



Lovelace Primary School

Head Teacher Recruitment Pack



Learning together - Succeeding forever



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Learning together, succeeding forever

Lovelace Primary School

Mansfield Road, Hook, Chessington, Surrey KT9 2RN

T: 020 8397 3265 E: office@lovelace.rbksch.org

www.lovelace.rbksch.org

Headteacher: Mr R P Meakin B.Ed (Hons), NPQH

Deputy Headteacher: Mr M Sedgwick BSc PGCE

Dear Applicant,

Thank you for taking the time to read our application pack for the post of Headteacher at Lovelace Primary School. We are delighted that you are considering applying for the role.

The Governing Body is very proud of our primary school and what it has achieved in the last 10 years under the leadership of our current head teacher and the senior leadership team; we are looking for someone who will have the breadth of vision and drive to develop the school even further.

We are proud of being a good school with children making excellent progress, and we also focus on maintaining a broad and balanced curriculum and offering rich extracurricular opportunities. We are very much a community school; we have been a 'hub' for our large school community over the past years in particular.

We have an extremely successful and active PFA which raises significant amounts of money to supplement our school's income enriching our learners' experiences. Staff turnover is low, which is reflective of the efforts we have made to support staff well-being and our ongoing investment in staff development. Lovelace is a warm, welcoming and inclusive school that values its staff, its pupils and every member of our wonderful community.

Our ambition is to find a headteacher who shares our vision and values, and will support and encourage our children to continue to make excellent progress and create a love of learning, for life, for all.

We hope that all the information in this pack, and on our website, will give you a flavour of the school and will encourage you to apply for the Headship. Please take the opportunity to visit Lovelace Primary School to see it in action and experience our great school.

Best Wishes,

Heather Jones

Chair of Governors

Our Vision & Values



Learning Together, Succeeding Forever

At Lovelace Primary we aim to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.

Everyone in. Every Day.
Doing it the **Lovelace Way**

Welcome
to our family

CORE VALUES
Learning Together; Succeeding Forever.



- Respect
- Hard Work
- Kindness
- Courage
- Resilience
- Ambition
- Happiness
- Responsibility
- Honesty
- Teamwork
- Self-control
- Love for Learning

Learning Together **Succeeding Forever**



Successful Learners
Confident Individuals
Responsible Citizens

The Lovelace Way



About Our School



Our History

Lovelace Primary School opened in 1951 and we have been educating children in the localities of Hook and Chessington for over seventy years. Over the last ten years, after a substantial building programme, our school family has grown from two forms of entry to a three forms of entry school with fantastic facilities which enable us to provide an outstanding education for all our children.

What Makes Our School Unique

Lovelace Primary School is a true community school. We pride ourselves on being fully inclusive, where every child and family is welcome. Children are encouraged to come as themselves, with the school motto and the values strongly upheld through all teaching.

We are committed to supporting pupils' wellbeing and ensuring the welfare of each child is paramount, and this underpins our core values as a school.

Our staff turnover is low and everyone who works in our school is valued as an individual. Staff work as a team, sharing expertise, knowledge and skills. They are a talented, well-qualified team who have high expectations of our children and themselves.

Lovelace strongly values the partnership between home, school and community. We have a dedicated PTA which runs many wonderful and well-attended events, and an active parent body who support the school with reading volunteers and more. Our large school has a big heart but maintains a family and community feel ensuring every child feels secure, is well cared for and achieves.

Ofsted 2019

Our most recent Ofsted visit provides an excellent summary of everything we love about Lovelace Primary:

'Leaders work tirelessly to ensure that all pupils receive memorable learning opportunities.'

'The parents and pupils are very proud of their school and are excited by the opportunities available to them.'



About Our School



Our Approach

Curriculum: At Lovelace, we ensure that every child receives a broad, balanced curriculum and are not merely covering content but achieving a depth to their learning. We help our pupils to move beyond the point of initial mastery, enabling them to utilise and transfer their knowledge, skills and understanding with the aim of ensuring every child achieves academic and personal success, and develops a life-long love of learning, whatever their starting point.

SDP: Our School Development Plan identifies the key areas of focus for our school, and for 2023 include: the 'reset and reignite' of writing; to complete the recovery of key outcomes post pandemic; embedding the 'Smarter, Healthier, Happier' to match pupil needs. More details are contained in the school profile at the end of this document.

Teaching: Lovelace Primary School is a highly effective organisation and is never complacent in its approach. Provision is broad, lively, purposeful and constantly evolving to include such programmes as Maths Mastery and the RWI phonics programme. The impact of teaching and learning is good, resulting in secure attainment and progress. Pupils are enthusiastic, focused learners because teachers plan effectively and have embedded a growth mindset.

Facilities

Situated in the south west of the Royal Borough of Kingston upon Thames on the very edge of the green belt, we benefit from an extensive and beautiful school site utilised for outdoor learning. Excellent learning resources support the learning and achievement of our children: an enclosed swimming pool, ICT suite, outdoor amphitheatre, extensive wildlife area which includes a bird hide and woodland trail. In addition, we have allotments, an orchard and a beautiful Estonian redwood pine lodge, a base point for nature study, forest schools and our library: it was funded by, and named after, our very first headteacher, Dolly Lee.

We have a Nursery which runs two sessions per day and caters for children aged 3 and 4 and forms part of the Early Years Foundation Stage (EYFS).

We offer before (from 7.45am) and after-school care (to 6pm), and have worked hard to build up a wide variety of clubs for our pupils (both internal and via external providers) which are popular and well-attended. Pupils can enjoy karate, choir, orchestra, gymnastics, basketball, French, chess and more.



What We Want in Our New Head Teacher



Staff Say:

Values the potential in staff as the school's most valuable resource, and develops us.

Someone who constantly remembers what it is like in the classroom every day.

Takes time to get to know the heart of Lovelace...and keep it beating!

Always places children at the heart of every decision.

Shows strong leadership but is approachable



What We Want in Our New Head Teacher



Parents Say:

Inspirational...and approachable

Shows empathy and is encouraging.

Focused on and passionate about our children's learning.

Sees children as unique and wants them to flourish

Intelligent, and emotionally intelligent.



What We Want in Our New Head Teacher



Pupils Say:

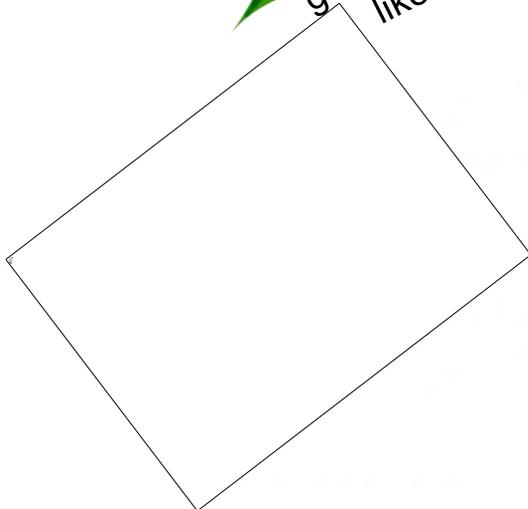
Likes to do
144 and the
Daily Mile

Will be
interested in
what we are
learning about

Makes
assemblies
fun

An old wise
gentle approach
like Yoda

Keeping us on
the right track



Job Description



Grade: Dependent on experience.

The individual school group pay range for the academic year 2023-2024 is Group 4

Responsible to: The Governing Body of Lovelace Primary School

Responsible for: Carrying out the duties of Headteacher in line with the conditions of employment as set out in the current School Teachers' Pay and Conditions document, the Headteachers Standards 2020 and the policies and procedures of the School and Governing Body.

This job description is based on the headteachers' standards 2020; these reflect the idea that headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high-quality teaching and achievement in schools and a positive and enriching experience of education for children. Together with those responsible for governance, they are custodians of the nation's schools. The headteachers' standards set out how headteachers meet these high expectations.

CORE PURPOSE

The core purpose of the position of headteacher is to provide dynamic, professional and inclusive leadership for Lovelace Primary School to secure its continued success and improvement, ensuring high-quality education for all its children.

The headteacher should empower, motivate, support and challenge, and all members of the school community to carry this vision forward. The headteacher also has the ultimate responsibility to manage the school's resources effectively and cultivate a safe environment that secures and promotes the highest achievement of both children and staff.

ETHICS AND PROFESSIONAL CONDUCT

The headteacher is expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. The headteacher will uphold and demonstrate the Seven Principles of Public Life. Known as the Nolan principles, these form the basis of the ethical standards expected of public officeholders:

Selflessness
Integrity
Objectivity
Accountability
Openness
Honesty
Leadership

Job Description



The headteacher will uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, the headteacher will:

- build relationships rooted in mutual respect, and always observe proper boundaries appropriate to their professional position.
- show tolerance of and respect for the rights of others, recognise differences and respect cultural diversity within contemporary Britain.
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensure that personal beliefs are not expressed in ways that exploit their position, children's vulnerability or might lead children to break the law.

As leaders of our school community and profession, the headteacher will:

- serve in the best interests of the school's children.
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities, and modelling the behaviour of a good citizen.
- uphold their obligation to give account and accept responsibility.
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.
- take responsibility for their continued professional development, engaging critically with educational research.
- make a positive contribution to the wider education system.

The headteacher will

Culture and Ethos

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where children experience a positive and enriching school life
- uphold ambitious educational standards which prepare children from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly, and inclusive environment
- ensure a culture of high staff professionalism.

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.

- ensure effective use is made of formative assessment.

Job Description



Curriculum and Assessment

- ensure a broad, structured, and coherent curriculum entitlement that sets out the knowledge, skills and values that will be taught.
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- ensure that all children are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- ensure valid, reliable, and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum.

Safeguarding

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- be the Designated Safeguarding Lead for Lovelace Primary School, taking lead responsibility for safeguarding and child protection (including online safety)
- manage child protection referrals, passing information to the relevant authority
- work with staff (or case manager) on matters of safety, safeguarding and welfare (including online and digital safety); when deciding whether to make a referral by liaising with relevant agencies; and as a source of safeguarding support, advice and expertise for all staff
- promote supportive engagement with parents and carers in safeguarding and promoting children's welfare
- work with safeguarding partners and ensure that the school's safeguarding and child protection policies are known and used appropriately
- ensure child protection files are kept up to date
- attend training to ensure sufficient knowledge and skills to carry out the role.

Behaviour

- rules and routines, which are understood clearly by all staff and children.
- ensure high standards of pupil behaviour and courteous conduct per the school's behaviour policy.
- implement consistent, fair, and respectful approaches to managing behaviour.
- ensure those adults within the school model and teach the behaviour of a good citizen.

Disadvantaged & Vulnerable Children and those with Special Educational Needs & Disabilities

- ensure the school holds ambitious expectations for all children with additional and special educational needs and disabilities and vulnerable pupils
- establish and sustain culture and practices that enable all children to access the curriculum and learn effectively
- ensure that the school works effectively in partnership with parents, carers, and professionals, to identify the additional needs and special educational needs and disabilities of children, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties regarding the SEND Code of Practice.

Professional Development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team, and individual needs

Job Description



Professional Development cont.

- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational Management

- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness, and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to the workload and ensuring a healthy work-life balance
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing, and mitigating risk.

Continuous School Improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.

Working In Partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all children.

Governance and Accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain a professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

The headteacher may also be required to undertake other such reasonable duties as deemed necessary by the governing body. This appointment is subject to the current conditions of employment set out in the School Teachers' Pay and Conditions document as they relate to headteachers, and to the general terms and conditions set out in the Burgundy Book.

Lovlace Primary School is committed to safeguarding and protecting the welfare of children. All members of staff and volunteers are expected to share this commitment. A disclosure and Barring Service (DBS) certificate will be required for this post. The post will be subject to enhanced checks as part of the school's

Person Specification



The recruitment panel will assess applicants on the quality and breadth of evidence they provide to demonstrate their knowledge, skills and experience to meet the following criteria.

Qualification and Experience	Essential/How will you	Desirable Be assessed
1. Experience as a deputy headteacher of a large primary school or headteacher in a primary school setting.	E	Application Form
2. A graduate-level qualification (or equivalent) and Qualified Teacher Status (QTS) plus substantial experience across the whole primary age-range	E	Application Form
3. Experience of overseeing nursery provision	D	Application Form
4. Commitment to professional development in leadership	E	Application Form
5. Contribution to the strategic direction of a school which may include whole school development	E	Application Form
6. Recent safeguarding training (to the level of a Designated Safeguarding Lead)	E	Application Form
7. National Professional Qualification for Headship (NPQH) or National Professional Qualification for Executive Leadership (NPQEL), or equivalent	D	Application Form
8. Prior experience of, and an ongoing commitment to, using IT solutions to improve the efficiency and effectiveness of school operations (e.g. teaching and learning, strategic planning, school financial management and communications)	E	Application Form/ Statement
School Leadership - Ability to:		
1. communicate a clear vision for the future development of the school, and galvanise commitment to it from the school community	E	Interview/ Statement
2. analyse assessment data effectively to identify and monitor development priorities to help ensure all pupils achieve their potential	D	Interview
3. Lead, motivate and inspire a team, devolving responsibility to the appropriate level, delegating tasks accordingly and monitoring performance to ensure strategies are effective and targets met	E	Interview/ Statement
4. Demonstrate an experience in change management and/or conflict resolution between adults in school (parents, carers, or staff)	D	Interview/ Statement
5. Plan and successfully manage the school's financial and other resources so as to promote the achievement of its strategic objectives	E	Interview/ Statement
6. lead development and implementation of an evidence-based broad and balanced knowledge-based curriculum across a school	E	Interview
7. Ensure a school operates efficiently and with maximum impact through effective management of people and resources	D	Interview/ Statement
8. contribute to broader educational and community leadership, including through actively seeking opportunities to: <ul style="list-style-type: none"> <li data-bbox="82 1829 986 1887">- collaborate with other schools and organisations to share learning with and learn from them, <li data-bbox="82 1887 901 1918">- identify cross-organisational opportunities to maximise impact for children. 	E	Interview
9. model the essential qualities required for effective teaching and learning	E	Interview
10. establish and maintain effective relationships with all members of the school community including parents/carers, staff, governors, and the wider community	E	Interview/ Statement

Person Specification



School Leadership - Ability to:

11. support the health and well-being of staff and pupils	E	Interview/Statement
12. ensure evidence-based behaviour management approach is in place and operating effectively across a school, promote high expectations, instilling in staff a strong sense of accountability, resulting in strong outcomes for children	E	Interview/Statement
13. prioritise professional development for all school staff including by identifying and supporting staff development through effective monitoring and performance management	D	Interview
14. ensure a school operates in line with statutory requirements for effective safeguarding and child protection	E	Application Form
15. ensure a school is well prepared to demonstrate how it is effectively meeting Ofsted's Education Inspection Framework	E	Interview
16. engage positively and openly with a Governing Body, seeking and welcoming support and challenge to ensure a school operates effectively in line with agreed vision, values, and ethos	E	Interview/Statement

Personal Attributes

1. A passion to create a happy and nurturing environment in which all pupils can achieve their full potential educationally and develop as citizens equipped with the confidence and capability to help create the world they want to see.	E	Interview
2. Adopts a 'growth mindset' alongside high aspirations for self, staff and pupils, viewing all experiences as an opportunity to further learning and personal growth	E	Interview
3. The professional curiosity, confidence and courage to take risks, be creative and innovative in the pursuit of developing and delivering the best educational experience for children	E	Interview
4. Excellent communication skills and understanding of systems needed within a school to communicate effectively and efficiently with all stakeholders	E	Interview/Statement
6. Excellent skills in organising yourself and others	E	Interview/Statement
7. Excellent skills in anticipating and solving problems	E	Interview
8. Excellent judgement and sound emotional intelligence	E	Interview
9. A collaborative, fair leader who recognises all the talents of their team and is committed to providing them with the opportunity and support to shine	E	Interview
10. Remain resilient, robust, and calm under pressure	E	Interview
11. A commitment to achieving a healthy work-life balance for yourself and your team	E	Interview
12. A caring, empathetic and approachable attitude, coupled with a willingness to challenge inappropriate or unacceptable behaviour or attitudes in others	E	Interview/Statement
13. An understanding of the importance of the school community	E	Interview/Statement

14. Commitment to being visible around the school with a hands on approach	E	Interview
Safeguarding, Equality & Inclusion		
Demonstrate knowledge and understanding of safeguarding and child protection	E	Interview/ Statement
Evidence of commitment to promoting the welfare and safeguarding of children ensuring all staff and volunteers share this commitment.	E	Interview/ Statement
Demonstrate knowledge and understanding of equality issues and legislation.	E	Interview/ Statement
Evidence of commitment to promoting an inclusive environment for all pupils.	E	Interview/ Statement
Actively draws on the diversity within the school community to enhance learning and support the academic, moral, spiritual, social and cultural development of all pupils.	E	Interview/ Statement

Application & Selection Process



Visits

We welcome all prospective applicants to visit our wonderful school prior to applying. Visits can be made by calling the School Office on 020 8398 3265 or by emailing office@lovelace.rbksch.org

If you'd like to chat about the role, please contact Heather, Chair of Governors:

Heather Jones
0776 493 4544
chair.governors@lovelace.rbksch.org

Key Information

Contract type:	Full-time/permanent
Salary:	Headteacher's Pay Range; dependent on experience The individual school group pay range for the academic year 2023-2024 is Group 4.
Application Closes:	Monday, 11 March 2024
Shortlisted Candidates notified:	Thursday, 14 March 2024
Interviews:	Monday, 18th & Tuesday, 19th March 2024
Start Date:	1 September 2024
School Address:	Mansfield Road, Chessington, KT9 2 RN

Lovlace Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applicants along with relevant employment and right to work in the UK checks.

Lovlace Primary School strongly believes in equal opportunities for all. We are very proud of our diverse community and our reputation for inclusivity and are committed to ensuring equality of opportunity for all. We are an Equal Opportunities employer and encourage applications from those who hold a protected characteristic under the Equality Act 2010.

School Profile



Key Data

Type of school	Three form entry Primary School
Age Range	3-11 year olds
Location	Hook, Chessington, Kingston-upon-Thames
Last OFSTED inspection	Good (April 2019)
Recent School Awards	<ul style="list-style-type: none">- We are a Unicef Rights Respecting School- London Health Schools Gold- Silver AFC Attachment Aware School Award- Kingston SACRE Award for Quality RE- School Games Mark- Music Mark Member- Safer Travel Gold
Overall attendance (2022/23)	94.4%
Number of children (including Nursery)	597 (289 girls, 308 boys)
Children eligible for pupil premium (Y1-Y6) (2023/24)	56 (12%)
Number of children on the SEND register	76 (65 SEN support (14%) 11 EHCPs (2.3%)
% of children who have EAL	26%
Number of different first languages spoken	33



Lovelace Primary School Our Forever 8 Relevant Priorities Learning Together, **Succeeding Forever**

For our children:

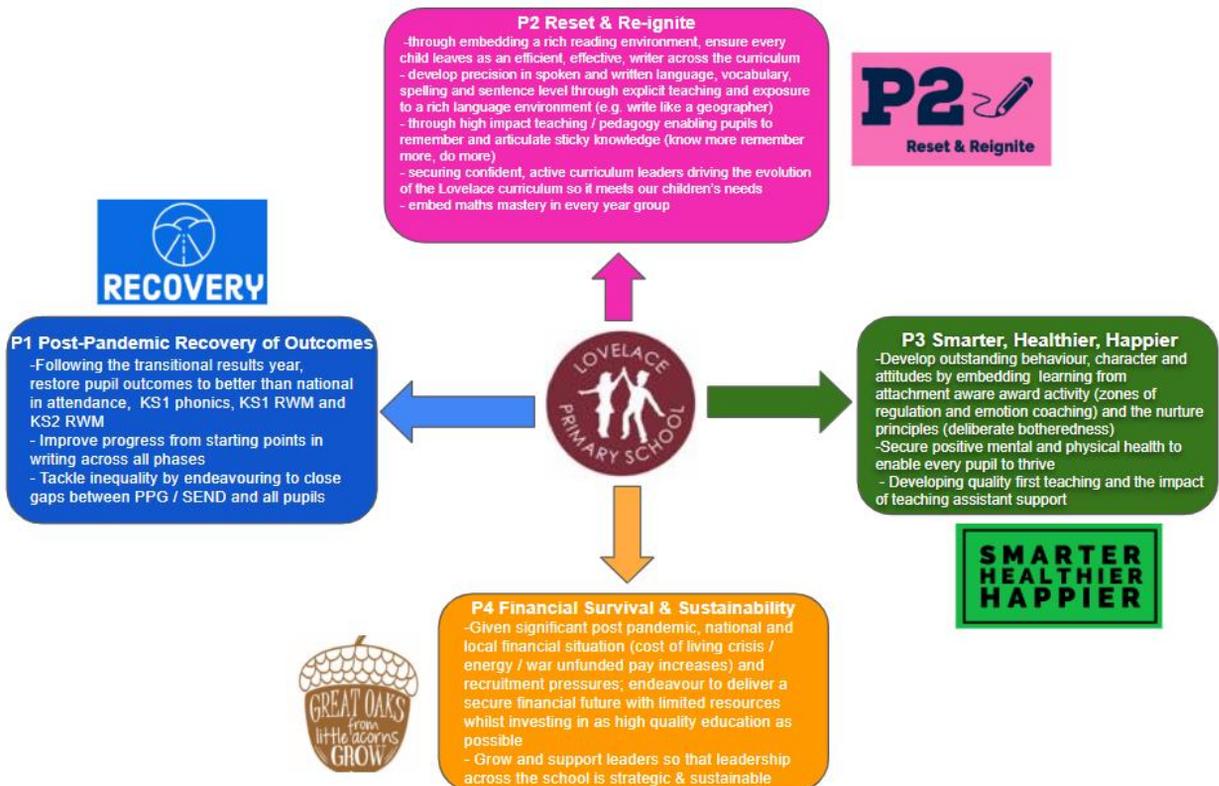
- ✓ our emphasis on developing the whole child: successful learners who enjoy & achieve, confident individuals who lead safe & healthy lives, & responsible citizens who make a positive contribution to society
- ✓ ensuring consistently high quality teaching and learning through a vibrant, engaging, relevant and progressive curriculum
- ✓ ensuring all pupils make good or better progress from their starting points
- ✓ continually working to diminish the difference, tackle inequality and overcome disadvantage

For our school and community:

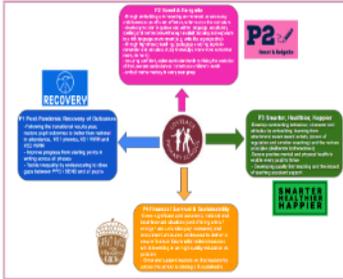
- ✓ always striving to build capacity & sustainability
- ✓ building the teamwork, leadership, smarter working, collective accountability, transformational & future thinking through the 'Lovelace Way'
- ✓ seek high levels of job fulfilment and well being
- ✓ strengthen partnerships & collaborations both within and across schools and organisations to help us improve and to help others improve

'The main thing is to keep the main thing the main thing'

Covey



Headteacher	Teacher Profiles		URN Dfe 314 2036		2023 KS2 (84*) pupils Expected Standard+ / EXS+			2023 KS2 (84*) pupils Greater Depth / GDS			
	ECT 1 / ECT 2	2 / 3	Number of languages	33	Combined R,W,M	School	National	Combined R,W,M	School	National	
Current numbers October 2023			Current number of PP children (Y1-Y6) (Sept 2022)	68	Reading Test	74%**	73%	Reading Test	17%**	29%	
Number on roll N-Y6	597	MPS 3-6	13	Workforce (2021/22)							
Nursery	30			Sch.		Nat.		2023 KS2 Average Scaled Score (82 pupils)			
Reception	89	UPR	6.4	No. of teachers FTE	31.56	2023 KS2 Progress (80 pupils)	School	National	School	National	
No on roll Y1-Y6	478			No. of TAs FTE	15.61	Reading	-1.9	0	Reading	104	105
No on Roll Y1-Y2	172	UMPS / Inst	1	No. of support staff FTE	19.62	Writing	-0.3	0	Maths	105	104
No on Roll Y3-Y6	306			Leadership	3.8	Maths	+0.4	0	GPAS	106	105
Contextual Information		Oct 2023	Pupil : teacher ratio	18.00	2023 KS2 Disadvantaged pupils (FSM6) Progress (11 pupils)						
Area	School (%)	National (%) 2022	Av. salary per FT teacher	£40,173	Progress Sch/Nat	Expected Standard+	Higher standard	Average Scaled Score			
Girls (Y1-Y6)	50	49	Attendance Y1-Y6 2022-23		Combined R,W,M	Sch	Nat	Sch	Nat		
PPG (Y1-Y6)	12	25	School %	Nat (whole school) %	Reading	-1.2	50%	66%	0%	9%	
Minority Ethnic Groups	41 (2022)	35	Overall Absence	5.6	94.0	Writing	-1.0	38%	75%	6%	
EHCP (Y1 - Y6)	2.3	2.3	PA Rate	12.8	17.2	Maths	-1.1	63%	78%	0%	
SEN support (Y1 - Y6)	14	13	PP Absence	10.5	8.4	GPAS	56%	78%	25%	33%	
EAL (Y1-6)	26 (2022)	21	57% top Attendance	90.3	91.0	2023 KS1 Outcomes Expected Standard+ (83 pupils)			2023 KS1 Higher Standard (83 pupils)		
Deprivation	0.12 (2022)	0.18	EHCP Attendance	88.2	88.5	School	National	School	National		
GRT (Y1-6)	0.2 (2022)	0.3 (2015/16 Nat)	Year Group Attainment- July 2023		Combined R,W,M	School	National	School	National		
School Development Priorities			% EXS	% GDS	Reading	54%	56%	6%	6%		
Y1 Combined R,W,M		65	1	1	Writing	76%	68%	14%	19%		
Y1 Reading		73	19	19	Maths	54%	60%	5%	8%		
Y1 Writing		69	5	5	Science	79%	71%	13%	16%		
Y1 Maths		82	10	10	2023 EYFS Outcomes (86 pupils)			2023 Phonics Check			
Y3 Combined R,W,M		53	9	9	School	National	Year 1 (87ch)		School	National	
Y3 Reading		69	16	16	GLOD	71%	66%	By the end of Y2 (83 ch)		95%	89%
Y3 Writing		63	14	14	Prime	92%	79% (Nat 2018)				
Y3 Maths		69	19	19	Latest School Parent Survey Results (Feb 2023) – 209 responses						
Y4 Combined R,W,M		58	8	8	Child Happy			Behaviour			
Y4 Reading		76	23	23	Strongly Agree		Agree	Total	No of racist incidents		
Y4 Writing		67	14	14	71%		27%	98%	No fixed term exclusions		
Y4 Maths		72	23	23	74.2%		24.4%	98.6%	Sum 0 Aut 0		
Y5 Combined R,W,M		72	11	11	57.4%		38.8%	96.2%	No. permanent exclusions		
Y5 Reading		71	11	11	Awareness of learning		59%	34%	93%	Sum 0 Aut 0	
Y5 Writing		40	0	0	High expectations		56%	40%	96%		
Y5 Maths		69	5	5	Child does well		64%	35%	99%		
Multiplication Tables Check Y4 (82ch)		Average score- 23.2/25 (Nat 2022- 19.8/Kingston- 21)			Let's me know how doing		59%	36%	95%		
		62% achieved 25/25 (Nat 2022- 27%)			Good range of subjects / curriculum		65%	32%	97%		
					Clubs		54%	33%	87%		
					Wider development / character		58%	35%	92%		
					My child has been bullied and the school dealt with the bullying quickly & effectively						
					My child has not been bullied and the school has dealt with effectively						
					If I raised a worry with the school it has been dealt with effectively						
					I have not raised any worries 36%, Strongly Agree 35%, Agree 24%						
					I would recommend Lovelace to another parent - Yes 98.6%						



Learning Together **Succeeding Forever**

LOVELACE PRIMARY SCHOOL
ONE PAGE PROFILE