PERSONAL DEVELOPMENT EVIDENCE REPORT

Triangulated Character Development, Habit Tracking & Family Impact Report

School / Setting:	St Vincent's Primary School	**Academic Year:**	2026–27
Reporting Period:	Autumn Term 2026 (Sample Report)	**Generated Date:**	26 November 2026

1. EXECUTIVE SUMMARY

OVERVIEW

OUR PERSONAL DEVELOPMENT PROVISION

The school provides a planned and progressive programme of personal development designed to help pupils develop the knowledge, attitudes, behaviours and personal skills they need to flourish in school and beyond.

Personal development is taught explicitly through short, regular classroom sessions and reinforced through pupil goals, practical activities, reflection, teacher observation and engagement with families.

THIS TERM AT A GLANCE

KEY PERFORMANCE INDICATOR	RECORDED VALUE
Planned sessions delivered	**95% (42/44 topics)**
Regular pupil participation (Monday–Friday)	**98% (235/240 pupils)**
SEND pupil participation	**96% (27/28 SEND)**
Disadvantaged pupil participation	**98% (51/52 pupils)**
Pupils completing weekly reflections (Two Mirrors)	**94% (226 pupils)**
Pupils completing weekly goals / missions	**91% (1,248 achieved)**
Families contributing evidence	**88% (211 families)**
Personal Development Growth Index	**+0.8 from baseline**

LEADERSHIP EVALUATION

OVERALL STRENGTH

Personal development is firmly established and woven into daily school life across all year groups. 98% of pupils actively engage with explicit classroom personal-development teaching through structured 10–15 minute daily sessions, embedding positive affirmations and character habits.

EVIDENCE OF IMPACT

The school's evidence indicates strong, statistically verified progress across all monitored personal-development indicators (+0.8 overall growth from baseline). Triangulated data from pupil reflective journals, teacher classroom pulse ratings, and verified parental feedback shows marked improvements in pupil resilience, self-regulation, and classroom engagement.

CURRENT PRIORITY

Sustain exemplary SEND equity across practical daily applications and expand pupil-led restorative discussions using the Two Mirrors framework during Friday celebration assemblies.

2. WHAT DO OUR PUPILS RECEIVE?

CURRICULUM ARCHITECTURE

PLANNED PERSONAL DEVELOPMENT CURRICULUM

The school's personal-development programme follows a progressive curriculum operating through the recurring 5-stage development cycle:

1. BELIEVE > **2. PRACTISE** > **3. MEASURE** > **4. REFLECT** > **5. GROW**

Each weekly topic provides opportunities for pupils to:

- Understand an aspect of personal development and core character virtues.
- Explore real-life choices, challenges and dilemmas through whiteboard stories.
- Recognise positive and negative behavioural patterns.
- Practise through guided discussion, journaling and role-play.
- Set and undertake personal daily goals and home missions.
- Reflect on their own choices and behaviour via Two Mirrors (Positives & Tough moments).
- Discuss learning at home with parents and carers via conversation starter cards.
- Apply learning beyond the classroom into playground and home environments.

CURRICULUM COVERAGE & TOPIC DELIVERY

CURRICULUM METRIC	PROGRESS
Planned topics this academic year	**44 topics**
Topics completed to date	**42 completed**
Planned sessions delivered pace	**95%**

CORE CURRICULUM PILLARS

PILLAR AREA	STATUS
CR — Courage and Resilience	COMPLETED
CF — Confidence	COMPLETED
SR — Self-regulation	COMPLETED
RL — Relationships	IN PROGRESS

Supporting evidence held by the system: Curriculum map • Learning objectives • Lesson records • Topic coverage • Teacher resources • Pupil activities • Curriculum alignment.

SAMPLE REPORT

3. ARE PUPILS ACTUALLY PARTICIPATING?

PARTICIPATION

The school monitors whether pupils receive and participate in its personal-development provision rather than relying solely upon curriculum coverage.

COHORT PARTICIPATION RATES (SCHOOL WEEKDAYS)

PUPIL DEMOGRAPHIC / COHORT GROUP	PARTICIPATION RATE
All pupils	**98% (235/240)**
Pupils with SEND	**96% (27/28)**
Disadvantaged pupils	**98% (51/52)**
Two Mirrors active cohort	**94% (226/240)**

EVIDENCE OF APPLICATION DURING REPORTING PERIOD

PRACTICAL APPLICATION STREAM	ENGAGEMENT LEVEL
Pupils selected daily personal-development goals	**96%**
Recorded completion of goals or associated missions	**91%**
Completed regular Two Mirrors reflection activities	**94%**
Participated in practical / application activities	**93%**
Recorded using a family conversation starter at home	**88%**

*This provides leaders with evidence not only that personal development has been taught, but that pupils have had repeated opportunities to **engage with, practise and reflect upon it**.*

4. HOW DO WE KNOW IT IS MAKING A DIFFERENCE?

IMPACT

The school does not attempt to reduce a pupil's character or personal development to a single test score. Instead, leaders consider evidence collected over time and from different triangulated perspectives: **Pupil Evidence** (Goals, missions, reflections), **Teacher Evidence** (Observations, pulses), and **Parent Evidence** (Home sign-offs, weekly feedback).

4 PERSONAL DEVELOPMENT ASSESSMENT PILLARS — TEACHER & PUPIL PERSPECTIVES (1.0 TO 5.0 SCALE)

ASSESSMENT PILLAR	TEACHER (BASE ? CURR)	PUPIL (BASE ? CURR)	PERSPECTIVES	TEACHER DELTA
Courage and Resilience (CR)	3.4 ? **4.3**	3.3 ? **4.1**	Consistent perspectives	+0.9
Confidence (CF)	3.5 ? **4.4**	3.2 ? **4**	Different perspectives	+0.9
Self-regulation (SR)	3.3 ? **4.1**	3.1 ? **3.9**	Consistent perspectives	+0.8
Relationships (RL)	3.7 ? **4.5**	3.6 ? **4.4**	Consistent perspectives	+0.8

OVERALL DEVELOPMENT DELTA
Across all 4 TEDS Assessment Pillars (CR, CF, SR, RL)

+0.85 FROM BASELINE

SAMPLE REPORT

5. IS PERSONAL DEVELOPMENT INCLUSIVE?

INCLUSION

The school reviews participation and progress to ensure all pupils, including those with SEND and disadvantaged backgrounds, benefit from personal-development provision.

EQUITY METRIC	RECORDED LEVEL
Whole-school regular participation	**98%**
SEND pupil participation	**96%**
Participation gap	**2 percentage points (High Equity Achieved)**

LEADERSHIP FINDING & ADAPTATIONS

Pupils with SEND participate well in classroom discussions and practical activities. Where needed, teachers provide visual prompts, sentence stems and adult support to help pupils engage with reflections and goal setting.

Target Review: Spring Term 2027 Review

6. DO PARENTS CONTRIBUTE TO PERSONAL DEVELOPMENT?

PARTNERSHIP & MEASUREMENT

88% of families contributed evidence during this reporting period. The school actively bridges classroom virtues and family life through regular home engagement.

PARENTAL ENGAGEMENT & MEASUREMENT METHODOLOGY

Parental engagement is an integral pillar of the school's personal development strategy, structured to bridge classroom learning with family life. It is measured systematically through three triangulated mechanisms: (1) Weekly Home Reflection & Habit Sign-offs via the secure TEDS Parent Portal, where parents review and validate their child's Two Mirrors reflections, memory anchors, and weekly missions; (2) Triangulated Character Pulse Ratings, where parents evaluate observable development across the 5 core personal development indicators on a 1–5 scale alongside pupil self-ratings and teacher assessments; and (3) Family Dialogue & Mission Verification, tracking active family participation in weekly conversation prompts and practical home habit challenges. During this reporting period, 88% of registered families (211/240) actively submitted verified evidence, demonstrating that character virtues taught in school are understood, reinforced, and sustained at home.

HOME ENGAGEMENT METRIC	OBSERVATION
Active Contributing Families	**Year 6 (94% home verification rate)**
Pending Connection Pipeline	**Year 1 (82% home verification rate)**

HOME-SCHOOL STRATEGY

Parent conversation starters are routinely completed at home. 88% of families actively confirm Golden Rules and Memory Anchors in the parent app, reinforcing positive habits in both classroom and home settings.

7. LEADERSHIP EVALUATION & NEXT STEPS

EVALUATION

KEY STRENGTHS

- **Consistent delivery:** 95% (42/44 topics) of planned sessions delivered.
- **High participation:** 98% (235/240 pupils) of pupils participate regularly.
- **Structured progression:** Follows the clear 5-stage development cycle.
- **Practical application:** Pupils regularly set goals, undertake missions and complete reflections.
- **Triangulated evidence:** Synthesised across pupil reflections, teacher observations and parent observations.

PRIORITY ACTIONS

PRIORITY 1 — SEND PARTICIPATION REVIEW

Evidence: SEND: 96% (27/28 SEND) vs Whole: 98% (235/240 pupils).
Action: Review class visual adaptations.
Success: Zero SEND participation gap.

PRIORITY 2 — PARENT ENGAGEMENT ONBOARDING

Evidence: Family participation: 88% (211 families).
Action: Distribute weekly starter cards.
Success: Increase home sign-offs next term.

LEADERSHIP CONCLUSION

The school's evidence indicates that personal development is **planned, regularly delivered and experienced by the large majority of pupils**.

Leaders can identify what pupils have been taught, the extent to which different pupil groups participate, opportunities pupils have had to apply their learning, and patterns emerging from pupil, teacher and parent evidence. Leaders use this evidence to identify strengths, recognise potential barriers and determine priorities for further improvement.

8. EVIDENCE TRAIL & DECLARATION

AUDIT ASSURANCE

Every headline figure within this report is supported by underlying records held within TEDS (Transformational Everyday Development System). An authorised user can drill down from:

Whole School > Year Group > Class Cohort > Individual Evidence Item

Comprehensive evidence holding verified active:

- **Curriculum:** Programme structure • Curriculum map • Learning objectives • Topic coverage.
- **Implementation:** Classroom sessions delivered • Whiteboard completions • Teacher delivery confirmations.
- **Participation:** Whole-school participation • Year group reach • Class cohorts • SEND equity • Disadvantaged engagement.
- **Pupil Evidence:** Goal commitments • Practical missions • Two Mirrors weekly reflections.
- **Teacher Evidence:** Classroom observations • Periodic indicator pulse ratings.
- **Parent Evidence:** Family conversation starters • Home habit observations • Family contributions.
- **Leadership Evidence:** Trend analytics • Strategic priorities • Ongoing intervention logs.

STATUTORY HEADTEACHER DECLARATION

This statutory evidence report has been compiled from live classroom delivery logs, pupil journal submissions, and verified parental ratings collected via TEDS (Transformational Everyday Development System) during the stated reporting period. The report provides a structured and triangulated record of the school's personal-development provision, pupil participation, emerging evidence of impact and leadership evaluation. It forms part of the school's statutory evidence base for Personal Development, Behaviour and Attitudes and should be considered alongside pupils' lived experience, pupil and staff voice, curriculum practice and the school's wider evidence.

Headteacher / Lead:	Reporting Period:	Formal Assurance Date:
Helen Headteacher, B.Ed (Hons), NPQH	Autumn Term 2026 (Sample Report)	26 November 2026

Electronic Verification Hash: cf92719c9d5fac07e5b945e5ffaecf4ed9c7a725910347df2908936fd74d3eb3

TEDS Evidence Platform • Version 2.4 Statutory Engine

SAMPLE REPORT