



ADP Priority 1: STANDARDS

To secure consistently high standards in reading, writing and mathematics through a coherent, ambitious and evidence-informed curriculum, delivered through high-quality teaching. This will ensure that all pupils, including disadvantaged pupils and those with SEND, develop the knowledge, skills and understanding to know more, remember more and achieve well, with a sustained focus on early reading, language development, oracy, mathematical proficiency and inclusive practice.

- Further embed a consistently high-quality, evidence-informed approach to the teaching of English across the curriculum through the Lancashire Professional Development Service, ensuring progression in reading, writing, vocabulary and spoken language.
- Strengthen curriculum progression through the implementation of bridging units and Push Packs, ensuring pupils build securely on prior learning and transition successfully between year groups.
- Further embed the Gradual Release of Responsibility model to develop increasingly independent, fluent and effective writers, increasing the proportion of pupils achieving Greater Depth Standard (GDS).
- Continue to embed the Oak National Academy mathematics curriculum, ensuring teaching develops pupils' conceptual understanding, procedural fluency, mathematical reasoning and problem-solving.
- Further embed Mastering Number across EYFS and Key Stage 1 to secure strong number sense and establish firm mathematical foundations for future learning.
- Strengthen mathematical provision in the Early Years, ensuring a seamless transition into Year 1 through a shared understanding of progression, pedagogy and mathematical development.
- Ensure adaptive teaching, responsive assessment and evidence-informed intervention enable all pupils, particularly disadvantaged pupils and those with SEND, to access the full curriculum, overcome barriers to learning and make sustained progress.
- Further embed a consistent whole-school approach to oracy through the Voice21 framework, enabling pupils to communicate confidently, articulate their thinking, justify their reasoning and engage purposefully in high-quality classroom dialogue.
- Develop a coherent whole-school approach to explicitly teaching ambitious, disciplinary and subject-specific vocabulary, enabling pupils to access increasingly complex texts and communicate with precision across the curriculum.
- Maintain a consistent whole-school approach to homework that supports curriculum sequencing, retrieval of prior learning and meaningful engagement with learning beyond the classroom.



ADP Priority 2: Wider Curriculum

Ensure our wider curriculum is ambitious, inclusive and delivered with fidelity across all subjects. Through a well-sequenced curriculum, rich learning experiences and effective assessment, pupils will develop deep knowledge, strong vocabulary, cultural understanding and the ability to communicate confidently about their learning. All pupils, including disadvantaged pupils and those with SEND, will successfully access, participate in and achieve highly across the wider curriculum.

- Ensure our curriculum is ambitious, inclusive and responsive, reflecting pupils' developing knowledge, skills and vocabulary. Subject leaders will use assessment and monitoring evidence to refine curriculum provision.
- Sustain a knowledge-rich curriculum with clearly defined end points that build progressively from EYFS to Year 6 and connect seamlessly between phases and year groups.
- Ensure pupils understand and apply key concepts, communicate their learning clearly and engage confidently in purposeful discussion. Subject leaders will identify and monitor meaningful oracy outcomes within curriculum units.
- Ensure that children in EYFS are exceptionally well prepared for the academic, social and communication demands of the Year 1 curriculum.
- Embed the school's Bridging Back approach across all wider curriculum subjects to strengthen retention, retrieval and long-term learning.
- Further develop high-quality assessment practices across the wider curriculum to identify misconceptions, inform teaching and demonstrate pupil achievement over time.
- Ensure that disadvantaged pupils and pupils with SEND fully participate, belong and achieve within the wider curriculum through the consistent application of Ordinary Available Inclusive Practice (OAIP).
- Monitor engagement, participation and achievement across all pupil groups to ensure equitable access to wider curriculum experiences, enrichment opportunities and educational visits.
- Strengthen opportunities for pupils to apply learning across subjects and develop independence, cultural understanding, curiosity and aspiration through the wider curriculum

Peover Superior Endowed Primary School 2026 2027



ADP Priority 3: Enrichment

To implement a coherent and progressive enrichment programme, underpinned by the Mini Duke Passport, that is inclusive for all pupils, broadens experiences beyond the classroom, strengthens belonging and develops the knowledge, skills, confidence and character needed for every child to thrive.