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	Target 2	Target 3	Target 4
Inclusion (4.4 SP) **Further develop and strengthen our inclusive practice for pupils experiencing social, emotional and mental health (SEMH) barriers**	Curriculum and Teaching (4.4 SP) **Maintain and raise outcomes in writing across the whole school through development of the planning process**	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.**	Safeguarding (4.2 SP) **Maintain safeguarding as a priority at Uplands**

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	Target 1	Target 2	Target 3	Safeguarding
Intent	To strengthen inclusive practice so that pupils with SEMH needs are identified early, supported effectively and able to access learning successfully alongside their peers. To build staff confidence and consistency in removing barriers to learning and promoting positive outcomes for all pupils.	To improve the quality of writing across the school by strengthening the teaching and application of transcriptional and compositional skills. To ensure all pupils, including the most able, are supported and challenged to achieve their full potential in writing.	To provide a broad, ambitious and inclusive personal development curriculum that prepares pupils for life in modern Britain and their next stage of education. To ensure all pupils can access a rich range of experiences that support their personal growth, wellbeing and understanding of the wider world.	To maintain safeguarding as a priority by ensuring a strong culture, effective systems and continuous improvement in safeguarding practice across the school.
Implementation	A whole-school focus on SEMH developed through staff training, strengthened graduated response processes and improved systems for identifying, recording and monitoring pupil needs. Provision mapping, targeted interventions and support from external agencies used to ensure pupils receive timely and appropriate support.	A revised writing planning 'model' implemented, alongside professional development to improve the teaching of spelling, grammar, sentence construction and writing composition. Opportunities for pupils to practise and apply writing skills across the curriculum strengthened to improve consistency and progression.	The personal development offer reviewed and refined, with clear mapping of experiences, curriculum opportunities and enrichment activities across the school. Participation and engagement monitored to ensure equitable access and to identify any gaps in provision.	Strengthen safeguarding through ongoing training, quality assurance, robust reporting systems and enhanced governor oversight of safeguarding arrangements.
Impact	Staff are more confident in recognising and responding to SEMH needs, leading to greater consistency in classroom practice. Pupils demonstrate improved engagement, independence and readiness to learn, enabling them to access the curriculum more successfully. Barriers are reduced.	Teaching of writing is more consistent across the school, with pupils demonstrating increased confidence and accuracy in their written work. Outcomes remain strong, with an increased proportion of pupils producing high-quality writing and achieving greater depth standards.	All pupils benefit from a wider range of meaningful experiences that enhance their confidence, resilience and understanding of diversity and community. They demonstrate the school's values in their attitudes and behaviour and are well prepared for future learning and life beyond primary school.	Children are kept safe when they are in school. Safeguarding remains highly effective, with concerns identified and acted upon promptly, staff and governors confident in their responsibilities, and pupils remaining safe and well supported.

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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	Action Required (please also indicate timescale)	How will you evidence the impact?
Culture		
Policies and Wider Safeguarding		
Leadership and Management	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 By Nov 26 Form an agreed 'risk and needs assessment tool' By Nov 26 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. Dec 26	Governors provide effective challenge and monitor safeguarding improvements. External providers understand and follow school safeguarding expectations. Volunteers and students understand current safeguarding procedures and expectations.
Are pupils safe on site	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. Nov 26 Ensure consistent procedures for formal visitor and speaker protocol including risk assessment, safeguarding checks, supervision expectations and approval procedures Nov 26	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		