

Lovington Church of England Primary School



**School Development Plan
2026- 2027**

Priority 1	Success criteria
Strengthen the quality of teaching, learning and assessment so that pupils achieve highly across the curriculum and are well prepared for the next stage of their education. The school is committed to ensuring that all pupils receive consistently high-quality teaching that enables them to achieve highly across the curriculum. The 2025–26 academic outcomes demonstrate a strong overall picture, with outcomes above national figures in EYFS Good Level of Development, Year 1 Phonics, Year 4 Multiplication Tables Check and the end of Key Stage 2 outcomes in Writing and Mathematics. Particularly strong outcomes were achieved in Writing, where 100% of pupils achieved the expected standard and 50% achieved greater depth, and in Mathematics, where 83% achieved the expected standard compared with 75% nationally. All Year 2 pupils achieved the expected standard in Reading, Writing and Mathematics, with 100% achieving the higher standard in the reported measures. Year 1 Phonics outcomes were also strong, with 100% achieving the expected standard compared with 79% nationally, while 80% of EYFS pupils achieved a Good Level of Development compared with 68% nationally. At the end of Key Stage 2, 67% of pupils achieved the expected standard in Reading, Writing and Mathematics combined, compared with 63% nationally. The proportion achieving above the expected standard in Reading, Writing and Mathematics combined was 33%, compared with 9% nationally. These outcomes demonstrate high expectations and strong achievement, while also identifying Reading and Spelling, Punctuation and Grammar as areas where further improvement is required. The next phase of school improvement will therefore focus on securing consistently high-quality teaching, strengthening reading, vocabulary, spelling,	By July 2027: Outcomes • KS2 Combined Reading, Writing and Mathematics outcomes remain strong and at least in line with national averages. Baseline: 67% (National: 63%). • KS2 Reading outcomes improve from the 2026 baseline of 67%. • KS2 SPaG outcomes improve from the 2026 baseline of 67%. • Strong outcomes in Mathematics are maintained, with at least 83% achieving the expected standard and 33% achieving the higher standard. Baseline: 83% expected standard; 33% higher standard. • Writing outcomes remain above national averages. Baseline: 100% Expected Standard and 50% Greater Depth. Teaching and Learning • Teaching across the curriculum is consistently effective and demonstrates high expectations for all pupils. • Teachers use assessment effectively to identify misconceptions and adapt teaching. • Literacy, vocabulary and disciplinary literacy are embedded across the curriculum. • Learning builds progressively on prior knowledge and understanding. Staff Development • Performance management targets are closely aligned to school improvement priorities. • Staff engage in meaningful professional development and collaborative practice.

punctuation and grammar, developing disciplinary literacy and ensuring that assessment is used effectively to identify misconceptions and adapt teaching. Strong outcomes in Writing and Mathematics will be maintained through continued high expectations, effective assessment and a focus on long-term retention and application. Performance management, professional development and collaborative working will be used effectively to further develop teaching expertise and ensure that all staff maintain high expectations for every pupil. Through a culture of continual improvement, pupils will be supported to know more, remember more and achieve highly across the curriculum.	- Teachers demonstrate increasing confidence and expertise across their curriculum responsibilities. Inclusion - SEND and disadvantaged pupils make strong progress from their starting points. - Interventions are carefully targeted and demonstrate measurable impact.
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Action	Lead	Timescale	Monitoring	Intended Impact	Evaluation
Embed consistently high expectations for teaching, learning, presentation and achievement across all curriculum areas.	Headteacher / All Staff	Ongoing	Learning walks, lesson observations, book scrutiny	High standards are maintained across the curriculum, with existing strengths in Writing and Mathematics secured and further improvement evident in identified areas for development.	
Strengthen the teaching of reading, vocabulary, disciplinary literacy and communication skills across all subjects.	Headteacher / English Lead	Ongoing	Lesson observations, pupil voice, book scrutiny	Pupils access learning successfully and communicate confidently.	

Use formative and summative assessment information to identify misconceptions and inform responsive teaching.	Headteacher / Class Teachers	Ongoing	Assessment reviews, pupil progress meetings	Teaching is adapted to meet pupils' needs.	
Align teacher performance management targets with SDP priorities and professional development needs.	Headteacher	Annual cycle with termly reviews	Performance management meetings	Staff development contributes directly to school improvement priorities.	
Provide high-quality professional development, coaching and collaborative opportunities through PPAT and internal monitoring activities.	Headteacher	Ongoing	CPD evaluations, monitoring records	Teaching expertise continues to improve.	
Monitor attainment, progress and teaching quality termly and adapt provision where required.	Headteacher / SIP / Governors	Termly	Data analysis, governor reports, monitoring activities	Leaders respond quickly to strengths and areas for development.	
Undertake rigorous monitoring and analysis of attainment and progress at each assessment data window, ensuring that teaching, intervention and provision are adapted promptly in response to emerging needs.	Headteacher / Class Teachers	Termly	Assessment analysis, pupil progress meetings, governor reports, performance management reviews	Assessment information is used effectively to inform teaching, accelerate progress and maintain high standards across the curriculum.	

CPD, Inset, Courses	Monitoring
• High-quality teaching and learning strategies to secure strong outcomes across the curriculum. • Effective use of formative and summative assessment to inform teaching and accelerate progress. • Reading, vocabulary, disciplinary literacy and oracy across the curriculum. • Morphology, etymology and vocabulary development to strengthen literacy outcomes. • Adaptive teaching approaches that enable all pupils to access ambitious learning. • Moderation of reading, writing and assessment judgements within school and across PPAT. • Curriculum knowledge development through Trust Master Classes and collaborative working across the Trust. • Coaching, professional dialogue and lesson study approaches to develop teaching practice. • Professional development is linked directly to performance management objectives and SDP priorities. • Subject knowledge development to ensure teachers are confident in delivering a broad and ambitious curriculum	Key Sources of Evidence • Whole-school attainment and progress data from termly assessment windows. • Analysis of end of Key Stage 2 outcomes against national benchmarks, including Reading, Writing, Mathematics, SPaG and combined outcomes. • Analysis of higher-standard outcomes to ensure that high levels of attainment and ambition are maintained. • Analysis of EYFS, Phonics, KS1 and Year 4 outcomes to identify strengths and inform the maintenance of strong provision. • Rigorous analysis of assessment outcomes at each data collection point. • Pupil progress meetings and intervention reviews. • Lesson observations and learning walks. • Book scrutiny across core and foundation subjects. • Moderation activities within school and across PPAT. • Pupil voice interviews focused on learning, challenge and engagement. • Analysis of attainment and progress for SEND and disadvantaged pupils. • Performance management reviews and professional development records. • Governor monitoring visits and Headteacher reports. • Curriculum monitoring and subject leader evaluations. • Intervention impact evaluations and provision reviews. • Termly review of attainment and progress at each assessment data window informs teaching, intervention, curriculum provision and school improvement priorities.

Priority 2	Success criteria
Raise standards across the curriculum through high-quality literacy, reading, vocabulary and communication. Literacy underpins success across the curriculum and remains a key priority for the school. The 2025–26 outcomes demonstrate strong overall attainment, particularly in Writing, while identifying specific areas for further development in Reading and Spelling, Punctuation and Grammar. At the end of Key Stage 2, 67% of pupils achieved the expected standard in Reading compared with 75% nationally, while 67% achieved the expected standard in Spelling, Punctuation and Grammar compared with 74% nationally. These outcomes provide a clear rationale for continued focus on reading fluency, comprehension, vocabulary, spelling, grammar and disciplinary literacy. Writing remains a significant strength. In 2026, 100% of pupils achieved the expected standard in Key Stage 2 Writing and 50% achieved the higher standard, compared with 73% and 13% nationally respectively. The school will therefore maintain high expectations for writing while using its strong practice to support the development of literacy across the wider curriculum. The next phase of improvement will focus on strengthening reading fluency and comprehension, developing pupils' understanding of morphology, etymology and vocabulary, securing accurate spelling, punctuation and grammar, and increasing pupils' confidence in using subject-specific language to discuss, explain and justify their learning. Strong existing practice in writing will be maintained and used to support high standards of literacy across the wider curriculum.	Reading • KS2 Reading outcomes improve from the 2026 baseline of 67% towards at least the national average, with the gap to national outcomes reduced. Baseline: 67%; National: 75%. The proportion of pupils achieving Greater Depth in Reading is maintained or improved from the 2026 baseline of 33%. • Reading fluency is taught consistently across the school. Writing and SPaG • KS2 SPaG outcomes are at least in line with national averages. Baseline: 67%. • Writing outcomes remain above national averages at both Expected Standard and Greater Depth. Baseline: 100% Expected Standard and 50% Greater Depth. • Pupils apply spelling, punctuation and grammar accurately across the curriculum. Literacy Across the Curriculum • Teachers explicitly teach vocabulary, disciplinary literacy and oracy across all subjects. • Pupils use increasingly ambitious and subject-specific vocabulary in speaking and writing. Inclusion • SEND and disadvantaged pupils make strong progress from their individual starting points. • Interventions are reviewed regularly and demonstrate measurable impact. Reading Culture

	• Reading for pleasure remains highly visible across the school. • Pupil voice demonstrates positive attitudes towards reading and learning. • Classroom environments promote reading, vocabulary and curiosity. • Pupils demonstrate an increasingly secure understanding of morphology, including prefixes, suffixes, root words and word families. • High standards of communication, presentation and written outcomes are evident across the curriculum.
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Action	Lead	Timescale	Monitoring	Intended Impact	Evaluation
Embed a consistent approach to reading fluency, vocabulary and comprehension across all classes.	Headteacher / English Lead	Ongoing	Learning walks, book scrutiny, pupil voice	Pupils read confidently and understand increasingly complex texts.	
Strengthen explicit teaching of spelling, punctuation, grammar, morphology and vocabulary.	English Lead	Ongoing	Lesson observations, planning scrutiny	Pupils develop secure literacy knowledge and apply skills accurately.	
Embed disciplinary literacy and oracy across the curriculum so that pupils can articulate their learning confidently.	All Staff	Ongoing	Planning scrutiny, pupil voice, book scrutiny	Pupils communicate effectively using subject-specific language.	

Maintain the strong standards evident in Writing while ensuring that high expectations for presentation, spelling, grammar and communication are consistently applied across all subjects.	All Staff	Ongoing	Cross-curricular book scrutiny	High standards are evident throughout the curriculum.	
Provide targeted support and intervention for pupils at risk of underachievement in literacy.	Class Teachers / SENDCo	Termly	Assessment data, pupil progress meetings	Gaps are identified promptly and progress accelerates.	
Analyse reading, writing and SPaG outcomes termly and adapt provision accordingly.	Headteacher / English Lead / SIP	Termly	Data analysis, governor reports	Leaders evaluate impact and respond quickly to need.	

CPD, Inset, Courses	Monitoring
- Development of reading fluency through evidence-informed approaches to improve accuracy, automaticity and prosody. - Reading comprehension training focused on retrieval, vocabulary, inference, prediction and summarising.	- Whole-school attainment and progress data in Reading, Writing and SPaG. - Pupil progress meetings and termly assessment reviews.

• Explicit teaching of vocabulary, disciplinary literacy and oracy across the curriculum. • Training in morphology, etymology and vocabulary development to strengthen pupils' understanding of word structure and meaning. • Developing high standards of literacy, presentation and communication across all curriculum areas. • Effective use of formative and summative assessment to identify misconceptions and inform responsive teaching. • Moderation of reading, writing and assessment outcomes within school and across the Trust. • Curriculum knowledge development through PPAT Trust Master Classes and collaborative working across the Trust. • Intervention training and support for staff delivering reading, writing and literacy interventions. • Development of adaptive teaching approaches to support SEND and disadvantaged pupils in accessing literacy across the curriculum.	• Rigorous analysis of attainment and progress at each assessment data window. • Reading fluency assessments and tracking records (SSRT and class-based assessments). • Reading comprehension assessments and gap analysis. • Writing moderation within school and across the Trust. • Book scrutiny across English and foundation subjects, including standards of literacy, presentation and application of vocabulary. • Lesson observations and learning walks. • Pupil voice regarding reading, vocabulary, communication and learning across the curriculum. • Analysis of intervention records and impact evaluations. • SEND provision maps, APDR documentation and individual pupil reviews. • Governor monitoring reports and Headteacher reports. • Performance management reviews linked to SDP priorities and pupil outcomes. • Termly review of attainment and progress at each assessment data window informs teaching, intervention, performance management and future school improvement priorities.
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Priority 3	Success criteria
Strengthen inclusion, wellbeing and personal development so that all pupils, including those with SEND and those who are disadvantaged, are supported to thrive academically, socially and emotionally. Lovington Primary School is committed to providing an inclusive learning environment where all pupils are known, valued and supported to achieve highly. The 2025–26 School Development Plan review identified SEND pupils and disadvantaged pupils as groups requiring continued monitoring and support through high-quality	• Teachers consistently demonstrate effective adaptive teaching that enables all pupils to access an ambitious curriculum. • SEND and Disadvantaged pupils, including those eligible for FSM, have clearly identified individual starting points in reading, writing and mathematics. Progress is reviewed termly, with pupils making sustained progress from their

teaching, targeted intervention and close collaboration with families. The 2025–26 academic outcomes demonstrate strong attainment across the school overall. Summer 2026 group data provides clear attainment baselines for disadvantaged, SEND and FSM pupils. Outcomes indicate that significant gaps remain between these groups and whole-school attainment, particularly in Reading, Writing, SPaG and Mathematics. The school will therefore establish individual starting points and use termly progress information to ensure that pupils make sustained progress from their starting points and that identified gaps reduce over time. Leaders have prioritised adaptive teaching, SEND inclusion, regular review of provision and staff development to ensure that all pupils can access an ambitious curriculum. The review notes that: <i>"SEND remains an area of focus." (Priority 1, Action 1)</i> and <i>"Reading and spellings will remain a focus for PP groups in September 2026." (Priority 1, Action 3)</i> Attendance data for 2025–26 demonstrates strong whole-school attendance at 97%, with SEND attendance at 95.5%, Pupil Premium attendance at 96.1% and persistent absence at 2.9%. These positive outcomes reflect the strong relationships that exist between the school, pupils and families. The school recognises that positive mental health, wellbeing and a strong sense of belonging are fundamental to successful learning. The next stage of development is to further strengthen inclusive practice through high-quality adaptive teaching, effective pastoral support, early identification of need and meaningful partnership with families. This will ensure that all pupils feel safe, valued and supported to flourish academically, socially and emotionally.	starting points and identified gaps in learning reducing over time. • Intervention programmes are carefully targeted, reviewed regularly and demonstrate measurable impact. • Attendance for SEND and disadvantaged pupils remains strong. • Staff demonstrate high expectations for all learners. • Pupils demonstrate resilience, confidence and independence as learners. • Pupils report that they feel safe, supported and valued. • Pupils demonstrate a strong sense of belonging and participate fully in school life. • Parents and carers work in partnership with the school to support pupil wellbeing, attendance and achievement. • Mental health and wellbeing provision is embedded across the curriculum and wider school life. By July 2027 • Termly progress reviews demonstrate that pupils are making sustained progress from their individual starting points. • The proportion of PP pupils working at ARE+ improves from the Summer 2026 baseline of 55% Reading, 73% Writing, 55% SPaG and 64% Maths. • The proportion of SEND pupils working at ARE+ improves from the Summer 2026 baseline of 38% Reading, 63% Writing, 50% SPaG and 43% Maths. • The proportion of FSM pupils working at ARE+ improves from the Summer 2026 baseline of 29% Reading, 29% Writing, 43% SPaG and 57% Maths.
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	Intervention impact is demonstrated through measurable improvements in pupils' assessment outcomes and/or progress from starting points.
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Action	Lead	Timescale	Monitoring	Intended Impact	Evaluation
Strengthen adaptive teaching across all classes so that all pupils can access ambitious learning and achieve highly.	Headteacher SENDCo Class Teachers	Ongoing	Learning walks, lesson observations, book scrutiny	Pupils access the curriculum successfully and make strong progress from their starting points.	
Ensure APDR cycles, provision maps and SEND documentation are implemented consistently and reviewed termly.	Headteacher SENDCo	Termly	SEND file audits, parent meetings, provision reviews	Provision is responsive, accurate and meets individual needs.	
Deliver targeted interventions which are regularly reviewed for impact and adjusted where necessary.	SENDCo Class Teachers TAs	Termly	Intervention records, pupil progress meetings	Identified barriers to learning are addressed effectively.	
Monitor attendance, attainment and progress of SEND and disadvantaged pupils and act swiftly where concerns are identified.	Headteacher SENDCo SIP	Termly	Data analysis, governor reports, attendance reviews	Vulnerable groups remain engaged, attend well and achieve highly.	

Further develop the school's approach to mental health, wellbeing and emotional resilience through curriculum provision, pastoral support and partnership with families.	Headteacher SENDCo All Staff	Ongoing	Pupil voice, wellbeing records, attendance data, parent feedback	Pupils feel safe, supported and ready to learn.	
Strengthen pupil voice and leadership opportunities to promote belonging, confidence and participation in school life.	Headteacher All Staff	Ongoing	Pupil voice, school council records, participation monitoring	Pupils develop a strong sense of belonging and contribute positively to the life of the school.	
Develop staff expertise through CPD focused on inclusion, SEND, wellbeing and adaptive teaching.	Headteacher SENDCo	Ongoing	CPD evaluations, monitoring activities	Staff confidence and expertise continue to improve, leading to improved outcomes for pupils.	

CPD, Inset, Courses	Monitoring
- Adaptive teaching and inclusive classroom practice. - SEND Code of Practice updates and statutory requirements. - Support and coaching from the PPAT SEND Consultant. - Mental health and wellbeing training for all staff. - Embedding relational and trauma-informed approaches to support pupils' wellbeing, engagement and readiness to learn.	- Whole-school attendance and persistent absence data. - SEND and disadvantaged pupil attendance analysis. - Pupil progress meetings. - SEND provision maps and APDR documentation. - Intervention records and impact evaluations. - Learning walks and lesson observations.

• Early identification of SEMH needs and effective pastoral support. • Effective use of APDR cycles, provision maps and intervention evaluation. • Curriculum knowledge development through Trust Master Classes and collaborative working across PPAT. • Partnership working with external agencies where appropriate, including Educational Psychology and specialist services.	• Book scrutiny and work sampling. • Pupil wellbeing surveys and pupil voice activities. • Parent feedback and review meetings. • Governor monitoring visits and Headteacher reports. • Reports from external agencies and Trust advisers.
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Priority 4	Success criteria
Further develop the curriculum and subject leadership to ensure a consistently ambitious, well-sequenced curriculum that enables all pupils to know more, remember more and do more. The school has continued to strengthen curriculum provision during 2025-26 through the development of curriculum planning, progression documents, assessment systems and subject leadership. Leaders have reviewed curriculum coverage, monitored foundation subject provision and worked collaboratively across the Trust to develop curriculum expertise. The previous School Development Plan identified the need to: <i>"develop the progression of skills in foundation subjects" and</i> <i>"develop subject leadership knowledge amongst all staff"</i> Whilst significant progress has been made, leaders recognise the need to further refine curriculum planning within mixed-age classes, ensuring that key knowledge, vocabulary and skills are clearly sequenced and build progressively over time. Staff will continue to develop subject leadership expertise, strengthen assessment in	• Curriculum sequences clearly identify the knowledge, vocabulary and skills pupils are expected to learn and remember. • Teachers demonstrate secure subject knowledge and confidence when teaching across the curriculum. • Subject leaders have a clear understanding of strengths and areas for development within their subjects. • Subject leaders confidently monitor, evaluate and develop their curriculum areas and can articulate the impact of their work on pupils' learning. • Assessment demonstrates that pupils are retaining key knowledge over time. • Foundation subject books demonstrate progression in knowledge and skills. • Learning is ambitious and appropriately sequenced across mixed-age classes. • Pupils can articulate what they have learned and remember in foundation subjects. • Pupils are able to make links between previous and current learning and use subject-specific vocabulary accurately when discussing their learning.

foundation subjects and ensure that pupils have access to a broad, ambitious and enriching curriculum which prepares them well for the next stage of their education.	• The curriculum provides meaningful opportunities for enrichment, aspiration and personal development. • Governors have a clear understanding of curriculum development priorities and impact.
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Action	Lead	Timescale	Monitoring	Intended Impact	Evaluation
Review and refine curriculum progression documents to ensure clear sequencing of knowledge, vocabulary and skills across all subjects.	Headteacher Subject Leaders	Autumn and Spring Terms	Curriculum audits, planning scrutiny	Progression is clear and supports long-term learning.	
Continue to develop mixed-age curriculum planning to ensure effective coverage and progression across rolling programmes.	Headteacher Subject Leaders	Ongoing	Planning reviews, subject leader monitoring	Curriculum coverage is secure and coherent across all cycles.	

Strengthen subject leadership through monitoring, evaluation and leadership development opportunities.	Headteacher Subject Leaders	Ongoing	Subject leader reports, governor monitoring	Subject leaders have a clear understanding of standards and provision.	
Use entry and exit assessment information to identify strengths, misconceptions and gaps in knowledge and use this analysis to further strengthen curriculum implementation and long-term retention.	Subject Leaders	Ongoing	Assessment analysis, curriculum reviews, pupil discussions	Assessment information informs curriculum development and improves pupils' long-term retention of key knowledge.	
Enhance curriculum enrichment opportunities through visits, visitors, outdoor learning and wider experiences.	All Staff	Ongoing	Pupil voice, curriculum evaluations	Pupils develop cultural capital and wider curriculum knowledge.	
Continue collaborative working across PPAT to share best practice and strengthen curriculum expertise.	Headteacher Subject Leaders	Ongoing	Trust moderation, network meetings	Curriculum quality continues to improve across the school.	

CPD, Inset, Courses	Monitoring
• Subject leadership development and effective subject monitoring. • Curriculum design, sequencing and progression across mixed-age classes. • Development of subject knowledge and pedagogical knowledge through PPAT Trust Master Classes. • Curriculum assessment and effective use of entry and exit assessment information to inform future planning. • Collaborative curriculum development and moderation across PPAT schools. • Developing adaptive teaching within foundation subjects to support all learners. • Outdoor learning and enrichment opportunities to enhance curriculum experiences. • Develop subject leadership capacity through coaching, networking, monitoring activities and participation in PPAT subject leader development opportunities. • Updates to National Curriculum requirements and subject-specific developments. • Continued development of approaches that secure long-term retention and application of key knowledge, particularly within mixed-age curriculum planning.	• Subject leader monitoring reports and action plans. • Curriculum audits and curriculum reviews. • Termly subject leader monitoring activities, including learning walks, book scrutiny and pupil voice, inform subject action planning. • Planning scrutiny, including mixed-age curriculum planning. • Foundation subject book scrutiny. • Analysis of entry and exit assessment information. • Pupil voice interviews focused on knowledge retention and curriculum experiences. • Governor monitoring visits and curriculum reports. • Trust reviews, moderation activities and subject network feedback. • Website review to ensure curriculum information remains accurate and informative for parents. • Evaluation of enrichment opportunities, educational visits and outdoor learning provision.

Glossary

MS, SM – Teaching Staff Team at Lovington

TA – Teaching Assistants

PP – Pupil Premium

CPD – Continued Professional Development

GD – Greater Depth

LC-B – SEND Trust Consultant

SIP – School Improvement Partner

PM – Performance Management

ARE – Age Related Expectations