



Aston Rowant C+E Primary School School Development Plan 2025 – 2026

This School Development Plan runs from the start of the Autumn Term 2025 to the end of the Summer Term 2026.

It has evolved from:

- The school's self-evaluation [SEF]
- 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. '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. (Colossians 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

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 Link to school's GROWTH vision and values
1	<p>Quality of Education</p> <ul style="list-style-type: none"> Develop an enquiry-based learning approach across the school as an ongoing, iterative process of asking, thinking and doing Develop a clear plan of SEND provision and desired outcomes across the school Ensure assessment system identifies gaps in learning and informs the next stage of pupils' development in each subject For our learners become confident mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply. Ensure current practice aligns with the DfE The Writing Framework 2025 (evidence-based, sequenced approach to teaching writing for primary pupils) To improve the progress children make in writing to close the gap between the school and national at expected and greater depth by developing effective 	<p>The Quality of Education Wonder, Trust and Resilience</p>
2	<p>Leadership and Management: School</p> <ul style="list-style-type: none"> Ensure subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning Implement a Travel Plan to increase awareness among pupils, parents and staff about the health, environmental and social consequences of their travel choices To positively promote and market the school, to increase pupil numbers 	<p>Leadership and Management Resilience, Outreach and Harmony</p>
3	<p>Leadership and Management: Governors</p> <ul style="list-style-type: none"> Great Governance: Understand the school's strengths and weaknesses to inform the board's strategic discussions and decisions about current priorities and the future. Fantastic Facilities: To ensure that the buildings and learning environments are the best they can be and are suitable for the needs of all pupils, staff and parents. Super Staff: Ensure we support and develop our team, and encourage personal growth. 	<p>Leadership and Management Trust, Outreach and Harmony</p>
4	<p>Early Years</p> <ul style="list-style-type: none"> To develop a fully accessible, well organised indoor and outdoor learning environment that effectively meet the needs of all learners. 	<p>Early Years Wonder and Resilience</p>
5	<p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> To improve the outcomes for all pupils through the further development of resilience, as active and responsible individuals, with a focus on self-regulation. 	<p>Behaviour and Attitudes Gratitude, Harmony and Resilience</p>
6	<p>SIAMS</p> <ul style="list-style-type: none"> IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish? IQ2: How does the curriculum reflect the school's theologically rooted Christian vision? IQ3: How is collective worship enabling pupils and adults to flourish spiritually? IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? IQ5: How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? IQ6: Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)? IQ7: What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught? 	<p>SIAMS Wonder, Gratitude, Trust, Outreach and Harmony</p>