

Uplands Primary School

Strategic Plan

2026–2031



Building an **Irresistible curriculum** that inspires every child to be **Ready** to learn, **Respectful** in all they do, and **Safe** to grow and thrive.

1. Plan Development and Review

1.1 The plan

This plan is an ongoing long-term plan of strategic intent, with a focus on the five-year period 2026- 2031. It sets out our school's vision, values, and long-term strategic priorities. The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-2 years. The SDP is developed by the Head Teacher and School Leadership Team and approved by the Governing Body in response to feedback and the current emerging needs from the whole school community and wider stakeholders. It sets out in operational terms how the long-term strategy of the school is to be achieved. The key priorities in the SDP will be linked to the strategic priorities outlined in this strategic plan.

1.2 Development of the plan

The plan was developed in collaboration by the Headteacher, Senior Leadership team (including co-opted Governor) and a nominated Governor.

The plan was approved by the Governing Board on...

1.3 Review of the plan

The plan will be reviewed annually at the first Governing Body meeting of the school year. It will be reviewed at least annually to take into account feedback and changes needed. The plan will be reviewed in full at the end of the cycle in 2031.

2. School Context

2.1 Description

Uplands Primary school, established in 1965, is a Hampshire Maintained School, situated in town of Fareham, located between Southampton and Portsmouth. The school is an average sized primary, with pupils in the age range of 4 to 11 years old. The PAN is 45 pupils, with a school roll of 315 children. There are 11 classes and so the school operates with mixed-age classes. There are two Reception classes, three KS1 classes and six classes in KS2.



2.2 Ofsted inspection

Uplands Primary School maintained its 'Good' grading at the most recent inspection, March 2023. The Ofsted report noted that:

"This is a kind school where everyone is cared for. "

"Pupils are polite...and behave well"

"There is a strong safeguarding culture in the school"

"Pupils feel safe"

"As a result of the school's work, the children with SEND are very well supported"

"Leaders have made sure the curriculum is engaging."

3. Vision and Values

3.1 Core Values

Our core values—Ready, Respect, and Safe—sit at the heart of our school community and guide every decision we make. They shape our language, our actions, and our expectations, driving the culture of our school each day. These values are the foundation of our vision, nurturing every child as they grow, discover who they are, and prepare for the future they will lead.

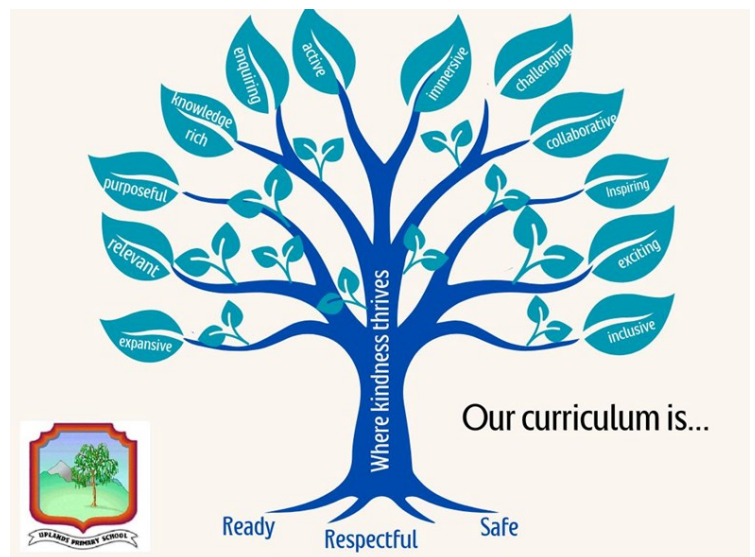


3.2 School Vision

At Uplands, we believe that children deserve to learn within a **safe and inclusive environment** where all children's individual characteristics are valued. We aspire to give children a **sense of belonging and self-confidence** to enable them to thrive as they progress and grow. We place **positive relationships and nurture at the heart of everything we do**, and we model positive relationships rooted in mutual respect; we aspire, through our teaching, that the children's own relationships reflect this.

We are committed to providing opportunities for our Uplands' children to develop into **active and healthy young people**, who have an understanding about the importance of the **mental health and wellbeing of themselves and others**. We understand and appreciate the **community that we live in** and we aim to ensure that all children are given the opportunity to develop an understanding of **diversity within our community and beyond**, to get them ready for life in modern Britain.

We promote a **love of learning through our rich, broad curriculum rooted in our Uplands' principles**. We strive to ensure that all children are taught the **key skills to prepare them for their next stage of their academic journey**. We are ambitious for all of our children to succeed and do this through **high-quality teaching**.



4. Strategic Priorities

4.1 Financial sustainability

To secure the school's long-term financial sustainability by maintaining a balanced budget, avoiding deficit, and generating a sustainable surplus. This will be achieved through effective financial planning, resource management, and staffing structures aligned to strategic priorities. Financial stability will provide the freedom to invest in an irresistible curriculum offer and high-quality provision that enriches children's learning and secures strong outcomes for all pupils.

Milestones

Year 1: Reduce the in-year deficit through tight financial control, strategic staffing decisions, and budget monitoring.

Year 3: Achieve a balanced budget with no in-year deficit, ensuring financial stability and sustainability.

Year 5 and beyond: Build an in-year surplus to create financial flexibility and enable strategic investment in staffing, resources, and the school's irresistible curriculum offer.



4.2 Safety (inc Safeguarding)

To ensure that all children are taught how to be safe and feel safe at all times, including through a carefully planned curriculum that develops their understanding of risk, wellbeing and personal safety. A strong culture of safety underpins daily practice, supported by clear, consistent processes. Safeguarding is the school's highest priority, with robust systems, effective training and vigilant oversight in place to protect all children and promote their wellbeing.

Milestones

Year 1: Maintain a strong safeguarding culture, with all staff confident in their responsibilities and robust systems consistently followed. Safeguarding is effective.

Year 3: Refine the whole-school safety culture which all stakeholders can articulate and have the opportunity to contribute to.

Year 5 and beyond: The school is safe, secure and well maintained, to a standard that goes above and beyond. Everyone knows how to be safe.

4.3 Community and partnership

To strengthen partnerships with local educational establishments to share expertise, resources and opportunities that enhance provision and support a progressive, well-planned delivery of an irresistible curriculum. To work collaboratively within the local community, to enrich learning experiences and strengthen transition and progression. To work closely with parents, enabling them to understand and support the curriculum so that learning is reinforced and extended beyond the classroom.

Milestones

Year 1: All community events, visits, visitors and enrichment are linked to the curriculum, and effective collaboration with local educational establishments is supports learning progression.

Year 3: Parents are actively invested in their children's learning, understanding not only what pupils are currently learning but also what they will progress to and the rationale behind the journey, supported by clear communication.

Year 5 and beyond: A structured programme of community events, visits, and partnerships is fully aligned with the curriculum offer, enriching learning and ensuring coherence across all opportunities.

4.4 Inclusion

To ensure that every pupil has access to an irresistible curriculum, including those with barriers to learning, so that all can thrive academically, socially, and personally. All pupils will be challenged and supported to reach their full potential. Behaviour will be effectively managed so that disruption does not hinder learning, and intervention strategies will be robust, targeted, and timely, ensuring that all pupils can achieve and fully engage with the curriculum offer.

Milestones

Year 1: 80%+ of pupils meet their expected progress measures. 25%+ of pupils achieve the higher standard of attainment. Effective intervention strategies in place to support those with barriers to learning.

Year 3: Refine targeted behaviour and learning strategies ensure all pupils access and thrive through the curriculum offer

Year 5 and beyond: All children consistently demonstrate classroom-ready behaviours. Restorative practice is highly effective.



4.5 Whole Child development

To ensure that every child's development goes beyond core academic achievement, fostering the knowledge, skills, and character to understand their place in their community and the world. Pupils will develop an understanding of British values, diversity, and the wider world, and be supported to lead healthy, active lives. This holistic approach prepares them to thrive socially, emotionally, and academically, equipping them for their futures.



Milestones

Year 1: Our curriculum is designed to ensure essential knowledge. This includes through taught aspects of RSHE and RE, supporting pupils understanding of health, wellbeing, diversity and British Values.

Year 3: All pupils are taught the curriculum effectivity, ensuring they are equipped with the knowledge, skills and understanding needed to thrive academically, socially and personally.

Year 5 and beyond: Children are happy, healthy and thriving, with highly effective teaching in all classes. Children are well equipped for their future successes.

5. Implementation and Review

5.1 Implementation

The plan sets out five strategic priorities and gives long-term direction for implementation. The School Development Plan (SDP), developed by the Head Teacher and the Leadership team, with approval by the Full Governing Body, describes how this strategy is to be implemented in the short to medium term. A summary of this each year is on the schools website.

5.2 Monitoring

Governors actively monitor all aspects of the School Development Plan in their strategic role. The Headteacher provides regular updates to the Full Governing Body through the Headteacher's report, ensuring governors are informed of progress against priorities and milestones. In addition, the Finance, Standards, and Health & Safety committees oversee areas specific to their remits, enabling focused scrutiny and accountability.

5.3 Evaluation

The Governing Body will use the following as key evaluation tools:

- Ofsted inspection data / reports
- Primary Phase Inspector feedback
- Stakeholder survey responses: parent, staff & pupil
- Academic results
- School self-evaluation
- Budget reports
- Training records
- Internal audits and records