



Lovington
Church of England Primary School
SCHOOL DEVELOPMENT PLAN
2024 - 2025

Actioned

PRIORITY 1: To achieve high standards in Reading, Writing, SPAG and Maths throughout the school and develop and maintain strong rates of progress across the school.

Rationale: Following the schools' inadequate Ofsted judgement in October 2023, the new leadership team of 2024, made their high expectations very clear, with new learning experiences being planned, interventions taking place, new teaching strategies being developed. Staff worked closely with skilled teachers in other schools as well as SEND county professionals. This saw standards rising with:

1 pupil achieved the (Early Learning Goals) ELG in all areas giving 100%

National Average 67%

Phonic screening – 83% (National average 79%)

Yr 2 attainment:

Maths – School - 67% (National Average 70%) GD – 17%

Reading – School - 67% (National Average 68%) GD – 17%

Writing – School - 50% (National Average 60%)

Whilst good progress is clear for many pupils, development is still needed, particularly in writing.

Yr 4 Multiplication Check – 75% scoring 24 or 25 (out of 25) out of those pupils taking the check. The pupil that did not score over 20 is SEND.

KS2 SATS results:

Maths – School - 75 % (National Average 73%) GD – 50%

Reading – School - 88% (National Average 68%) GD – 63%

SPAG – School - 75% (National Average – 72%) GD – 50%

Success criteria

- The % of pupils meeting Age Related Expectations throughout the school must be at least in line with national averages:

Yr 2 – Maths 80% at ARE or above

Reading – 80% at ARE or above

Writing – 80% at ARE or above

SPAG – 80% at ARE or above

Yr 6: Maths – 80% at ARE or above

Reading – 80% at ARE or above

Writing – 80% at ARE or above

SPAG – 80% at ARE or above

- The % of pupils reaching Greater Depth must be in line or above national averages.
- The % of pupils meeting the benchmark for the Yr 1 phonics screening must be in line with national averages (79% National average 2024 / School 83% - 2024)
- The % of Early Years pupils to achieve national averages in 'good level of development'. (National 67% 2024 School 100% 2024)
- Standards in spelling & grammar to continue to improve throughout the school. This requires accurate assessment & recording of performance in spellings and effective teaching of strategies as well as the embedding of knowledge strategies to be adopted.
- All pupils understand their targets (or 'Next steps') and know how to improve.
- All staff are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes.

Actioned

Writing – 75% (National Average 71%) GD – 25%					
National Combined – 61%					
School Combined – 78%					
<p>This year, there is further change to the school and the leadership model with a new headteacher and the school joining the Preston Primary Academy Trust. This is now due to take place on the 1st December 2024. The school staff are working closely with members of the Preston Primary Trust to continue to develop their practice and levels of high academic standards and expectations, demonstrating their commitment to the delivery of a high-quality education for all.</p> <p>There is still progress in the standards and the quality of teaching and learning to be made and this needs to be evidenced consistently in lesson observations and pupil books.</p>					
Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review

Actioned

<p>1. Review of whole school data and clear benchmarks for all staff regarding starting points for</p> <p>W/C – 9th Sept W/C – 14th Oct (Yr 6) W/C – 9th Dec W/C – 3rd Feb W/C – 24th March W/C – 28th April</p>	<p>EM to lead.</p> <p>SIP – PP, LT</p> <p>All staff</p> <p>Full Governors</p>	<p>W/C – 9th Sept W/C – 9th Dec W/C – 3rd Feb W/C – 24th March W/C – 28th April</p>	<p>Staff Meetings, Performance Management Meetings & Inset</p>	<p>Data on track throughout the school.</p> <p>Vulnerable groups identified and programmes/ specific interventions to be put in place.</p>	<p>Autumn Review:</p> <p>Review of data took place in December 2024 with pupil progress meetings being held with class teachers and the Headteacher.</p> <p>Full % of these can be seen in the Headteacher’s Autumn Term Report.</p> <p>EYFS and KS1 show strong outcomes.</p> <p>Careful tracking and continued focus areas for groups are noted in the Headteacher’s Report and been shared with teachers and LSAs.</p> <p>Spring Review:</p> <p>The review of data took place in March 2025, full details can be seen in the Headteacher’s Report. Pupil progress meetings were also held, with discussions held with regards to interventions in place and what else can be done to support all children, particularly those that have recently joined and those that need tailored interventions.</p>
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Actioned

					<p>Focus areas for the school and pupil groups have been identified, shared with all staff and further interventions have been implemented.</p> <p>Summer Review: Review of whole school data took place in July with pupil progress meetings held. Full % of these can be seen in the Headteacher's Report. EYFS, phonics screening, Year 4 multiplication check, KS1 and KS2 all showing very strong outcomes for levels at ARE. Yr 2 showing very strong outcomes of Greater Depth.</p> <p>Transition meetings were held with teachers, looking at next steps identified in the pupil progress meetings so that the new teachers are fully informed about each child.</p>
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Actioned

<p>2. Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for target teaching e.g. letter and number formation, handwriting skills, spellings.</p>	<p>All staff including HT/SENCo</p>	<p>By Sept 16th By Dec 16th By Feb 10th By April 14th</p> <p>INSET Day 22nd April Focus on SEND and PP children:</p> <p><i>How are we driving standards for our SEND/PP children? How are these children accessing the full curriculum? What does this look like practically in the classroom?</i></p>	<p>PPA time Teachers own analysis</p>	<p>Intervention strategies continue and effectiveness monitored so that adjustments can be made if needed. Improved outcomes for all pupils.</p>	<p>Autumn Review: Focus groups are targeted with intervention timetables reviewed by teachers. These have been shared and discussed with LSAs. Performance management reviews have been undertaken by the Headteacher with LSAs and further areas of support and development, that is needed have been identified. Following this, further training and support has been booked/and/or actioned.</p> <p>Spring Review: Training and intervention for spelling detectives has occurred and is now in place to support children in KS2 that need further support. Pupils have been identified that are in need of extra phonics, writing, reading and x tables interventions. These have been timetabled and actioned. Data shows that PP and SEND children are a group that needs continued focus. This will be a focus for our INSET day on 22nd April.</p>
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Actioned

					<p>Summer Review: Interventions have continued with groups of pupils that need further support to meet age related expectations. Times tables interventions for Yr 4 multiplication check, phonic screening interventions and EYFS focus demonstrate strong impact. The SENCo has worked closely with teachers to ensure that inclusive classroom practices are taking place. Small group interventions and small focused teaching groups has resulted in many children making accelerated progress.</p>
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Actioned

<p>3. Track progress of pupils eligible for 'Pupil Premium Grant' (PPG). Effective strategies, interventions and provision planned to accelerate progress. Reviewed by Governors to check effectiveness.</p>	<p>EM MS JM All staff</p>	<p>Termly Autumn 24 Spring 25 Summer 25</p>	<p>Pupil Premium funding</p>	<p>Pupils eligible for PPG begin to make expected progress. Provision is effective, monitored regularly and adjusted if necessary.</p>	<p>Autumn Review: Progress and attainment of PP pupils have been tracked. They remain a focus group that needs close monitoring. Attendance of a % of these pupils is also an area that needs continued monitoring, with the school working with parents to improve this.</p> <p>Spring Review: As above. This group remains a continued focus. See above INSET day 22nd April.</p> <p>Summer Review: Progress and attainment of PP groups continues to be tracked carefully, and interventions have been in place to support these pupils. Provision of after school clubs was reviewed to appeal to PP children. This saw an uptake of these children taking part in after school activities, enriching their experiences at school.</p>
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Actioned

4. Track progress of pupils eligible for the Service Premium Grant' (SPG). Effective strategies, interventions and provision planned to accelerate progress. Reviewed by Governors to check effectiveness.	EM MS JM All staff	Termly Autumn 24 Spring 25 Summer 25	Service Premium Budget	Pupils eligible for the service grant make at least expected progress and at least meet the expected standard.	Autumn Review: Progress and attainment here is strong, with children reaching ARE and/or GD. Spring Review: Progress and attainment here remain strong, with children reaching ARE and/or GD. Summer Review: Progress and attainment have remained strong, with children reaching ARE and/or GD.
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Actioned

<p>5. To ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between disadvantaged and non-disadvantaged pupils (Ever 6).</p>	<p>EM MS JM EMc</p>	<p>Termly checks and ongoing</p> <p>Mrs Marshall to visit Manor Court – Summer Term 1 to see provision and strategies here to support this group of pupils.</p>	<p>Time</p>	<p>More disadvantaged children beginning to exceed and in line with their peers. Pupil Premium/ Ever 6 pupils attaining higher standards reading.</p>	<p>Autumn Review: Attainment of PP pupils has been tracked, and they remain a focus group that needs close monitoring. Interventions have been reviewed to ensure that these pupils have extra support and provision provided.</p> <p>Spring Review: As above – see INSET day focus (22nd April) This group remains a continued focus.</p> <p>Summer Review: Attainment of PP pupils continued to be tracked with children receiving small group focused support where needed. PP data for the end of KS2 results were strong showing good progress over time with focused interventions, demonstrating strong impact - resulting in levels of attainment being reached.</p>
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Actioned

<p>6. Review pupils on the SEND (Special Educational Needs and Disability) register and amend register in-line with SEND Code of Practice requirements.</p> <p>Review of SEND procedures.</p>	<p>SENCo - ED (Governor – Hayley Dawkins)</p>	<p>Sept 25th staff meeting</p> <p>13th November SEND planning meeting (ED and LL)</p> <p>Ongoing</p> <p>INSET Day 22nd April Focus on SEND and PP children:</p> <p>How are we driving standards for our SEND/PP children? How are these children accessing the full curriculum? What does this look like practically in the classroom?</p>	<p>Meetings with class teachers.</p>	<p>Staff aware of SEND updates and review practice</p>	<p>Autumn Review: The register has been amended and is now in-line with SEND Code of Practice.</p> <p>Review of SEND procedures is ongoing and remains a continued focus.</p> <p>SENCO is working closely with teachers and families to ensure SEND code of practice requirements are in place.</p> <p>Spring Review: This remains ongoing.</p> <p>Summer Review: Throughout the year, there has been a strong drive to ensure that quality first education takes place for all learners. The SENCo has worked closely with teachers to ensure that inclusive classroom practices are taking place so that there is a better understanding of individual pupils' needs. Small group interventions and small focused teaching groups has resulted in many children making accelerated progress. The school has continued to invest in resources to support SEND pupils as well as the SENCo also working</p>
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Actioned

						closely with individual teachers to develop daily provision for SEND pupils.
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Actioned

<p>7.Effective use of assessment tools identified and discussed with colleagues across PPAT, including pupils' improved understanding of their next steps/targets. Effective moderation across schools within the PPAT</p>	<p>All teachers</p>	<p>Ongoing PPAT Moderation 1st date – Wednesday 13th November. Others (TBC) 3rd March</p>	<p>Meetings with class teachers.</p>	<p>Pupils will show a good understanding of how to improve their work and be given sufficient time to make adjustments to their work. Books show targets being met and achieved.</p>	<p>Autumn Review: New assessments have been used to ensure consistency across the school and within the PPAT. Moderation with other PPAT schools has taken place and enabled all staff to see the high level of expectations required. Pupils next steps have been shared with all LSAs, the children and parents.</p> <p>Spring Review: Assessments have taken place and show progress and attainment as well as identifying focus groups that need continued support. Moderation occurred on 3rd March with schools within the trust, where teachers were able to discuss standards in English and Maths. Books have been regularly reviewed during staff meetings, showing areas of strength as well as areas to develop and focus on. Writing targets for each year group are at the front of English books enabling pupils, teachers, LSAs and parents to clearly see targets that have been achieved and those that are pupil's next steps.</p>
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Actioned

					<p>Most children are actively responding to marking comments and being given the time to make corrections and/or seek further adult support. Reactive interventions take place throughout the week for pupils that need further support after and prior to lessons.</p> <p>Summer Review: The purchase and introduction of Testbase assessments this academic year has enabled teachers to effectively make informed assessment judgments. Assessments have taken place each term, enabling staff to adapt their teaching to meet the needs of the pupils and address gaps in skills or knowledge identified. Books also demonstrate that learning objectives are being met with children continuing to respond to marking comments. Weekly quiz assessments have also taken place, enabling teachers to embed children's knowledge from previous lessons.</p>
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Actioned

<p>8. Professional Development to develop aspects of English (e.g. spellings and grammar and handwriting) and Maths in line with NC requirements.</p> <p>Year 2/6 teachers to access support/updates for statutory assessments.</p>	Teaching Staff	Ongoing	CPD	All staff to have a strong awareness and understanding of the aspects of the English and Mathematics Curriculum for which they are responsible.	<p>Autumn Review: This remains a continued focus in upper KS2. Further support from the Trust has enabled staff to see strong standards of writing.</p> <p>Spring Review: Moderation has taken place with all Year groups across the trust. Further CBD opportunities remain on-going in UKS2 and standards in Year 2.</p> <p>Summer Review: There has been a strong focus on the development of English and Maths teaching across the year. This has also included the development of 5 a day and Snappy Maths. The impact of this is evident in the attainment outcomes. Moderation has taken place between PPAT cluster schools where books have been shared amongst colleagues which demonstrated the improving outcomes for all learners. Areas of development are also highlighted ensuring that all teachers continue to have high expectations for all groups of children.</p>
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Actioned

<p>9. Performance Management for all teachers based on rigorous target setting. Pupil Progress Meetings termly.</p>	<p>EM & all teachers/TAs</p>	<p>Autumn Term 2024 April 2025 Summer term</p>		<p>All members of teaching and support staff have initial Performance Management and teachers have objectives linked to pupil performance.</p>	<p>Autumn Review: All teachers have had their performance management targets set. They are aware of the expectations set. Pupil progress meetings held in December with focus group children identified.</p> <p>Spring Review: Pupil progress meetings and performance management targets were held during March 2025. These have identified areas of achievement as well as areas that need continued focus and support.</p> <p>Summer Review: Pupil progress meetings took place in July, demonstrating strong outcomes in EYFS, Phonics screening, Year 4 multiplication check, KS1 and KS2. Performance management meetings will take place in Autumn Term 2025</p>
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Actioned

<p>10. Effective teaching and expectations observed of spelling and grammar in KS1 & 2 in line with the National Expectations. Regular testing of key high frequency words.</p>	<p>EM SIP</p>	<p>October 2024 Feb 2025 June 2025</p>	<p>CPD Monitoring of planning and pupil books.</p>	<p>All staff to have a strong awareness and understanding of the aspects of the Spelling and Grammar, with improved outcomes for all pupils.</p>	<p>Autumn Review: This remains a focus with continued monitoring. The Headteacher's data report identifies key groups of children where precision teaching and reactive interventions still need to occur.</p> <p>Spring Review: Assessments and data is strong in Year 1, Year 2, Year 4 and Year 5. Year 3 remains a focus group with several of these pupils accessing spelling detectives and precision teaching. Pupil progress meetings have identified focus groups within the school and precision teaching and spelling detectives as well as tailored phonics lessons have been actioned for groups. Books have been monitored and also identified focus and teaching groups.</p> <p>Summer Review: There has been a strong focus on the teaching of spellings, punctuation and grammar throughout the year, in lessons, early morning work and interventions after regular</p>
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Actioned

					<p>testing. This has resulted in stronger outcomes seen. Regular testing of key words has enabled precision teaching to be effective. SPAG quizzes each week has allowed pupils to embed and retain more knowledge. Full percentages can be seen in the headteachers report.</p>
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Actioned

<p>11. Professional Development to develop aspects of English (e.g. spellings and grammar and handwriting) and Maths in line with NC requirements.</p> <p>Year 2/6 teachers to access support/updates for statutory assessments.</p>	<p>Teaching Staff</p>	<p>Ongoing</p>	<p>CPD</p>	<p>All staff to have a strong awareness and understanding of the aspects of the English and Mathematics Curriculum for which they are responsible.</p>	<p>Autumn Review: CPD support has been provided with teachers working alongside effective practitioners within the trust, in order to develop teachers and LSAs knowledge of the NC requirements. Moderation with North Cadbury, Countess Gytha and Evercreech has taken place. JM has worked alongside AT at North Cadbury, to look at writing standards in upper KS2.</p> <p>Spring Review: This remains ongoing with moderation occurring in March. Teachers and LSAs are also encouraged to support their own CPD by becoming fully knowledgeable about the NC requirements of each year group.</p> <p>Summer Review: Teachers have moderated work together within school and with teachers across the trust. Staff meetings have taken place, reviewing pupil books, when spellings, grammar and handwriting are reviewed, supporting teachers professional development and knowledge of</p>
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Actioned

					<p>NC requirements across the whole school.</p> <p>The English NC requirements are placed at the front of English book, allowing LSA's to have regular sight of the requirements for each year group. This has meant all staff are more knowledgeable about the NC objectives.</p>
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Actioned

<p>7. Performance Management for all teachers based on rigorous target setting.</p> <p>Pupil Progress Meetings termly.</p>	<p>EM & all teachers/TAs</p>	<p>Autumn Term – target objectives set. 2024 April 2025 Summer 2025</p>		<p>All members of teaching and support staff have initial Performance Management and teachers have objectives linked to pupil performance.</p>	<p>Autumn Review: All teachers and LSAs have had performance management meetings. These have enabled areas of development that is required to be identified and shared, with further support planned during the Spring Term.</p> <p>Spring Review: This remains ongoing with observations, books looks and learning walks identifying areas to be discussed throughout the term and during performance management meetings.</p> <p>Summer Review: Learning walks, staff meetings, book monitoring and pupil voice interviews continues the development across the school.</p>
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Actioned

<p>8. Effective teaching and expectations observed of spelling and grammar in KS1 & 2 in line with the National Expectations. Regular testing of key high frequency words.</p>	<p>EM SIP Learning walks and lesson observations demonstrate effective teaching and learning in most lessons. Spellings in Upper KS2</p>	<p>October 2024 Feb 2025 June 2025</p>	<p>CPD Monitoring of planning and pupil books.</p>	<p>All staff to have a strong awareness and understanding of the aspects of the Spelling and Grammar, with improved outcomes for all pupils.</p>	<p>Autumn Review: See full % of the SPAG Autumn Term outcomes in the HT's report. Regular assessments of high frequency spellings show that most children are in line with national expectations. Yr 3, Yr 6 and SEND pupils are identified as focus groups that need further support and interventions. New intervention timetables to support these groups have been actioned.</p> <p>Spring Review: See full % of SPAG Spring Term outcomes in the HT's report. Focus groups have been identified and regular testing and interventions are in place.</p> <p>Summer Review: Learning walks and lesson observations demonstrate effective teaching and learning in most lessons. Spellings in upper KS2 and with SEND pupils continues to remain an area of focus.</p>
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Actioned

<p>9. Link attendance figures to underperformance and arrange meetings with parents of identified pupils.</p>	<p>Class teachers /EM</p>	<p>On-going Raise concerns at parent meetings</p>		<p>95+ % attendance for all pupils.</p>	<p>Autumn Review: Meetings have been held with parents of identified pupils with letters also sent out to pupils that have attendance below 90%. Importance of attendance is regularly referenced on the school's weekly newsletter.</p> <p>Spring Review: This remains ongoing.</p> <p>Summer Review: The HT and SENCo have met with parents to identify underperformance with attendance levels – further support is provided with the school working hard to address gaps whilst working closely with parents.</p>
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Actioned

10. Regular monitoring and moderation of standards in English/ Mathematics in all classes.	JM MS EM SIP - PPAT	Ongoing		Consistent expectations and high outcomes for all pupils.	<p>Autumn Review: Observations, learning walks have been held by EM and curriculum leaders within the school. These have identified strengths and areas that require continued development. Continued monitoring is needed to show greater levels of pace, expectations and clear lesson planning in one class.</p> <p>Spring Review: This remains ongoing with book looks, observations and learning walks monitoring standards.</p> <p>Summer Review: Staff meetings to monitor books and assessments have taken place. These have identified strengths and areas of development. Professional discussions were held amongst teachers to identify next steps.</p>
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Actioned

11. Monitor the planning, teaching and outcomes of phonics in Years 1 and 2. Target pupils to receive specific phonics intervention.	EM MS KS1 Support staff	Ongoing	Time	All pupils to have a thorough knowledge and application of phonics. Daily teaching to ensure all children are confident and knowledgeable.	Autumn Review: The monitoring and planning and teaching of phonics in Years 1 and 2 have shown that pupils are on track to reach national standards. Spring Review: This remains on going with pupils monitored carefully. Summer Review: Staff delivering phonics teaching are highly skilled, ensuring that the best outcomes are achieved for each child. Planning of phonics is strong with the school using Unlocking letters and Sounds. Outcomes in Year 1 are excellent.
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Actioned

12. Targeted teaching for children that did not pass the phonics screening as soon as the Autumn term starts.	Year 2 and 3 staff	Autumn - ongoing	Time, small work area	Children catch up quickly and are more confident with phonics.	<p>Autumn Review: Targeted and differentiated teaching and lessons for these children are consistent. SEND pupils and those with attendance concerns remain a focus.</p> <p>Spring Review: As above with tailored phonics lessons.</p> <p>Summer Review: Phonics teaching is strong with EYFS and KS1 showing excellent outcomes. New pupils are assessed quickly with differentiated and tailored support implemented quickly.</p>
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Actioned

<p>13. To ensure Y4 pupils master times tables as set out in the NC and are ready for the multiplication tables check.</p>	<p>Teaching Staff Y4 teacher</p>	<p>Termly</p>	<p>Time</p>	<p>Children in Y4 have rapid recall of times tables facts. School has IT capacity for online tests.</p>	<p>Autumn Review: This is on going. Autumn Data shows: Currently on track: 75% (6/8)</p> <p>Spring Review: This remains ongoing. Currently on track – Spring Data – 78%</p> <p>Summer Review: Summer results show very strong outcomes with 89% (8 out of 9 pupils passing highly with 8 out of 9 children scoring 24 or 25 out of 25 on the MTC) New pupils are assessed quickly with differentiated and tailored support implemented quickly.</p>
<p>CPD, Inset, courses. Working alongside highly skilled practitioners.</p> <ul style="list-style-type: none"> Active marking, next steps marking, regular and efficient marking Intervention training and support for TAs Curriculum knowledge development 	<p>Monitoring Key sources of evidence:</p> <ul style="list-style-type: none"> Whole school cohort data sheets Pupil progress meetings with class teachers Termly data analysis including multiplication checks, phonics and spellings Scrutiny of books, including adherence to the marking policy, including next steps. Key SEND documents in place 				

Actioned

<p>PRIORITY 2: To develop the curriculum across the school. To develop the important knowledge that the children need to learn, to build pupil’s subject knowledge across the school. To ensure that there is a well-planned and ambitious curriculum in place. To develop subject leadership knowledge amongst all staff, including curriculum leaders.</p> <p>Rationale: The curriculum planning and teaching was judged as inadequate in the Ofsted report October 2023, stating that the curriculum was poorly planned. The curriculum provision during the academic year of 2024 has improved with the curriculum of Cycle A and B in both KS1 and KS2 being enhanced.</p> <p>However, clearly there are developments that are still needed both in the KS1 and KS2 rolling programmes with all teachers needing to develop the curriculum provision through well planned and ambitious medium-term documents that have identified key skills and knowledge that pupils need to know. The development of cycle C and D in KS2 needs to be enhanced. Identifying the important knowledge that children need to know, needs to be developed across the foundation subjects. Foundation subject assessments also need further development this academic year.</p>		<p>Success criteria</p> <ul style="list-style-type: none"> • The curriculum is well-planned, identifying key skills and knowledge that pupils need to know. • Staff use the timetable well to ensure that there are over-learning opportunities so that key knowledge is embedded over time. • A wider range of high-quality enrichment opportunities are to be available to pupils which extend their thinking and broaden their horizons. • The curriculum takes more account of children’s individual aptitudes & interests and gives scope for independent enquiry. • The learning environment is extended further enabling the children to access learning walls that support them well in their lessons. • The use of a wide range of curriculum resources are built upon and used in lessons. • Assessment of foundation subjects show that key knowledge is embedded and remembered by pupils. • The revised curriculum ensures progression and makes meaningful cross curricula links to deepen children’s understanding. • The school’s website is updated and shows parents and prospective parents the new and ambitious curriculum. • All teaching staff take responsibility for the planning and implementation of clearly sequenced lessons. Planning documents and pupil books reflect this. • The roles of Curriculum champions (ambassadors) are developed. • Governors have a clear understanding of the strategic direction in which the school is moving. 			
Sequence of tasks	Personnel	Timescale	Resourcing	Expected Outcome	Review

Actioned

<p>1. Roles & responsibilities are reviewed for all staff with all teachers taking on the role as curriculum advocates working closely together.</p>	<p>EM MS JM</p>	<p>Autumn 2024 ongoing</p> <p>Spring 2025 - Ongoing</p>	<p>Time Staff Meetings INSET days</p>	<p>More effective learning of foundation subjects with children being able to discuss what they have learnt.</p> <p>Books and assessment folders demonstrate clear sequences of lessons and knowledge being developed and retained.</p>	<p>Autumn Review: This is ongoing. Teachers are encouraged to work together within the school as well as with skilled practitioners within the trust. Teachers are encouraged to show initiative and be proactive in ensuring that the curriculum is carefully planned with clear sequences of lessons. Where further developments are still needed, support has been actioned with staff working closely together to share knowledge and good practice.</p> <p>Spring Review: This remains ongoing and is part of teacher's performance management targets.</p> <p>Summer Review: In many parts of the school this has shown</p>
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Actioned

					<p>strong development with staff undertaking their responsibilities by enhancing their own knowledge of their subjects, undertaking learning walks across the school, undertaking pupil voice interviews as well as monitoring books. This will remain an ongoing focus.</p>
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Actioned

<p>1. All planning to be based on the National Curriculum expectations and enhanced curriculum provision of foundation subjects (including the provision for all SEND pupils) Community links to be made where possible</p>	<p>EM MS JM EMc</p>	<p>Autumn 2024 Jan INSET day – Curriculum development. Spring 2025 Staff meetings for specific subject areas</p>	<p>Time Staff Meetings INSET days</p>	<p>Evidence that teachers are planning and delivering the National Curriculum and a wider variety of activities are used to inspire and motivate.</p>	<p>Autumn Review: Continued developments have been made, with staff working together to review and ensure that medium term plans are aspirational and follow clear sequences of lesson planning. Provision for SEND by teachers remain a continued focus. Continued planning support in UKS2 is required to support the four-year rolling programme. Staff to join Trust curriculum Master Classes. Further focus will be on the development of medium-term planning, high standards and expectations of what can be achieved by all children.</p> <p>Spring Review: This remains ongoing with staff meeting times and INSET days used to ensure that curriculum expectations are inspiring</p>
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Actioned

					<p>and motivational for all pupils. Teachers are encouraged to develop their own CPD for foundation subjects and access master classes, provided by the trust as well as making links with other colleagues outside of the immediate school setting.</p> <p>Summer Review: Moderation shows that all planning is based on the NC requirements. Teachers have continued to work together to develop rolling programmes to support the mixed aged classes and SEND pupils. This remains a focus as the school moves into Cycle C in both KS1 and KS2. Community links will remain as a focus for 2025 – 2026.</p>
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Actioned

<p>2. Subject leaders to maintain standards and monitor curriculum provision across the school. Subject leaders to inform staff of updates in their subject areas. Subject files to be reviewed.</p>	<p>EM MS JM</p>	<p>On-going</p>	<p>Time</p>	<p>Subject leaders to be fully aware of the progression of their subjects across the primary classes and sufficient evidence is available.</p>	<p>Autumn Review: Good developments have been made by subject leaders in EYFS, History, Computing and English, where standards have been monitored and actions that were needed have been raised.</p> <p>Further support for some subject leaders is still required and this has been planned for Spring Term 1.</p> <p>Spring Review: Time has been provided for subject leaders to develop their practice with the progression of skills documents completed and visible on the website. INSET days also provide time for subject leads to monitor the curriculum provision across the school.</p> <p>Summer Review: There has been strong subject leadership in many parts of the school.</p>
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Actioned

					<p>Given the small school numbers of teachers, staff work as curriculum advocates together to enhance subject areas. Release time has been provided for RE, Science, Art, DT and History. New curriculum resources have been purchased for the ongoing development of Music.</p> <p>Subject leaders have a clearer understanding of their subject and roles and responsibilities.</p>
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Actioned

<p>3. Begin international enrichment activities to enhance the curriculum.</p>	<p>All Staff</p>	<p>Ongoing Autumn 1: Black History Day- whole school African Drumming Day – EYFS and KS1 Diwali workshop -Whole School Spring Term 1: KS2 Shang Dynasty Workshop Whole School Lessons and Worship on World Religion Day (January) Summer Term World Religions – RE lessons.</p>	<p>Time</p>	<p>Children develop understanding and respect for different cultures.</p>	<p>Autumn Review: The children have experienced, enjoyed and benefitted from a range of multicultural enrichment opportunities. Further international enrichment opportunities are planned for the Spring and Summer Terms.</p> <p>Spring Review: This remains an ongoing focus. Mrs Marshall and governors have attended Embracing Racial Diversity Conference at Bath and Wells. RE and PHSE lessons include diversity and in international enrichment opportunities.</p> <p>Summer Review: International enrichment activities continue to be enhanced. Books and learning experiences are planned mindfully, taking these into consideration. This academic year international learning</p>
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Actioned

					<p>experiences have included learning about life in Kenya, Ancient Egypt, the Indus Valley, Worldwide Religions as well as after school activities celebrating the Chinese New Year and French and Italian Cuisine. New books continue to be purchased that celebrate and enhance international knowledge and diversity.</p> <p>The school has decided to purchase further French curriculum resources to develop the progression of skills for the next academic year.</p>
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Actioned

<p>4. Develop collaborative learning across the trust to ensure best practice.</p>	<p>All staff</p>	<p>Throughout year</p> <p>PPAT Conference – 1st May ‘Belonging’</p>	<p>Time</p>	<p>Best practice in terms of teaching and learning is shared across the school and across the trust to ensure high expectations and outcomes for children.</p>	<p>Autumn Review: MS, EM, JM and AC have worked collaboratively across the trust to develop our ongoing drive for best practice. This has included:</p> <ul style="list-style-type: none"> - Observations of skilled practitioners (JM and AC) - Behaviour management master class (JM and AC) - RE and SIAMS (EM, JM) - Computing (MS) - History development (MS) <p>Spring Review: This remains ongoing. Mrs Marshall has worked alongside DG from Kingfisher Primary School. MS has visited Hambridge Primary School to look at foundation subjects. JM has looked at planning with TC from Countess Gytha whilst also staff</p>
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Actioned

					<p>have moderated with Evercreech Primary, North Cadbury and Countess Gytha.</p> <p>Summer Review: Collaborative learning across the Trust continues to be developed with teachers maintaining links with other staff members.</p>
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Actioned

<p>5. Resource boxes to be built up and developed to ensure that children have high quality resources available for each learning experience.</p>	<p>EM JM MS</p>	<p>Autumn 2024 Spring 2025 Summer 2025</p>	<p>Time Curriculum funding</p>	<p>Improved resources.</p>	<p>Autumn Review: On-going</p> <p>Various curriculum resources and books, that are needed to ensure that the best quality of teaching and learning is delivered, have been ordered.</p> <p>However, due to the very limited artefacts and resources that the school had previously purchased, this will continue to remain a priority and expense that needs to be catered for.</p> <p>Spring Review: This remains ongoing.</p> <p>Summer Review: Curriculum resources boxes continue to be purchased and developed. Recent purchases to enhance provision have included DT, Music, RE and PE. New books have been purchased to enhance English lessons and</p>
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Actioned

					update the school's library and class library. This has included a wide range of non-fiction texts to support the teaching of foundation subjects.
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Actioned

<p>6. 'Showcasing' of musical and art talents.</p>	<p>All year groups</p>	<p>Throughout the year.</p> <p>Autumn 1: African Drumming Day – EYFS and KS1</p> <p>KS2 – Enrichment Drama workshop - Spring Term 1</p> <p>EYFS and KS1 Nativity Performance</p> <p>Spring Term: KS1 Shang Dynasty Workshop</p> <p>EYFS and KS1 Mother's Day Celebration with Singing and Crafts.</p> <p>Summer Term:</p> <p>Lovington's Got Talent (Date to be confirmed)</p> <p>PPAT's Got Talent- 10th July</p>	<p>Time</p>	<p>For all to be aware of the talents in the school.</p>	<p>Autumn Review: EYFS and KS1 enjoyed a drumming workshop.</p> <p>Enrichment opportunities and clubs are planned for Spring Term 1 and 2.</p> <p>Spring Review: Choir with drama has been ongoing throughout the term with children singing and showcasing their talent during CW and also in the Church during our Easter Service.</p> <p>EYFS and KS1 have invited parents to their learning outcomes where Art and Music have been celebrated.</p> <p>Music and Art Development have been planned for INSET day 22nd April.</p> <p>Summer Review: Choir has continued throughout the year. The KS2 production of Alice show cased many talents that were enjoyed by</p>
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Actioned

		Music and Art Development have been planned for INSET day 22 nd April.			parents and families. The children's performance skills were outstanding. Participation at the PPAT's Got Talent was another huge success with Lovington coming 1 st in the KS2 singing category.
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Actioned

<p>7. PM for all staff ensuring that succession planning and distributed leadership are established and skills development supported.</p>	<p>EM</p>	<p>Nov – Dec 2024 April 25 July 25</p>		<p>All staff are provided with good continuing professional development and opportunities.</p>	<p>Autumn Review: PM meetings have identified the development of middle leaders to take on whole school actions and developments including:</p> <ul style="list-style-type: none"> • the development of the mental health lead • the development of STEM lead • the development of Sports lead with aims to work towards the Bronze School sports award <p>Spring Review: This remains on going. The development of the Mental Health Lead has been actioned with Seeds of Wellbeing being established and accessible to parents on the school’s website. Performance Management meetings have identified continued areas of focus within the school.</p>
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Actioned

					Summer Review: Performance Management meetings will take place at the beginning of Autumn Term 2025
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Actioned

<p>8. Continual enhancement of P.E and sporting provision. Effective use of the Sport and P.E. Premium Grant to achieve best value and excellent outcomes for pupils.</p>	<p>JM MS Sports Coach</p>	<p>Throughout year</p>	<p>As needed.</p>	<p>Excellent provision for all children in P.E. Extracurricular school sports at a high level.</p>	<p>Autumn Review: PE enrichment day of archery has taken place The children have participated in:</p> <ul style="list-style-type: none"> • Ansford sporting events • After school clubs (hockey, netball and tag rugby) <p>Further enrichment opportunities and clubs are planned for Spring Term 1 and 2 and Summer Term 1.</p> <p>Spring Review: Further PE enrichment has occurred with children continuing to take part in Ansford sporting events. After school clubs with Premier sports has continued. EYFS, KS1 and lower KS2 have benefited from Yoga lessons by a skilled and qualified instructor. The whole school has enjoyed and benefited from a six-week block of cricket coaching, led by an experienced and</p>
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Actioned

					<p>qualified coach from the Somerset Cricket Foundation. The whole school has also enjoyed an enrichment afternoon of fencing with Premier Education.</p> <p>Summer Review: A wide range of enhanced PE provision has been implemented with children benefitting from lessons from skilled practitioners. This has also enabled staff to work alongside experts thus enhancing their CPD. Sports clubs have taken place every term. New equipment has been purchased. This all contributed to the school receiving the School Games Silver Award.</p>
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Actioned

9. Develop Outdoor learning in the curriculum.	All teachers	Throughout year	Time	Curriculum enhanced by excellent outdoor learning provision.	<p>Autumn Review: Good use of the outdoor learning is seen in EYFS and KS1. Further development of this in KS2 remains a focus.</p> <p>Spring Review: This remains ongoing.</p> <p>Summer Review: Outdoor learning has occurred across curriculum subjects. However, this remains a continued focus next academic year.</p>
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Actioned

<p>10. Ensure e-safety is embedded across the curriculum and monitored regularly.</p>	<p>All Staff Computing Lead to monitor - MS</p>	<p>On-line safety training for all staff -September INSET</p> <p>Computing Quality Framework – November 2024</p> <p>Termly monitoring Parent questionnaires and resources and advice shared.</p>	<p>Time</p>	<p>Staff are confident to deliver an effective computing curriculum.</p> <p>Children are aware of how to stay safe using technology.</p>	<p>Autumn Review: All staff received on-line safety training. Pupils have taken part in on-line assemblies and on-line safety lines. A parent questionnaire was sent to parents and undertaken by pupils in school. This will be on-going each term with regular lessons, assemblies and through PHSE discussions.</p> <p>Spring Review: This remains ongoing with E-safety lessons and class assemblies.</p> <p>Summer Review: E-Safety events were organised for Internet Safety Day. Mrs Small has undertaken pupil voice interviews as well as holding a parent internet safety workshop for parents.</p>
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Actioned

<p>11. A focus on pupil voice to give children a voice, and pursue their interests as well as highlight positive areas of the curriculum as well as areas of development.</p>	<p>School Council EM MS JM</p>	<p>Sept 2024 onwards</p>	<p>Time</p>	<p>Stimulating curriculum and increased awareness of the world we live in.</p>	<p>Autumn Review: Pupil voice interviews have been held for RE and Computing. Greater focus planned for school council and courageous advocates is planned for Spring Term 1.</p> <p>Spring Review: This remains ongoing.</p> <p>Summer Review Pupils voice interviews continue to be held across the school. These have included RE, Computing, Science, History and PE. After school clubs have been adapted in response to pupil voice.</p>
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Actioned

<p>12. Development of the RE curriculum – visions and values. Ensure continued links are made with the wider community. Preparation for the SIAMs inspection.</p>	<p>EM MS JM Governors</p>	<p>September INSET Spirituality Course -JM -SIAMS course – JM and EM Ongoing</p>	<p>Time</p>	<p>Children know the school’s vision and values of the school and use these in the life of the school. Staff are confident to deliver an effective RE curriculum.</p>	<p>Autumn Review: EM and JM have attended RE and Spirituality courses. EM has attended SIAMs and RE master class provided by the trust. Resources boxes and artefacts for different faiths have been ordered. The second part of the September INSET day focused the school’s vision and values. RE displays around the school have been enhanced. The schools’ values are referenced on the weekly newsletter and the curriculum newsletter to engage and inform parents. EM and JM have met with Mr Marvin (Education Advisor from Bath and Wells Diocese) who has visited the school, looked at books, spoken with pupils and provided the school with further advice for actions moving forward.</p>
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Actioned

					<p>The children continue their links with the church a Harvest Service, Carol Service as well as weekly visitors leading CW once a week</p> <p>Spring Review: This remains ongoing. Foundation governors have visited the school, spoken to pupils and seen books. Mrs Marshall has attended Bath and Wells conference on Racial Justice and the role of a Church School. Pippin Class have met with our local councillors to share their park designs for Lovington. The vision and values and the links with bible stories continue to made during CW. The vision and value links continued to be made across the curriculum and shared with parents on the curriculum newsletters. The development of the RE curriculum has been</p>
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Actioned

					<p>enhanced with further artefacts and resource boxes ordered.</p> <p>Summer Review: There has been a huge focus on the development of the RE curriculum across the year, resulting in a strong impact of provision. The SIAMs inspection took place in June. This highlighted many strengths including the “ambitious curriculum, staff addressing the needs of SEND pupils, raising aspirations as well as leaders identifying initiatives that consistently lead to ongoing improvements”.</p> <p>A successful vision and values Art day took place during the Summer term with families invited into school to work together.</p>
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Actioned

CPD, Inset, courses

September INSET – Visions and Values

SIAMS course – October 2024

Spirituality Course – October 2024

Computing Quality Framework

– November 2024

Achieved:

Leading Computing

I Belong Programme

Bath and Wells conference on Racial
Justice and the role of a Church School.

Spelling Detectives Training

Trust Master Classes:

Behaviour Management

RE and SIAMS

History

Computing

Outcomes Key sources of evidence:

- Lesson observations
- Learning walks
- Scrutiny of plans and books across the school curriculum
- Pupil voice interviews
- Governor reports
- Parental questionnaire
- Subject leader files

Actioned

<p>PRIORITY 3: To improve the learning culture within the school, including raising the quality of teaching so that it is consistently Good and often Outstanding. (Thereby improving the outcomes for pupils further.)</p> <p>Rationale: With our existing Ofsted rating, it is essential that all lessons are good or outstanding. In order to maintain and improve on previous standards and pupil progress, it is vital that all staff teach lessons and group tasks that are well planned, clearly organised and that the timetable ensures that every moment matters.</p> <p>This will involve teachers using motivating teaching strategies, such as a range of exciting practical resources, exciting learning experiences, fostering pupils' curiosity and independence. The continued development of active learning by all children must be adopted by all, with teachers setting high expectations as well as ensuring that all support staff are deployed efficiently in every lesson.</p>		<p>Success criteria</p> <ul style="list-style-type: none"> ▪ 100% lessons are judged as Good or Outstanding ▪ Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, motivated and enthusiastic staff, outdoor learning and well-planned lessons. ▪ The timetable is well structured using time effectively during the school day. ▪ Behaviour in all classes is excellent. ▪ All teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment) and all teachers are committed to developing their practice of delivering high quality lessons that are well planned and delivered effectively. ▪ Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to 'have a go' ▪ The pace and depth of learning are maximised as a result of teacher's response to pupils during lessons. ▪ Support staff are used effectively in every lesson and know the aims and targets for the children they are working with. 			
Sequence of tasks	Personnel	Timescale	Resourcing	Expected Outcome	Review

Actioned

					<p>discussions when looking at books and learning walk observations.</p> <p>Summer Review: Staff have worked together, using coaching methods to understand first quality teaching and expectations. SLT, members of the trust and the SIP partner have observed lessons and undertaken learning walks, drop ins and provided feedback to staff, to promote and develop high standards for all staff. Attainment results in EYFS, phonics screening, KS1, KS2 and the Yr 4 multiplication check demonstrate a better understanding of quality first teaching.</p>
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Actioned

<p>2. Lesson observations for all staff, and re-visiting of lessons to ensure that actions for improvement are addressed.</p> <p>Learning walks demonstrate regular and consistent adaptations of high expectations and quality first teaching.</p>	<p>EM, all teachers. SIP – PPAT Trust</p>	<p>Autumn Term 2024 On-going</p>	<p>Time</p>	<p>All lessons and learning over time (evidence in books) are at least good and often outstanding.</p>	<p>Autumn Review The revisiting of lessons to review actions have occurred with meetings to address further developments have been held with the HT and staff. Whilst good practice is seen in some classes to develop continued high expectations, this remains an on-going development point for some staff. Spring Review: This remains ongoing. High expectations are seen by many. Summer Review: As above</p>
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Actioned

<p>3. Monitoring and observing the use of individual SEND learning plans and strategies recommended by professionals.</p>	<p>SENCO - ED (Governor: Hayley Dawkins)</p>	<p>Termly Autumn 2024 Spring 2025 Summer 2025</p>	<p>SENCo Time</p>	<p>SEND pupils achieving well across the school.</p>	<p>Autumn Review: Autumn Review: The monitoring of SEND provision across the school as well as learning walks made by the HT show that in some classes, this is a strength, with children receiving tailored learning according to their individual needs. Where further developments are needed, support has been provided by the SENCO and HT to develop the strategies of all teachers and LSAs. Spring Review: This remains an ongoing focus with monitoring showing some excellent achievements being made. Where further developments are needed, support has been put in place.</p>
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Actioned

					<p>Summer Review: This has been a big focus throughout the year with the SENCO working closely with teachers to review and monitor individual learning plans with teachers. Throughout the year, there has been a continued drive to ensure quality first teaching occurs for every child. Staff have a better understanding of what children need to improve and the strategies to use to improve the outcomes for SEND pupils. Further resources have been purchased for SEND pupils and all pupils have been exposed to the same quality of teaching with interventions taking place to bridge pupil gaps.</p>
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Actioned

<p>CPD, Inset, courses Working alongside highly skilled practitioners.</p> <p>Ongoing in school and with support from skilled practitioners from the Preston Primary Academy Trust.</p>	<p>Outcomes</p> <p>Key sources of evidence:</p> <ul style="list-style-type: none">• Timetables show that time in the school day is used well with sufficient provision for quality first teaching in all subjects.• Pupil progress meetings with class teachers.• Lesson observations.• Scrutiny of books, including adherence to Teaching & Learning and Marking Policy
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Glossary

EM, MS, JM, ED – Teaching Staff Team at Lovington

TA – Teaching Assistants

SIP – School Improvement Partner

PP, LT – Members of staff from the Preston Primary Trust

PM – Performance Management

CPD – Continued Professional Development