

Context/ Current Position

- The school was graded RI by OFSTED in September 2022 after a section 5 inspection
- The core objectives identified by Ofsted were;
 1. Early Reading
 2. Wider curriculum
 3. Assessment
 4. Subject knowledge
 5. Governance
- Little Wandle phonics has been implemented across the school with all readers working in the bottom 20% being identified and targeted, reading has been a core target (Since Sep 2022) and school focus with children developing a love of reading. Classrooms and the library have been provided with rich texts to read and teach with. Children are able to discuss books read with enthusiasm. Books given to children for home reading are at the accurate level and interventions are put into place quickly. Reading is a strength of the school and there is an outstanding culture of reading. KS1 phonics data from July 2024 was 88% a huge achievement and improvement from July 2022 when data was 74%.
- The school started a review of its curriculum during the Autumn term in 2022. As a result, the school has developed an excellent curriculum provision with a clear curriculum intent, core principles and a clear progression of the coverage for all subjects including the core subjects and those across the wider curriculum from NR – yr 6. The curriculum has been praised by the LA and shared with the LA community of schools as best practice.
- Attainment for most year groups has improved and many areas are now above National average. Where there are dips/ inconsistencies this is due to a significant number of SEND pupils across cohorts, with most classes including at least 3 children with an EHCP's and a further 6- 10 children on the SEND list.
- There are a significant number of children from refugee families with 16 pupils starting with us during September 2024. The transient nature of the school and the demands that come with these pupils is an additional challenge for teachers. Classes, however are settled, children are happy and focused on learning.
- There is a significant difference in the number of children with an EHCP Sep 2024 17 to Sep 2022 with 6 pupils. Many of these pupils have a high SEND band and extreme need.
 - Attainment in Year 6 was just above the national average

	Attainment July 2022	Attainment July 2024 (inc disapplication of 9 KS2 pupils)	National July 2024
GLD	69%	65% - 3 (including 5 NON VERBAL EHCP SEND pupils)	68%
Yr. 1 Phonics check	77%	88% + 8	80%
Yr. 2 reading	68%	66%, -2	68%,
Yr. 2 writing	47%	53%,-7	60%,
Yr. 2 maths	66%	63% -7	70%
Yr. 2 RWM	52%	61%	
Yr. 4 MCT	60%	67%+4	63%
Yr. 6 reading	57%	71% - 3 24% GD	74%
Yr. 6 writing	48% 0%	67% -5 7% GD	72%
Yr. 6 SPAG	55%	73% 35% GD	72% 32%
Yr. 6 maths	45%	64% 21% GD	60%
Yr. 6 RWM	34%	63%	61%

		Attainment July 2022	Attainment July 2024 (inc disapplication of 9 KS2 pupils)	National July 2024
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Grange Primary School Development Plan (SDP) 2024-25

Targets 2024-25

- To ensure the curriculum provides opportunities to develop children's language through the explicit teaching of vocabulary and oracy
- To further develop Reading for Pleasure principles across the school ensuring early reading and reading standards remain inline with national and are above the LA standards.
- To further improve standards in mathematics with a focus on reasoning, ensuring data at the end of KS2 remain inline with national and are above the LA standards.
- To improve further improve standards in writing so they are inline with national average and above the LA average at the end of KS2 , including improving writing outcomes across the wider curriculum lessons

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Section 1: Curriculum Development

Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p>History / Geography / RE– All medium term plans are in place and being taught</p> <p>History / Geography / RE - objectives are clear on whole school overview</p> <p>History / Geography / RE - Knowledge and skills organisers have been created</p> <p>History / Geography / RE Specialty days celebrated</p> <p>History / Geography / RE There are core threads which run through the history and geography curriculum</p>	<p>For all teachers and pupils to understand the core threads which run through the curriculum for history and geography</p> <p>To develop vocabulary and spoken language around historical / geographical opportunities in lessons which are connected to a key question and disciplinary thread and are structured to promote long term memory.</p>	<p>Humanities subject lead to ensure threads are clearly visible and displayed in classrooms</p> <p>Humanities subject lead to complete assemblies/ pupil voice surveys to ensure children are familiar with the core threads and have an understanding of the core terms</p> <p>Teachers develop MTP showing how vocabulary is taught and planning is adapted for each lesson</p> <p>Children have a good understanding of links across history and other subjects in the curriculum both in their year group and prior learning</p> <p>Children's vocabulary widens and is evident when speaking to them and in writing outcomes</p>	<p>Short Term – Aut 2– All staff have a developed understanding of the core threads which run through the humanities curriculum. Vocabulary is explicitly taught and displayed in class.</p> <p>Medium term – Spring 1 –Books and plans reviewed by school leaders and History lead for feedback.</p> <p>Specialty days are celebrated, and pupil voice surveys show and demonstrate children's understanding</p> <p>Long Term - Sum 1 – Pupil voice survey completed across school including book/ discussion conferencing to ensure pupils knowledge of taught lessons is secure, vocabulary enhanced, and threads understood</p>	<ul style="list-style-type: none"> Teacher have displayed threads in class and are clear with how threads relates to curriculum Vocab is displayed for all topics and taught weekly Children are seen to be using taught vocab in writing – evidenced in topic book scrutiny Oct 2024
<p>Science</p> <p>All medium term plans are in place and being taught</p> <p>objectives are clear on whole</p>	<p>To embed Kapow science scheme adapting it to the children at Grange</p>	<p>Science subject lead to support and monitor teaching of science to embed scheme</p>	<p>Short Term – Aut 2 – Effective teaching continues against curriculum objectives , the scheme is adapted to ensure it is engaging to the pupils at Grange</p>	<ul style="list-style-type: none"> All topics have been taught for Aut 1 The scheme is being tailored to suit the needs of pupils with more creative lessons being taught

<p>school overview</p> <p>Knowledge and skills organisers have been created</p> <p>There is a clear vocabulary progression grid for teachers to teach</p>	<p>To ensure vocabulary is explicitly taught and sentence stems modelled</p> <p>To expand links with mathematics</p>	<p>Science subject lead to monitor the teaching of science vocabulary</p> <p>Teachers to update planning ensuring mathematical links are included and this is evident in pupils books</p>	<p><u>Medium term – Spring 1</u> – Science sentence stems are created for each year group to support language development, vocabulary is explicitly taught during weekly lessons and used by the children</p> <p><u>Long Term - Sum 1</u> – All staff have a developed links to mathematics across science planning and this is evident in pupils books per term. Pupils are able to discuss mathematical links within science</p>	
<p>Music</p> <p>Specialised music provision in place for all year groups</p> <p>The music curriculum is embedded and planning in place for all year groups including NR</p> <p>Weekly music bulletin sent to staff with a song of the week which is played to the children each week</p> <p>Specialty days celebrated.</p> <p>All children re give the opportunity to perform to an audience at least once within the year</p> <p>Vocabulary and progressions grids created and implemented</p>	<p>To foster a love of music across the school</p> <p>To widen opportunities to listen to and perform</p> <p>To embed the vocabulary and progression document</p>	<p>Music subject lead to develop a “love of music” - weekly listening programme/ celebrating musical achievements</p> <p>Children have a good understanding of music vocabulary through discussion and understanding of technical terms</p>	<p><u>Short Term – Aut 2</u>– Song of the week to be introduced weekly and played in assembly/ class through the week. Children to be confident to discuss music genres they like/ artists they listen to</p> <p><u>Medium term – Spring 1</u> – music vocabulary is displayed and evident in classrooms, children use technical vocabulary when speaking about lessons taught</p> <p><u>Long Term - Sum 1</u> – Music is celebrated and children are able to describe musical events they have attended. Children are able to talk about the music they like using musical terms.</p>	<ul style="list-style-type: none"> Weekly emails introduce the song of the week Music is played around the school – it needs to be shared more frequently and this is still a target
<p>Art and DT</p> <p>All medium-term plans are created</p> <p>objectives are clear on whole school overview</p> <p>Knowledge and skills organisers</p>	<p>To develop vocabulary and spoken language around art and DT</p> <p>To widen children's knowledge of techniques</p> <p>to widen children's</p>	<p>Art/ DT subject lead to ensure core vocabulary is displayed and being explicitly taught</p> <p>ART/DT lead to provide further CPD to teach techniques to staff</p>	<p><u>Short Term –Aut 2</u>– All classrooms to display core vocabulary and children are able to explain what terms mean.</p> <p><u>Medium term – Spring 1</u> –Books and plans reviewed by school leaders and Art/ DT lead for feedback. Techniques taught are evident in sketch books</p>	<ul style="list-style-type: none"> All classrooms display core vocabulary and artists studied Vocabulary is being used more widely but this remains a target

have been created A vocabulary progression grid has been created and implemented	understanding and knowledge of artists and crafts people	Children have a good knowledge of art/DT vocabulary and are able to speak about artists and crafts people	<u>Long Term - Sum 1</u> – Pupil voice survey completed across school including book/discussion conferencing to ensure pupils knowledge of artists and crafts people is evident and vocabulary is being widely used across the school	
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Section 2: Reading

Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p>Early Reading – Little wandle introduced September 2021 for children in foundation and 2022 to all children across the school</p> <p>Little wandle is taught with fidelity and confidence and the team take part in a regular training session.</p> <p>A team of TA's work 1:1 with children outside of their reading lessons and phonics sessions.</p> <p>The bottom 20% of pupils receive 3 additional reads a week</p>	<p>Increase parental engagement and knowledge of little wandle resources and pedagogy especially in the EYFS (WITH NEW PARENTS)</p> <p>Ensure training and CPD is given to staff to ensure a consistent approach</p> <p>Effective interventions led by all staff including catch up reading sessions across EYFS and KS1.</p> <p>Support parents where the school has identified barriers to reading</p>	<p>Parent meetings – all year groups</p> <p>September – Staff training – Little Wandle – for all staff - refresher and reminders</p> <p>Analysis of gaps using phonics tracker / little wandle intervention trackers + reading assessments</p> <p>Parent phonics teaching to take place</p>	<p>Short Term – Aut 1 - Staff Inset - early reading</p> <p>Parent meetings across foundation and KS1 raise the profile of reading and share key resources. Reading together sessions to begin</p> <p>Medium Term – Aut 2 –Regular phonics screening to take place. All children make at least expected progress with 30% making accelerated progress. Analysis of phonics screening data informs teaching / interventions.</p> <p>Long Term – Sum 2 - Phonics screening outcomes significantly above the national average. At least 90% children making expected progress, 30% of children to make accelerated progress</p> <p>All children to be read with at home regularly</p>	<ul style="list-style-type: none"> Reading is visible everywhere Children have a love of books Children can talk about books enjoyed Parents read regularly with children at home Reading together sessions happen weekly
<p>Whole class Reading</p> <p>Teachers all follow same timetable with daily reading practice taking place</p> <p>Reading journey scrap books showcase texts read displayed and completed by all classes</p> <p>Reading journey wall created in all rooms</p> <p>Teachers teach</p>	<p>Reading records are completed consistently by staff to build dialogue between home and school</p> <p>1:1 reading in school is supplemented with consistent support at home.</p> <p>Results at KS2 are inline with national and above LA</p>	<p>Reading records in place for all readers across school</p> <p>Books taken home regularly (1 at level of reader, 1 free choice)</p> <p>Comprehension lessons are further developed with a drive for children to understand core vocabulary and book language</p>	<p>Short Term – Aut 1 –Whole class reading sessions are planned effectively and with fidelity across the school. Reading records in place for all readers across the school and ch in the bottom 20% are provided with catch up sessions weekly.</p> <p>Profile or reading developed through parent workshop.</p> <p>Medium Term – Spr 1 – Targeted interventions impacting on pupil progress. Teaching of reading is consistent in terms of pedagogy and timetabling.</p> <p>Long Term – Sum 2 – Increased reading attainment from September baseline in all</p>	<ul style="list-style-type: none"> Reading records are in place and monitored by phase leads Bottom 20% are identified, and additional boosters are happening to support reading at school Whole class reading takes place daily

<p>reading well with 100% of teachers teaching good lessons</p> <p>A clear reading curriculum is in place</p> <p>Children have opportunities to read rich texts</p>			<p>year groups in KS2. Evidence of significant narrowing of the gap where an ARE judgement wasn't achieved.</p>	
<p><u>Reading for Pleasure</u> – In 22, the school received inset for reading for pleasure. This has led to increase subject knowledge of children's literature amongst the teaching team and developed book talk principles in every classroom.</p> <p>The school are part of English Hub and attend regular CPD sessions</p> <p>Children have a love of books and can happily talk about books read</p> <p>Reading journeys can be found in every classroom</p> <p>The library is used frequently by all pupils</p> <p>Pupils enjoy recommending books to one another</p>	<p>To continue to develop links with parents to increase opportunities for RfP at home.</p> <p>To ensure that formal book talk is in place in all classrooms.</p> <p>To further develop the physical profile of reading in all classrooms</p> <p>To continue to find opportunities for children to read for pleasure</p>	<p>Parent workshop – autumn term. Inset – to clarify expectations in terms of timetabling and pedagogy for RfP</p> <p>To ensure that all classrooms have reading displays, core texts for the year group and a display of class readers</p> <p>To ensure all classrooms have a recommended book display which pupils can access</p> <p>To develop a space for reading outside of the classroom for children to access during leisure times</p>	<p><u>Short Term – Aut 1</u> – A strong reading culture continues to develop in every class based on RfP principles. Displays in every classroom are enticing and exciting and encourage curiosity</p> <p><u>Medium Term – Spr 1</u> – Weekly formal book talk in every classroom and evidence of developed reading habits for readers in bottom 20% through reading record and analysis.</p> <p><u>Long Term – Sum 2</u> – Increased reading attainment from September baseline in all year groups in KS2. Evidence of significant narrowing of the gap where an ARE judgement wasn't achieved.</p> <p>An outside library/ wellbeing / quiet space to be provided with opportunities for quiet reading during leisure times</p>	<ul style="list-style-type: none"> • A strong reading culture is present • Reading displays are evident in all classrooms

Section 3: Maths

Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p><u>Math's Attainment</u></p> <p>Maths data at the end of KS2 has improved with children working above national average</p> <p>MCT scores have improved and children at the end of year 4 are now working above the national average</p> <p>Maths mastery is embedded and taught effectively across the school</p> <p>Pupils are more confident reasoning</p> <p>Pupils are more confident speaking and using mathematical language</p>	<p>Data across the whole school to be inline with national</p> <p>KS2 data to be above national and data from the LA</p> <p>Children to further improve oracy in mathematics</p>	<p>Baseline assessments given to identify gaps in learning.</p> <p>Targeted interventions put in place to address misconceptions and close the gaps</p> <p>Parent workshop in September to share key resources and priorities</p> <p>SEND pupils identified and additional support put in place to ensure accelerated progress is made</p> <p>Sentence stems introduced in all classes to embed oracy</p>	<p><u>Short Term – Aut 2</u> - Assessment at end of Autumn term – shows good or better progress for all children Parental engagement, especially for vulnerable children, has increased and contributed to pupil progress.</p> <p><u>Medium Term – Spring 2</u> - attainment in all year group 100% of class on track for end of year targets</p> <p><u>Long Term – Sum 2</u> - With continued investment across KS2, for the cohort to be 80% ARE by the end of Year 6. Children score better in reasoning tests as oracy and understanding has improved</p>	<ul style="list-style-type: none"> Progress across EYFS/ KS1 is good Across KS2 it is slower than expected

<p><u>Multiplication Table Check</u></p> <p>In our 2024 previous year 4 cohort, 67% scored 20 or more for the MTC this was above the national average</p>	<p>To ensure that times tables and readiness for the MTC are planned strategically across year 2, 3 & 4.</p> <p>Clear markers throughout the year to assess national curriculum objectives for times tables for the specific year groups.</p> <p>To ensure attainment for year four increases to at least 75% by July 2025</p>	<p>Year 2, 3 & 4 teach the tables for their specific year groups using consistent strategies.</p> <p>Parents meeting – highlight the importance of times tables, effective resources and the specific tables for the year group.</p> <p>Profile of times tables to be high in homework activities (particularly in year 4 – using times tables rock stars).</p> <p>Effective on-going and summative assessment provides teachers and leaders of attainment and progress.</p>	<p><u>Short Term</u> – Teachers have recapped prior knowledge and it is included in pupil progress/ baseline assessments</p> <p><u>Medium Term – Aut 2 / Spr 2</u> Assessment at end of autumn 1 & Spring 2 to have a clear measure of the progress children are making. Level of parental engagement high through homework.</p> <p><u>Long Term – Summer 2</u> - The annual overview of teaching times tables across the year groups will be in place. MTC data will be above national average.</p>	<ul style="list-style-type: none"> • MCT results are looking positive for this time of the year • Pupils are progressing well and interventions are in place for those underachieving • 23/29 pupils predicted to pass 79%
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Section 4: Writing

Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p><u>Writing Attainment</u></p> <p>Across the school writing attainment is below national average</p> <p>End of topic extended writing is embedded in curriculum expectations</p> <p>Writing is taught from a book based approach using rich texts</p> <p>Teachers have a SPAG glossary to ensure consistent approaches are used</p> <p>Handwriting across the school has improved with all teachers teaching this weekly using the Letter join programme</p> <p>SPAG lessons are taught as starters from yr2 -6</p> <p>Spelling is taught and embedded in writing models</p>	<p>To improve results in writing and SPAG to ensure all children make good or better progress</p> <p>To further embed SPAG in writing</p> <p>To develop children's oracy and spoken language</p>	<p>Teaching strategies strengthened through CPD – planned inset</p> <p>Effective on-going and summative assessment provides teachers and leaders of attainment and progress.</p> <p>English leads to monitor the impact of AFL in books</p> <p>English leads to monitor teaching of SPAG to close gaps</p>	<p><u>Short Term</u> – Teachers have improved understanding of strategies and ways to resource lessons to adapt teaching to the needs of their class</p> <p><u>Medium Term – Aut 2 / Spr 2</u> - Assessment at end of autumn 1 & Spring 2 to have a clear measure of the progress children are making. AFL carefully used to address misconceptions and SPAG lessons</p> <p><u>Long Term – Summer 2</u> - Data across all year groups will improve and be in line with national</p> <p>Teachers model good use of language and rich vocabulary in lessons across the curriculum</p> <p>Sentence stems are used in all subjects to model language and vocabulary</p> <p>Writing outcomes in all subjects are consistent and children are writing at age expectations.</p>	<ul style="list-style-type: none"> • Staff meeting held and revied in Aut 1 • Strategies in place and targets set for individual pupils • SPAG lessons being taught daily