengthen a governor training log to monitor that all new governors complete safeguarding induction and relevant safeguarding training within their first year of appointment. 17. Review and update the safeguarding induction documentation for volunteers and students to ensure it reflects current safeguarding risks, reporting procedures and statutory guidance. Include a safeguarding checklist Include compliance with the <i>Disqualification under the Childcare Act 2006</i> within the annual safer recruitment and personnel file audit	Safer recruitment and staffing compliance are strengthened.
Are pupils safe on site	1. Audit all current users of the school premises by September 2026 to ensure written evidence of safeguarding, vetting, health and safety and insurance arrangements is in place and recorded. Develop a formal visitor and speaker protocol by September 2026, including risk assessment, safeguarding checks, supervision expectations and approval procedures	All external users meet safeguarding and compliance requirements, reducing risk to pupils. Visitors and speakers are managed consistently, ensuring safeguarding risks are identified and mitigated.
Effective safeguarding arrangements Recording and reporting	1. Include private fostering within the 2026–27 safeguarding training programme and staff safeguarding updates	Staff are better able to identify and report potential private fostering arrangements. Staff apply threshold guidance more consistently, leading to timely and appropriate referrals.