



Lovington
Church of England Primary School
SCHOOL DEVELOPMENT PLAN
2025 - 2026

Actioned

PRIORITY 1: To achieve high standards in Reading, Writing and SPAG throughout the school and maintain strong rates of attainment across the school for all pupil groups.

To develop levels of greater depth in KS2.

Rationale: Following the schools' movement to the Preston Primary Academy Trust after the inadequate Ofsted judgement in October 2023, the leadership team from 2024 continues to maintain high expectations of quality first teaching so that all children reach standards of attainment in reading, writing, spellings, punctuation and grammar.

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.

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

National Average 68%

Phonic screening – 100% (National average 81%)

National Average 79%

Yr 2 attainment:

Reading – School - 80% (National Average 68%) GD – 60% (NA – 19%)

Writing – School - 80% (National Average 60%) GD – 40% (NA – 8%)

Maths – School – 100% (National Average – 70% GD – 40% (NA – 16%)

Yr 4 Multiplication Check – 89% scoring 24 or 25 (out of 25) out of those pupils taking the check.

Success criteria

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

Year 2:

Reading – 80% at ARE or above

Writing – 80% at ARE or above

SPAG – 80% at ARE or above

Yr 6:

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 2025 / School 100% - 2025)
- The % of Early Years pupils to achieve national averages in 'good level of development'. (National 68% 2025 / School 100% 2025)
- 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

<p>KS2 SATS results:</p> <p>Reading – School - 100% (National Average 75%) SPAG – School - 67% (National Average – 73%) GD – 67% Writing – 100% (National Average 71%) GD – 33% Maths – 100% (National Average 74%)</p>					
Sequence of tasks	Personnel/ Monitoring	Timescale	Resourcing	Expected Outcome	Review
<p>1. Regular review of whole school data and clear benchmarks for all staff regarding starting points for all children.</p>	<p>EM SIP – PP All staff Full Governors</p>	<p>On going</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 Term Entry data completed in September with targets made for each child for Reading, Writing, Maths and SPAG. December assessments completed in each class.</p> <p>Spring Term Data across the school shows that pupil groups are making good progress. Interventions are reviewed and discussed with teachers during pupil progress meetings. Year 6 and SEND remains an area of focus.</p>

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 handwriting, spellings and sentence structure.</p>	<p>All staff including HT/SENCo</p>	<p>On going</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 Term Groups identified during PP meetings and during September's staff meetings with interventions discussed with EM, class teachers and the SENCo. Inclusion strategies to be clearly identified on medium term plans for Spring term onwards. Spring Term With the ongoing absence of the school's SENDCo, Lovington has been supported by the Trust's SEND consultant. Teachers and leaders continue to monitor pupil groups carefully and interventions and TA support is in place to support these groups of children.</p>
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Actioned

<p>3. Track progress of pupils eligible for 'Pupil Premium Grant' (PPG).</p> <ul style="list-style-type: none"> - Effective strategies, interventions and provision planned to accelerate progress. - 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. - Reviewed by Governors to check effectiveness. 	<p>EM MS SM All staff</p>	<p>Termly Autumn 25 Spring 26 Summer 26</p>	<p>Pupil Premium funding</p>	<p>Pupils eligible for PPG make expected progress. Provision is effective, monitored regularly and adjusted if necessary.</p>	<p>Autumn Term Pupil Progress meetings identify children in receipt of PPG and attainment is carefully tracked. Interventions assessed and discussed, reactive and precision teaching interventions adopted to target 3 pupil premium children, in order to close the attainment gap. ED and EM to monitor. Inclusion strategies to be clearly identified on medium term plans for Spring term onwards.</p> <p>Spring Term PP groups are identified in pupil progress meetings. Extra reading and spelling interventions continue to support these groups of pupils. This will remain ongoing during the Summer Term.</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 SM All staff	Termly Autumn 25 Spring 26 Summer 26	Service Premium Budget	Pupils eligible for the service grant make at least expected progress and at least meet the expected standard.	Autumn Term 4 pupils -75% of SPG children continue to reach ARE in all areas and with 25% showing levels of greater depth. Spring Term 75% of this group remain on track to reach ARE with 25% showing levels of greater depth. Continued support will remain in place during the Summer Term.
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Actioned

<p>5. Review pupils on the SEND (Special Educational Needs and Disability) register and in-line with SEND Code of Practice requirements.</p> <p>Continued review of all SEND procedures.</p> <p>Consider how best to support all learners in the classroom through quality first teaching, ensuring there are high expectations for all learners, especially SEN.</p>	<p>SENCo - ED (Governor – Hayley Dawkins)</p>	<p>Termly Autumn 25 Spring 26 Summer 26</p>	<p>Meetings with class teachers.</p>	<p>Staff aware of SEND updates and review practice.</p> <p>Staff have high expectations for the learning of SEND pupils.</p> <p>Improved awareness from staff as to how to move children’s learning on.</p> <p>High quality interventions that show impact.</p> <p>Effectiveness of interventions and teaching is monitored by the Sendco and teachers.</p> <p>Planning is adapted to ensure that the work is engaging and meets the needs of all pupils.</p>	<p>Autumn Term ADPR’s have completed Cycle 1 – showing that most children are achieving their individual targets. Where further progress needs to be seen, ED is working closely with class teachers, parents and SEND colleagues from across the trust to ensure that SEND procedures are regularly reviewed.</p> <p>Spring Term SEND pupils are regularly reviewed by teachers. All teachers have received a range of CPD this term, focusing on reading, SEND inclusion and ensuring that there are high expectations for all children. In the absence of the Sendco, the Trust SEND Consultant and advisors from the Tor school have worked with staff and children to develop teachers expertise and knowledge enabling them to support all learners. Staff expect high quality outcomes. Interventions include active live marking to ensure that</p>
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Actioned

					staff have maximum input for all children.
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Actioned

<p>6. Ensure staff consistently plan for and teach new vocabulary explicitly within writing lessons. Embed word-learning strategies (e.g. word of the day, context clues, word maps etc) to support independence.</p> <p>Provide pupils with repeated encounters of key words across subjects and contexts.</p> <p>Build structured opportunities for pupils to use new vocabulary orally and in writing to deepen retention.</p>	<p>EM MS SM</p> <p>All staff</p> <p>Evidence collected through planning scrutiny and lesson observations each half term.</p> <p>Monitored through vocabulary journals and writing samples.</p>	<p>On going</p>	<p>Training provided on strategies to develop new vocabulary.</p> <p>Teachers supported with resources to recycle and revisit words.</p>	<p>Fully embedded across all year groups by end of Autumn Term 1.</p> <p>By Spring Term, 80% of pupils will show accurate use of taught words in independent writing.</p> <p>Vocabulary working walls are completed and implemented by end of first half of Autumn Term.</p>	<p>Autumn Term</p> <p>Use of word of the day is now being used in the three classes, with new vocabulary being on display in classrooms. Vocabulary rich texts are used in all English lessons. This continues to be embedded through guided reading sessions. Vocabulary Ninja has also been purchased as an extra resource for staff.</p> <p>Spring Term</p> <p>Oracy lessons are planned with high quality speaking and listening opportunities provided. Children have opportunities to share their thoughts and ideas with others.</p> <p>World book day had an oracy focus with children using role play for story telling as well as using presenting and debating techniques.</p> <p>New vocabulary and word of the day is evident in every classroom. The continued use of high-quality texts continues to support the development of vocabulary.</p>
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Actioned

<p>7. All staff to demonstrate skilled teaching of phonics using Unlocking Letters and Sounds.</p> <p>To monitor the quality of phonic teaching linked to expectations of the scheme in EYFS and KS1 and SEND pupils.</p>	<p>MS Lead EM</p> <p>Learning Support Assistants</p>	<p>On going</p>	<p>MS will manage time to monitor.</p>	<p>Consistent high-quality teaching and learning for all pupils.</p> <p>Clear evidence of pupil tracking to identify gaps in knowledge. These are used effectively in interventions.</p> <p>Small phonic groups demonstrate improved understanding and retention with a clear focus on the skills needed to improve reading.</p> <p>New pupils assessed quickly and interventions put in place if needed.</p>	<p>Autumn Term</p> <p>Learning walks show skilled staff teaching phonics through unlocking letters and sounds. Phonic interventions are also provided for SEND pupils.</p> <p>Mrs Small has also led an EYFS parent information workshop detailing the approach used in school for the teaching of phonics and early reading.</p> <p>Spring Term</p> <p>Learning walks continue to show quality first teaching of phonics. New staff have accessed unlocking letters and sounds training. New pupils are assessed quickly on arrival at school, gaps in their knowledge are identified and a programme of phonics starts straight away for these children. Reading and phonics remains a top priority in EYFS and KS1.</p>
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Actioned

<p>8. To ensure that children are assessed regularly using a phonics tracking sheet for Unlocking Letters and Sounds.</p>	<p>MS lead</p>	<p>On going</p>	<p>MS will manage time to monitor.</p>	<p>Clear evidence of pupil tracking to identify gaps in knowledge and interventions needed. High quality teaching and learning for all pupils.</p>	<p>Autumn Term Assessment of phonics is regular, showing clear tracking. Data for phonics screening is shared with the CEO and trustees as well as the governors through the Headteacher's report. Spring Term This remains ongoing.</p>
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Actioned

<p>9. All teachers will deliver daily spelling instruction in small steps, focusing on explicit teaching, modelling, and practice.</p> <p>Common Exception Words will be practiced daily at the start of each English lesson in KS2 and to form 5 a day morning routines.</p> <p>Teachers will use agreed strategies (e.g. highlighting patterns, quick correction routines) to ensure pupils learn a misspelt word correctly.</p>	<p>EM to lead All staff</p> <p>Lesson plans and observations will evidence regular spelling teaching in every class.</p> <p>Monitored through book scrutiny and spelling corrections in writing</p>	<p>On going</p>	<p>Staff training to provide a toolkit of strategies.</p>	<p>By end of Autumn Term 1 strategies consistently applied across all classes.</p> <p>Children will learn common exception words using a range of strategies; breaking words into chunks, mnemonics, identifying the tricky part.</p> <p>Children will be taught spelling daily and explicitly with regular practice and reinforcement.</p> <p>% of pupils achieving year group expectations by the end of the year should in line with year group expectations.</p> <p>Good % of children will achieve greater depth in SPAG</p>	<p>Autumn Term</p> <p>Daily spelling lessons, using phonic sounds as well as spelling rules are taught every morning.</p> <p>Common exception words are practiced at the start of every English lesson in KS2 and teachers use quick correction routines to support pupil's misspelt words as well as highlighting the spelling pattern on boards during spelling lessons.</p> <p>Spring Term</p> <p>Spellings remain an ongoing focus for groups of children in KS2 – particular focus groups in Yr 6 and SEND pupils.</p> <p>A range of interventions have occurred including precision teaching, spelling detectives as well as daily lessons and daily practice.</p> <p>Common exception spelling lists have been shared with parents.</p> <p>Teachers prioritise spellings in classrooms and during 5 a day warm ups.</p> <p>Active live marking has a strong focus on spellings, with clear discussions about spelling rules and patterns.</p>
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Actioned

					This will remain a focus.
<p>10. All teachers will provide quality first teaching handwriting lessons, starting in reception.</p> <p>Handwriting will explicitly be taught at least 3 times weekly in reception and KS1 in addition to phonics.</p> <p>All staff will Implement “ready to write” routines (sharpened pencils, correct seating, left-handed adaptations, pencil grips)</p> <p>All staff will always model high-quality handwriting, on the board and in pupil’s books.</p> <p>Targeted handwriting interventions will be implemented for pupils in KS1 and KS2, that require further support.</p>	<p>EM SLT Class teachers</p> <p>Monitoring via: planning scrutiny, learning walks, lesson observations, book looks and intervention records</p>	<p>On going</p>	<p>Handwriting progression map</p> <p>Pencil grips/adapted tools</p> <p>Visual guides for routines</p> <p>CPD on teacher modelling</p>	<p>By Spring: Reception & KS1 pupils to have improved letter formation.</p> <p>By Summer: 85% of pupils achieve age-related expectations in handwriting.</p> <p>High standards evident across school in all written work.</p>	<p>Autumn Term Quality first teaching of handwriting has started in reception. Staff have adopted the ‘ready to write’ routines and work hard to model high quality writing to all children. Staff continue to model high quality handwriting on the boards and in pupils books.</p> <p>Spring Term This remains a continued focus across the school with a focus on ‘being handwriting ready’ using the correct pencil grip and correct seating, in line with the revised writing framework.</p>

Actioned

<p>11. Teachers to develop the use of Leah Crawford Opening Doors pedagogy of writing for a purpose using high-quality texts and modelling of writing clearly.</p> <p>Teachers to model planning, drafting, revising, and editing in lessons to make the writing process explicit.</p> <p>Teachers to demonstrate clear strategies for greater depth writing, including ambitious vocabulary, complex sentences, and sophisticated punctuation.</p> <p>Implement regular “think-aloud” where teachers verbalise reasoning and decision-making in writing.</p> <p>Establish routines where pupils observe, imitate, and then practise independently, gradually reducing scaffolding.</p> <p>Provide targeted modelling for pupils who need extra support and challenge for those aiming for greater depth.</p> <p>Monitor pupils’ writing sequences to ensure modelling leads to independent improvements.</p>	<p>EM ED SLT Class teachers</p> <p>Monitoring of lesson observations, book looks, pupil voice and moderation meetings.</p>	<p>Ongoing</p>	<p>CPD sessions with exemplars of modelling and “think-aloud” strategies</p> <p>High quality texts purchased.</p> <p>Guided writing materials and scaffolds</p> <p>Lesson time allocated for modelling and practice</p>	<p>By Spring pupils demonstrate improved application of modelling strategies in independent writing.</p> <p>By Summer pupils aiming for greater depth show confident use of ambitious vocabulary, sentence structures, and editing strategies.</p> <p>Writing sequences show clear evidence of drafting, revising, and improving in response to teacher modelling.</p> <p>Good % of pupils achieving year group writing expectations by the end of the year should in line with year group expectations.</p> <p>Good % of children will achieve greater depth in writing.</p>	<p>Autumn Term</p> <p>Teachers continue to plan English lessons through the use of high-quality texts and the clear model of ‘think aloud’ writing. Pupils’ exposure to examples of greater depth writing will remain a continued focus throughout the year in all year groups.</p> <p>Spring Term</p> <p>Writing has been assessed this term within the school and with teachers across the trust. Writing moderation took place through our Trust Cluster at Huish Episcopi Primary School with 5 other schools present. All staff had the opportunity to consider and discuss a wide range of books. Teachers and support staff have also visited Preston Primary to look at writing and those working at greater depth. New vocabulary is taught through guided reading lessons as well as during the core English lessons. Word of the day has been established across the</p>
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Actioned

				<p>SEND children will demonstrate independence in their writing and show accelerated progress.</p> <p>Pupils will demonstrate their skills across a range of genres to demonstrate their writing versatility.</p> <p>Children will show increasing confidence in their writing abilities.</p>	<p>school and words are displayed in classrooms. Writing samples show strong vocabulary choices being used across the school. Books show pupils writing for a purpose with drafting and editing skills embedded. Staff have made cross-curricular links to engage and motivate children.</p>
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Actioned

<p>12. All staff to embed reading comprehension instruction across all year groups using high-quality texts.</p> <p>Teachers to implement all comprehension strategies including - predicting, summarising, questioning, clarifying and inferring.</p>	<p>EM ED SLT Class teachers</p> <p>Monitoring of lesson observations, book looks, pupil voice and moderation meetings.</p>	<p>On going</p>	<p>Pupil progress in reading comprehension to be monitored through termly assessments and pupil voice surveys.</p>	<p>Reading outcomes are in line with or above national standards for ARE.</p> <p>Reading outcomes are in line with or above national standards for greater depth.</p> <p>Increased reading speed and stamina will increase the % of children meeting ARE and GD.</p>	<p>Autumn Term All classes have regular (at least x3) guided reading comprehension lessons. These lessons include a diet of prediction, summarising, questioning, ordering of events and inference tasks. Reading comprehension assessments have been completed in December, with focus groups identified.</p> <p>Spring Term Reading comprehension is fully embedded across all classes. This is evident in pupil books.</p>
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Actioned

<p>13. All staff to develop and promote reading for pleasure by:</p> <ul style="list-style-type: none"> • Allocating regular time for sustained silent reading. • Establish classroom libraries and reading corners to encourage independent choice. • Promote discussion of books and recommendations among peers. • Track pupil engagement with reading through reading logs, book reviews, and pupil interviews. • Celebrate reading achievements and provide incentives to foster enthusiasm. 	<p>EM ED SLT Class teachers</p> <p>Pupil Voice Monitoring of reading records</p>	<p>On going</p>	<p>Library/books provision (class and school-wide)</p> <p>Reading journals/logs</p> <p>Book talk and display resources</p> <p>CPD on fostering reading for pleasure</p>	<p>Evidence of reading for pleasure seen around the school, on the website and through pupil voice.</p> <p>Pupils will express interest in reading for pleasure.</p>	<p>Autumn Term Classroom libraries continue to be developed to support high quality book choices that leads to enthusiasm for sustained reading and reading for pleasure. The discussion of books are promoted in lessons, on the website and through the weekly newsletter. Reading records are checked regularly by the teacher with weekly certificates given to promote reading. New books have been purchased in school, with an emphasis on inclusion – dyslexia friendly texts bought in Autumn Term 2.</p> <p>Spring Term Reading for pleasure remains a strong focus. The school invests time and money finding high quality texts to promote to children. Staff and pupils make regular book recommendations. These can be seen on our newsletters, on the school’s website and in the school library. All staff are encouraged to be seen by the children as readers. All classes</p>
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Actioned

					choose a range of class readers to extend and challenge children's reading and vocabulary. Author visits ignite children's enthusiasm.
14. To ensure that the bottom 20% of readers and writers are clearly identified to class teachers and LSAs. Teachers will monitor their progress and implement high quality interventions advised by the SENCO.	ED EM Learning walks Inclusive classroom checklists Book looks	On-going	Library/books provision (class and school-wide) Reading journals/logs Book talk and display resources	Increased % of these children reaching ARE. Reading books are linked to phonic stages.	Autumn Term All classes have identified the lowest 20% of readers. New books have been bought to support these children, and they are identified as having daily 1-1 reading by an adult in school. Spring Term This remains on going. Pupil progress meetings demonstrated that teachers know the pupils well and what they are doing to support these children.

Actioned

<p>Link attendance figures to underperformance and arrange meetings with parents of identified pupils.</p>	<p>Class teachers /EM MS to lead</p>	<p>On-going Raise concerns at parent meetings</p>	<p>Leadership time for MS.</p>	<p>95+ % attendance for all pupils.</p>	<p>Autumn Term Attendance is tracked carefully and letters are sent to those pupils where attendance is below 95%. Currently, one family has signed an attendance contract and has continued support from school. Spring Term The school has begun using Schools BI to ease the analysing of attendance data. Clear analysis of pupil groups can be seen. The headteacher has met with parents of children currently below 90% and has put further support in place.</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 – Trust Master Classes• Moderation within school and across the trust.	<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 reading comprehension, 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 to promote Maths, maintaining standards to ensure that they are in line with national standards, including those pupils with SEND and PP identification.</p> <p>To develop greater depth across KS2 through developing problem solving and fluency.</p> <p>Year 2 Attainment Summer 2025: Maths – School - 100% (National Average 70%) GD – 40% (NA – 16%)</p> <p>Year 6 Attainment Summer 2025: Maths – School – 100% (National Average – 74%)</p> <p>.</p>		<ul style="list-style-type: none"> The % of pupils meeting Age Related Expectations throughout the school must be at least in line with national averages: Yr 2 – 80% with 40% GD Yr 6 – 80% with 40% GD The % of pupils passing the multiplication check must be in line with national averages All children (including SEND, PP, EAL and GD groups) make good progress ensuring year on year development. Staff are confident in their planning of maths and use a range of appropriate resources to ensure quality first teaching for all. Fidelity to the maths national curriculum and EYFS maths framework. Lessons are taught with confidence, and daily opportunities are given for developing key number facts and strategies for fluency and reasoning skills. Mental calculation skills are developed and secured in pupils’ knowledge through constant rehearsal in maths and snappy maths lessons High expectations are evident in all classrooms and teachers are clear on the specific curriculum and maths skills to focus for their year group. Parents are fully involved in supporting their child in completing their weekly maths homework. Parents support children in accessing TT Rockstars and Numbots to encourage fluency of times tables and addition/subtraction skills. Year 6 Booster groups for maths – focus on key skills for SATs arithmetic and reasoning papers. Gifted and Talented pupils identified and extended tasks provided to ensure challenge. 			
Sequence of tasks	Personnel	Timescale	Resourcing	Expected Outcome	Review

Actioned

<p>1. All staff to demonstrate excellent knowledge of the Maths NC objectives, and this is seen in all planning and through learning walks and observations.</p>	<p>All teachers. Maths subject leader</p>	<p>Autumn – Summer On going</p>	<p>Subject leader release time.</p>	<p>Greater understanding of key maths concepts which are developed each term.</p>	<p>Autumn Term Learning walks, book looks and data shows that most children are achieving the NC objectives for their Year group. Staff have excellent knowledge of the Maths NC objectives, and this is seen through planning and pupil books. SM to undertake pupil voice interviews in the Spring Term, continuing to look at books as the Maths subject leader. Spring Term Pupil progress meetings and learning walks show that staff have a strong knowledge of the NC objectives.</p>
<p>2. 100% of lessons observed will include opportunities for fluency and reasoning.</p>	<p>All teachers. Maths subject leader - SM SIP Governors</p>	<p>Autumn - Summer</p>	<p>Subject leader release time.</p>	<p>Termly pupil progress data will show at least 80% of pupils meeting age-related expectations, with 20%+ achieving greater depth.</p>	<p>Autumn Term All lessons have opportunities for fluency and reasoning. Spring Term This remains on going.</p>

Actioned

<p>3. Early morning 5 a day and Snappy Maths sessions will be maintained daily to recall, embed and retain key knowledge.</p>	<p>All teachers. Maths subject leader</p>	<p>Autumn - Summer</p>	<p>Greater understanding of Maths facts and retention of knowledge is deepened.</p> <p>Children engage in frequent opportunities to practise, consolidate, and apply mathematical knowledge independently and collaboratively.</p>	<p>Autumn Term Early morning work, snappy maths and warm up red box work enables children to recap and embed key knowledge. Reactive interventions and precision teaching is also used to support pupils to recap understanding and knowledge. Spring Term This remains ongoing.</p>
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Actioned

<p>4. Ensure SEND learners make strong progress in Maths and are supported towards aspirational targets (including GD where appropriate).</p> <ul style="list-style-type: none"> - Use manipulatives, visual supports, and scaffolding to ensure access. - Provide pre-teaching and overlearning where needed. - Liaise with SENDCo to adapt GD tasks for high-potential SEND learners. - Ensure SEND provision maps include Maths targets 	<p>All staff ED EM SM Governors</p>	<p>Autumn – Summer On going</p>	<p>Subject and SENCo time to monitor.</p>	<p>SEND pupils make expected progress.</p> <p>Evidence of scaffolds enabling access to reasoning tasks.</p> <p>Identified SEND pupils with high potential supported to reach GD.</p> <p>Pupils show greater independence in accessing mathematical resources that can be used to support them in lessons.</p>	<p>Autumn Term Pupil progress meetings identify SEND learners' progress. All teachers have high aspirations for these children and small group support is provided in lessons. The SENCo has worked with teachers to ensure that lessons provide practical resources and visual aids. Provision maps do include Maths targets. Books to continue to demonstrate clear inclusion strategies in the Spring term.</p> <p>Spring Term The Trust's SEND consultant has supported teachers and learners. Reactive interventions remain in place for SEND learners. This remains ongoing. Active, live marking enables misconceptions to be supported immediately.</p>
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Actioned

<p>5. Identify pupils on the cusp of Greater Depth and provide half-termly targeted intervention (reasoning groups, extension tasks).</p>	<p>Intervention led by class teacher/TA using structured resources</p>	<p>Autumn - Summer</p>		<p>Pupil progress meetings to show movement from Expected → Greater Depth.</p> <p>Good % of children reaching GD in Maths.</p>	<p>Autumn Term Pupil progress meeting have identified pupils that are on the cusp of greater depth and teachers will use this knowledge in the Spring term to ensure that quality first teaching addresses this area. To be monitored in the Spring Term.</p> <p>Spring Term This remains ongoing. Pupil progress meetings have identified children on the cusp of greater depth and planning reflects reasoning and extension tasks.</p>
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Actioned

<p>6. Early Identification of groups at risk of underperformance.</p> <p>Effective strategies and interventions will be planned to accelerate progress in these cases with the support of the Headteacher, subject leader and Sendco.</p> <p>Effective use of TA support for targeted teaching.</p>	<p>All staff LC-B EM SM Governors</p>	<p>On going</p>	<p>Subject and SENCo time to monitor.</p>	<p>Effective support of SEND children who will achieve against their set targets.</p>	<p>Autumn Term Pupil progress meeting have identified pupils that are of risk of underperformance. Next steps for these children have been considered and interventions for the Spring term planned. Extra parent meetings in upper KS2 have also been held in order to engage parental support. Spring Term Pupil progress meetings ensure that teachers continue to identify pupils at risk of underperformance. Planned interventions continue to support targeted teaching of gaps in knowledge for groups of children.</p>
<p>7. All teachers and LSA's to have an excellent understanding of how Maths continuous provision helps embed children's early understanding of number in EYFS.</p> <p>To learn and recall key number facts early in EYFS and Year 1.</p>	<p>EYFS/Yr1 teachers SM to monitor</p>	<p>July '26 Followed up half termly.</p>	<p>SM Management time for SM</p>	<p>Good % of children achieving ELG. Year 1 pupils will be in line with or exceed national expectations. All staff have high expectations for all children.</p>	<p>Autumn Term Teachers and LSAs continuously review Maths continuous provision with further resources bought for Pippin Class. Spring Term On going</p>

Actioned

<p>8. To ensure that pupils knowing their core multiplication facts to aid their mental arithmetic. Yr2 – 2/5/10 Yr3 – 2/5/10/3/4/6/8/11 Yr4 – 2/5/10/3/4/6/8/11/7/9/12 Yr 5/6 to continue overlearning and reinforce gaps in learning.</p> <p>Knowledge will be tested to ensure interventions are applied appropriately.</p>	<p>All teachers EM/SM (Monitor) SIP – PP Governors</p>	<p>July '25 Followed up half termly. On going</p>	<p>EM Management time for SM</p>	<p>% of children passing the Year 4 MTC will be in line with or above national expectations.</p>	<p>Autumn Term In KS2 all year groups have regular multiplication assessments that track progress and attainment. Precision teaching interventions are established for those that need extra support. In Yr 2 – multiplication and repeated addition/arrays are taught explicitly in Maths lessons. Spring Term 67% of Year 4 are currently on track to pass the multiplication check. Precision teaching and interventions are in place to support those that need it. This will remain a focus for the Summer Term.</p>
<p>9. Link attendance figures to underperformance of children.</p> <p>Ensure attendance meetings are arranged with parents with the School Attendance Champion to share the impact of missing school and the effect change.</p>	<p>MS EM</p>	<p>On going</p>	<p>Management time for MS and EM.</p>	<p>Attendance Champion will be involved with families to ensure improvements are made to both attendance and attainment in the classroom.</p>	<p>Autumn Term Attendance meetings have been held with class teachers and the headteacher to stress the importance of being in school. Spring Term On going</p>

Actioned

<p>10. Pupil Progress meetings at key points in the academic year: Sept '25/ 'Dec '26, March '26 and July '26.</p> <p>Performance Management meetings for all teachers setting ambitious and rigorous targets.</p>	<p>EM All teachers. SIP – PP</p>	<p>Termly</p>	<p>EM PP meetings/PMs</p>	<p>Children will achieve national expectations, with some exceeding.</p> <p>Effective support of SEND children who will achieve against their set targets.</p>	<p>Autumn Term Pupil progress meetings have been held with each child having their academic target set for reading, writing, Maths and SPAG. These targets are ambitious with all staff having high expectations. Spring Term On going</p>
<p>11. Maintain the use of Testbase assessment papers in Year 1-6.</p> <p>Papers will be termly – teachers will analyse marked papers to aid planning for any gaps in knowledge and skills.</p>	<p>All teachers in Yr2-6 EM/SM (Monitor)</p>	<p>Autumn '25 Data followed up termly as part of Pupil Progress meetings.</p>	<p>SH Management time for SM and EM</p>	<p>% of children achieving ARE and GD will be in line with or exceed national standards.</p>	<p>Autumn Term Years 1-6 have maintained the use of testbase assessment papers with teachers using these to identify gaps in knowledge and skills. This information is used to support further planning and interventions. Spring Term This is well established. All staff follow a clear assessment timetable, informing termly teacher assessments.</p>

Actioned

<p>12. School maths moderation sessions as part of staff meeting time.</p>	<p>All teachers Maths subject leader</p>	<p>Half termly</p>	<p>Staff meeting time.</p>	<p>% of children achieving ARE and GD will be in line with or exceed national standards.</p>	<p>Autumn Term All Lovington teachers have moderated Maths books with Evercreech Primary and North Cadbury Primary School. Spring Term Moderations of assessment data and pupil books takes place in staff meeting and in pupil progress meetings. All teachers have also reviewed books alongside colleagues within the trust.</p>
<p>13. Inter Trust Maths moderation to ensure parity and standards remain across the school.</p>	<p>All teachers Maths subject leader</p>	<p>Termly</p>	<p>Staff meeting time.</p>	<p>% of children achieving ARE and GD will be in line with or exceed national standards. Commonality in work and attainment with other schools.</p>	<p>Autumn Term As above. Spring Term See above</p>

Actioned

14. Effective use of TA support for targeted teaching e.g. number formations and basic calculation errors.	EM/SM All teachers.	Autumn '25 Followed up half termly thereafter.	Management time for SM EM monitoring.	% of children achieving ARE and GD will be in line with or above national standards. Accuracy of number formations and calculations will improve.	Autumn Term TA support is provided in all lessons to support number formation and calculations. Where required, Maths reactive interventions are given to pupils who need extra support. Spring Term TA support is ongoing through reactive interventions, live marking and precision teaching.
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Actioned

<p>15. Ensure all teachers consistently model and use key mathematical vocabulary in every lesson.</p>	<p>EM/SM</p> <p>All teachers</p> <p>Maths Subject Leader - SM</p> <p>Learning walks and lesson observations will show pupils using mathematical vocabulary accurately and confidently.</p>	<p>On going</p>		<p>Improves reasoning and problem-solving outcomes by embedding precise language.</p> <p>Children use age-appropriate mathematical vocabulary confidently in oral explanations, reasoning and written work.</p> <p>Observations, book scrutiny and pupil discussions will show an increase in confidence in explaining maths with the right terminology.</p> <p>Vocabulary will be evident in classroom displays.</p>	<p>Autumn Term</p> <p>The modelling of vocabulary occurs during Maths lessons. This will remain a focus during the Spring Term. Pupil vocabulary bookmarks are also provided for some children in KS2.</p> <p>Spring Term</p> <p>On going – classroom displays and help me folders are used by pupils and evidence of key vocabulary is being used by pupils to aid their thinking and reasoning skills.</p>
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Actioned

<p>16. To ensure that the maths curriculum is well-resourced so that children’s learning improves with appropriate challenges to move children’s learning forward.</p>	<p>EM/SM All teachers Maths Subject Lead - SM</p>	<p>On going</p>	<p>Release time to audit resources</p>	<p>% of children achieving ARE and GD will be in line with or above national standards. Resources are varied and inclusive, supporting concrete, pictorial and abstract learning. Resources encourage independent learning, problem solving and collaborative work. All year groups have access to high quality, age - appropriate resources. Leaders monitor the use of resources in lessons through learning walks, observations,</p>	<p>Autumn Term Maths resources are available in all classes. SM to complete a Maths audit in the Spring Term and to order any further equipment that is required. Spring Term On going</p>
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Actioned

				pupil voice and book looks.	
17. Improve parental understanding of how maths is taught in the classroom through family learning opportunities, parents' evenings and sharing information between home and school.	All teachers Maths subject leader - SM	July ' 26	Family learning sessions. Staff meeting time.	Greater understanding by parents of strategies used in school. Parental feedback is strong. Parents demonstrate a clearer understanding of how mathematics is taught in school. Parents are able to support their children's learning at home using school strategies and resources.	Autumn Term Teachers discuss Maths strategies during parent meetings. EM to hold a multiplication check meeting for Year 4 parents during the Spring Term. Directing parents to the calculation policy to be signposted on the school's newsletter to be done in Spring Term 1. Home learning workshop to be led by SM during the Spring Term. Spring Term On going – Family Learning planned for the Summer Term 26
CPD, Inset, courses <ul style="list-style-type: none"> • Moderation sessions – in school and at Trust level • Visits to Outstanding school by teachers and LSAs. • Marking policy – next steps and live marking. 	Outcomes Key sources of evidence: <ul style="list-style-type: none"> • Lesson observations • Learning walks • Scrutiny of plans and books across the school curriculum • Pupil voice interviews • Governor reports • Parental questionnaire • Subject leader files 				

<p>PRIORITY 3: To continue to develop the curriculum across the school. To develop the progression of skills in foundation subjects, to build on pupil’s subject knowledge across the school. To ensure that there is a well-planned and ambitious curriculum in place.</p> <p>To develop subject leadership knowledge amongst all staff, including curriculum leaders.</p> <p>Rationale: The curriculum provision during the academic year of 2024 - 2025 has seen rapid progress made. However, 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 learning experiences. The development of cycle C and D in the mixed year groups in KS2 needs to be enhanced, identifying the important knowledge that children need to know.</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 consider the outdoor environment to enhance curriculum development and experiences. • 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 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. Ensure that roles & responsibilities are reviewed for all staff. Teachers taking on the role as curriculum champions working closely together, whilst developing particular foundation subjects each.</p>	<p>EM MS SM</p>	<p>On going</p>	<p>Staff meeting time. INSET days CPD opportunities Leadership Time</p>	<p>Staff develop greater confidence and understanding of their role.</p> <p>Pupil voice surveys demonstrate enjoyment of provision.</p> <p>Assessments show deepening of knowledge by all pupils.</p>	<p>Autumn Term EM, MS and SM work together as curriculum champions to develop the skills and progression across the foundation subjects. Staff meeting times, INSET days and leadership time is provided as the small team take on many subject responsibilities each.</p> <p>Spring Term The development of the learning experiences remains on going. Staff plan exciting and engaging lessons that motivate the children. Staff work collaboratively to develop the provision of the foundation subjects.</p>
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Actioned

<p>2. Subject leaders to maintain standards and monitor curriculum provision across the school.</p> <ul style="list-style-type: none"> • Subject leaders to inform staff of updates in their subject areas. 	<p>EM MS SM</p>	<p>On-going</p>	<p>Staff meetings INSET days</p>	<p>Subject leaders to be fully aware of the progression of skills within their subjects.</p>	<p>Autumn Term Book monitoring, pupil voice interviews have taken place this term. Analysis of entry and exit assessments across Science, Art and Geography have also taken place, providing teachers with further knowledge of NC areas and where children's knowledge is developing well, as well as identifying pupil gaps. Spring Term</p>
<p>3. Subject leaders to develop clear action plans, identifying priority areas across the school.</p> <ul style="list-style-type: none"> • Subject leaders to ensure that these are shared with all staff. 	<p>EM MS SM</p>		<p>Release time for subject leaders</p>	<p>Staff develop greater confidence and understanding of their role. Development points on action plans achieved.</p>	<p>Autumn Term This remains ongoing with actions being reviewed in the Spring Term Spring Term On going. Staff meetings and INSET days are used to review action plans.</p>

Actioned

<p>4. To ensure that subject leaders carry out monitoring activities termly to gain a better understanding of how the subject is being taught across the school.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Learning walks • Book monitoring • Pupil Voice 	<p>Subject Leaders</p>	<p>Termly</p>	<p>Staff meeting time.</p> <p>Subject leader release time.</p>	<p>To ensure consistency of teaching and quality first teaching throughout the school.</p>	<p>Autumn Term</p> <p>Staff meetings have been used to moderate English, Maths, Art and Science books.</p> <p>English and Maths books have been moderated with Evercreech Primary and North Cadbury.</p> <p>Learning walks have taken place, looking at established morning routines. Pupil voice has been undertaken for</p> <p>Spring Term On going</p>
<p>5. Continue to develop the rolling plan for mixed year groups across Cycles C and D to ensure that all aspects of the National Curriculum are covered and taught across the school.</p>	<p>EM MS SM</p>	<p>On going</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 Term</p> <p>EM, SM and MS have continued to develop and enhance Cycle C rolling programmes, ensuring the the National Curriculum is covered across the school. Cycle D remains a priority for the Spring Term INSET day.</p> <p>Spring Term On going</p>

Actioned

<p>6. To ensure that there is progression of learning across the school in all subjects.</p>	<p>EM MS SM Governors and SIP</p>	<p>On going</p>	<p>Time Staff Meetings INSET days</p>	<p>Assessments demonstrates skill progression.</p>	<p>Autumn Term Monitoring books together across the school, with all teachers, enables staff to ensure that progression is seen across the school. Opportunities for embedding knowledge also remains a priority across the school. Spring Term On going. Staff meetings and INSET days have developed this area.</p>
<p>7. Continued development of resource boxes to be built up to ensure that children have high quality resources available for each learning experience.</p>	<p>EM MS SM</p>	<p>Autumn 2024 Spring 2025 Summer 2025</p>	<p>Time Curriculum funding.</p>	<p>Improved resources.</p>	<p>Autumn Term On going, including the use of Literacy resources boxes. Spring Term On going.</p>
<p>8. Develop outdoor learning in the curriculum.</p>	<p>All staff</p>	<p>Throughout year</p>	<p>Time</p>	<p>Curriculum enhanced by excellent outdoor learning provision. Pupil voice indicates enhanced provision to inspire and motivate.</p>	<p>Autumn Term On going – to remain a focus for the Spring and Summer Terms. Spring Term On going. To be further developed during the Summer Term.</p>

Actioned

<p>9. Continued development of Musical and Arts ‘showcasing’ of talents across the school year. Subject leaders to investigate and pursue subject accreditation – The Artsmark award.</p> <ul style="list-style-type: none"> Continued development of choir and music lessons led by Somerset Music and a Music specialist teacher. 	<p>Subject Leaders</p>	<p>On going</p>	<p>Subject Leaders Release Time Staff Meeting</p>	<p>Raised profile of the subject. Improved understanding by subject leaders. Successful performances to showcase talents and develop home/school links. Accreditation for the school and an enriched curriculum.</p>	<p>Autumn Term Choir has resumed with Mrs Marshall leading an after-school club. Somerset Music is booked in for the Summer term. The school continues to use a range of resources to support these lessons including the mixed year planning resources from Kapow, that have been purchased this term. The music specialist teacher and choir lead, that was planned to start this term, has not happened due to personnel reasons. Spring Term Choir has continued this term. Pupils across EYFS, KS1 and KS2 participated in readings and songs at the Easter Service. All children took part in an Arts day with local artist Darrel Wakelam, with the outcomes on display across the school.</p>
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Actioned

<p>10. To develop collaborative learning links for foundation subjects across PPAT to ensure best practice is followed and shared.</p> <ul style="list-style-type: none">Teachers to develop opportunities to make links with a peer teacher elsewhere in the Trust.	<p>All staff</p>	<p>On going</p>		<p>Enhanced CPD for all staff.</p> <p>Wellbeing amongst staff is strong.</p>	<p>Autumn Term</p> <p>Moderation of writing and Maths has taken place with Evercreech Primary School and North Cadbury.</p> <p>Mrs Matthews has worked alongside Year 6 teachers across the trust, looking at standards of Year 6 writing.</p> <p>Mrs Marshall has worked with all headteachers across the trust and the Health and Safety compliance officer to review I Am Compliant.</p> <p>Trust master classes are planned for Spring Term 1.</p> <p>Visits to Preston Primary by EM, SM and MS are also planned for Spring Term 1.</p> <p>Spring Term</p> <p>On going as mentioned above. Teachers and LSAs have all visited Preston Primary School and made links.</p> <p>All staff have access to the Trust Master classes.</p>
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Actioned

<p>11. Ensure e-safety is embedded across the curriculum and monitored regularly.</p>	<p>All Staff Computing Lead to monitor - MS</p>	<p>On going</p>	<p>Time</p>	<p>Staff are confident to deliver an effective computing curriculum. Children are aware of how to stay safe using technology.</p>	<p>Autumn Term E-Safety lessons occur at least once a term in all classes. E Safety assemblies take place and parents have been notified about age ratings for games and social media sites, through letters, reminders on newsletters as well as posters around the school. Spring Term On going. A recent pupil voice questionnaire showed that 100% of pupils felt they knew how to stay safe online. E safety lessons and assemblies continue to take place regularly.</p>
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Actioned

<p>12. Enhance Christian distinctiveness across the school:</p> <ul style="list-style-type: none"> • Ensure that opportunities for spiritual flourishing are an integral part of the curriculum. • Enable pupils to explore questions in religious education in a variety of ways. • Allow pupils to make a greater contribution to leaders' evaluations of collective worship. 	<p>All staff</p>	<p>On going</p>	<p>Time provided</p>	<p>Pupils develop confidence in expressing their ideas.</p> <p>Pupil voice demonstrates that pupils appreciate the different beliefs that people have and think at a greater depth.</p> <p>Pupils contribute to decisions that make collective worship accessible to all.</p> <p>Pupils plan, lead and develop CW.</p>	<p>Autumn Term Christian distinctiveness remains a strong focus across the school with weekly RE lessons and daily Collective Worship taking place. Mrs Small has attended the RE Hub meetings with the primary RE advisor for Somerset. Opportunities for spiritual flourishing continue to be developed.</p> <p>Russet Class have visited Hornblotton Church this term to support their knowledge of local History, making links with RE and History.</p> <p>The school has strong links with the new local vicar from the Six Pilgrims. In November, the school was visited by the Archdeacon who spoke to the school about her role within the church.</p> <p>Spring Term On going. Mrs Small has attended training for the relaunch of the Somerset Agreed Syllabus. Sharing this with staff remains on going into</p>
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Actioned

					<p>the Summer Term in readiness for September 26. EM and governors attended Flourish House in Wells, hearing from Sean Harris - Director of PLACE (People, Learning and Community Engagement) considering Flourishing Together: Seeking Justice, Sharing Hope, thinking about how we transform unjust structures in society, as we consider poverty, disadvantage and the important role that churches and schools play.</p>
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Actioned

<p>13. 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> <ul style="list-style-type: none"> • Children to understand the effect that PE and Games has on the mental and physical health. Teachers to plan PE and PHSE lessons to develop this knowledge. • Children have a clear understanding of what they need to do improve their skills. 	<p>SM 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. Further accreditation achieved.</p> <p>Children have access to a broad, balanced and high quality PE curriculum that promotes physical development and wellbeing.</p> <p>Continued enrichment opportunities for all children.</p>	<p>Autumn Term PE is a popular subject at Lovington Primary School. Lessons are taught in KS2 by Premier Education. Children have had the opportunity to take part in cross country events and a football tournament this term. Sports club takes place each week, the children have enjoyed gymnastics and dance club this term, run by Premier Sports.</p> <p>Spring Term PE and Games continues to have been taught by Premier Education for KS2. EYFS, KS1 and lower KS2 have taken part in Yoga sessions by a qualified teacher. KS2 pupils have particularly enjoyed playing football against Buckler's Mead Academy as well as taking part in a friendly home match against Keinton Mandevill Primary School. Years 5 and 6 also took part in a Tag Rugby tournament at Ansford Academy while Year 4</p>
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Actioned

					embraced a team building afternoon designed to strengthen communication and cooperation.
14. PM for all staff ensuring that succession planning and distributed leadership are established and skills development supported.	EM SM MS	Nov – Dec 2025 April 26 July 26	Leadership Time	All staff are provided with good continuing professional development and opportunities.	Autumn Term Ambitious performance management targets have been set for all teachers. Staff are encouraged to develop their own skills in foundation subjects. The team work well together as curriculum champions, developing their whole school knowledge of NC objectives across the fully primary age range. Spring Term On going

Actioned

<p>15. Continue to develop pre-school links to ensure that children start schools with the key skills required and suitable support is in place prior to EYFS.</p>	<p>MS ED EM</p>	<p>July '26 Termly monitoring</p>	<p>Staff meeting time. Management/ EYFS teacher release time</p>	<p>Exceptional transition from Pre-school to EYFS. Better informed teachers. Children who require additional support are identified prior to starting school with appropriate resources and interventions in place. Strong working relationship between the school and feeder pre-schools, with a shared understanding of the curriculum, expectations and key skills.</p>	<p>Autumn Term Mrs Small and Mrs Marshall continue to develop pre-school links. To remain a focus. Spring Term On going. Mrs Small will undertake pre-school visits during the Summer Term and will establish a clear induction programme for new pupils.</p>
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Actioned

<p>16. Continue to develop links with local secondary schools to ensure that transition for Yr 6 pupils is strong.</p>	<p>SM MS ED EM</p>	<p>On going</p>	<p>Release time for SM and ED to meet secondary staff</p>	<p>Exceptional transition from primary school to secondary school.</p>	<p>Autumn Term Mrs Matthews and Mrs Marshall continue to develop links with local secondary schools. Ansford sporting events also continue to develop these links. Spring Term On going</p>
<p>17. Children to continue to develop a sense of citizenship, a respect for their locality and a tolerance of those around them and a strong understanding of British Values.</p>	<p>MS ED EM</p>	<p>On going</p>	<p>Planning time for PHSE, CW and courageous advocacy</p>	<p>Improved quality of education and understanding of citizenship, tolerance and understanding of British Values.</p>	<p>Autumn Term Regular PHSE lessons and Collective Worship promote citizenship and the understanding of British Values. These are also promoted by our school council representatives and our Lovington Lolly roles. Spring Term On going. New resources from Picture News has been launched which links to British Values. This has proved successful and enables us to develop our school knowledge of British Values and Protected Characteristics.</p>

Actioned

CPD, Inset, courses <ul style="list-style-type: none">• Working alongside highly skilled practitioners.• Ongoing in school and with support from skilled practitioners from the Preston Primary Academy Trust.• PPAT Staff CPD – Trust Master Classes.• INSET days – RE training, EYFS and Inclusion	Outcomes <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, SM, ED – Teaching Staff Team at Lovington

LC-B – SEND Trust Consultant

TA – Teaching Assistants

SIP – School Improvement Partner

PP – Members of staff from the Preston Primary Trust

PM – Performance Management

CPD – Continued Professional Development

Actioned