Aston Rowant C†E Primary School School Development Plan 2026 – 2027

This School Development Plan runs from Autumn Term (Sept) 2026 to Summer Term (July) 2027.

It includes:

- The school's self-evaluation [SEF]
- SIAMS Sept 2025
- OFSTED Inspection Report May 2022
- End of year progress and attainment data
- Internal school assessment and target setting information.
- Feedback from parents/carers
- Feedback from staff
- Feedback from pupil voice

At Aston Rowant Primary School our ethos provides an environment where everyone feels safe and cared for. Everyone is unique and each individual is valued and respected for who they are:

'Aston Rowant is a small school with a big heart which strives to care deeply for all.' (SIAMS 2025)
'Every child is known and believed in at Aston Rowant.' (Ofsted 2022)

Our shared vision as a learning community is:

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness.
Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum *(Colossians 2:1-7)*
Strapline: Growing together, rooted in God, having fullness of life (Colossians 2:1-7)

G	GRATITUDE
R	RESILIENCE
O	OUTREACH
W	WONDER
T	TRUST
H	HARMONY

Key priorities:		**Ofsted Links** **GROWTH vision and values**
1	**Inclusion, Equity and Outcomes for Vulnerable Learners** **Overall Intent:** *To ensure that disadvantaged pupils, pupils with SEND and other vulnerable learners achieve highly, attend well and fully participate in the life of the school through high-quality inclusive practice and the effective removal of barriers to learning.* 1. **Improve outcomes for disadvantaged pupils.** 2. **Improve outcomes and curriculum access for pupils with SEND through highly effective adaptive teaching.** **3. Demonstrate the impact of pupil premium funding and targeted interventions.** 4. **Improve attendance, participation and belonging for vulnerable pupils.**	Inclusion & SEND; Disadvantaged; Attendance of vulnerable groups; Leadership of inclusion; Assessment of vulnerable pupils; Pupil Premium impact **Wonder, Trust and Resilience**
2	**Writing Excellence: Oracy, Vocabulary, Handwriting, Stamina and Greater Depth** **(**Talk → Vocabulary → Fluency → Stamina → Greater Depth) NB Transcription**:** handwriting; spelling; grammar; sentence construction; writing fluency **Overall Intent:** *To develop confident, fluent and ambitious writers who are able to articulate ideas effectively, write with increasing stamina and independence, and apply a rich vocabulary, secure transcription skills and strong grammatical knowledge across the curriculum. Through a consistent approach to oracy, vocabulary development, handwriting and the teaching of writing, pupils will be equipped to write with accuracy, creativity and increasing sophistication, enabling more pupils to achieve Greater Depth standards.* 1. **Develop oracy and vocabulary as the foundations for effective writing.** 2. **Strengthen transcription skills (handwriting, spelling, grammar and sentence construction) to improve writing fluency.** 3. **Increase pupils' writing stamina, independence and ability to write at length across the curriculum.** 4. **Raise attainment and increase the proportion of pupils achieving Greater Depth in writing.**	Curriculum & Teaching; Assessment/Achievement; Personal Development (communication); Leadership through monitoring **Resilience, Outreach and Harmony**
3	**Curriculum Implementation: Vocabulary, Oracy and Knowledge Retention** **Overall Intent:** *To develop a language-rich curriculum in which pupils acquire and confidently use ambitious vocabulary, disciplinary language and subject-specific knowledge. Through high-quality talk, purposeful reading, explicit vocabulary instruction and effective retrieval practice, pupils will know more, remember more and communicate their learning with increasing confidence, precision and depth across all curriculum areas.* (Talk → Vocabulary → Reading → Retrieval → Retention → Application) **1. Develop high-quality oracy and subject-specific talk across the curriculum.** **2. Strengthen vocabulary acquisition and disciplinary language through explicit teaching and consistent application.** **3. Develop reading as a tool for learning, enabling pupils to access increasingly complex knowledge across the curriculum.** 4. **Embed effective retrieval practice and knowledge retention strategies so that pupils know more, remember more and can apply their learning with confidence**.	Curriculum & Teaching; Achievement; Personal Development **Trust, Outreach and Harmony** **Wonder, Gratitude,Trust, Outreach and Harmony**
4	**Mathematical Reasoning and Problem Solving** **Overall Intent:** *To develop confident and capable mathematicians who can reason, solve problems and communicate their mathematical thinking with increasing precision. Through high-quality mathematical discussion, explicit reasoning strategies and regular exposure to challenging problems, pupils will develop a deep conceptual understanding of mathematics and apply their knowledge successfully in both familiar and unfamiliar contexts. Pupils will explain, justify and evaluate their thinking, enabling more learners to achieve Greater Depth standards in mathematics.* (Talk → Reasoning → Problem Solving → Application → Greater Depth) **1. Develop pupils' mathematical reasoning so they can explain, justify and prove their thinking with increasing precision.** **2. Strengthen problem-solving skills by enabling pupils to apply mathematical knowledge confidently in unfamiliar contexts.** **3. Embed high-quality mathematical talk and discussion to deepen conceptual understanding and improve communication of mathematical ideas.** **4. Increase the proportion of pupils achieving Greater Depth through greater challenge, mathematical thinking and mastery.**	Curriculum & Teaching; Achievement **Wonder, Trust, Outreach, Harmony and Resilience**