

Context/ Current Position

- The school was graded Good across all five areas in Feb 2025 by OFSTED after a section 5 inspection
- The core objective for improvement identified by Ofsted was;
 - Develop depth and knowledge in all subjects across the wider curriculum – There was a focus on RE and children's and Core British Values as an area which children's knowledge needed extending
- 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 2026 was 76% and 81% with the removal of SEND pupils, children in KS2 reading levels at an impressive 77%.
- 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. This curriculum is fully embedded across the school. Updates are routinely made inline with government policies and updates to ensure it is reflective of the local area and inline with legislation.
- In September 2024 the school began its oracy journey, recognising the low level of attainment pupils have when starting at Grange. On average only 10% of pupils joining in reception pass the reception baseline assessment and show they are reception ready. Our GLD results show how much progress is made across the school from starting points but attainment remains an area of improvement.
- There are a significant number of children at Grange with asylum seeking status. 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 are a large number of children with SEND at Grange. The school currently has 29 pupils (14% of the school) with an EHCP plan and a further 53 pupils who have an identified special education need (39% of the school has SEND needs). Many of these pupils have a high SEND band and extreme need. Due to the large proportion of pupils with high need in September 2026 we will provide two specialist classes to teach these pupils. There will be approximately 12 children in each class to ensure targeted teaching is given.
- Attainment in all year groups has improved and in all areas at KS2 the school and results are now in line with or above National average. Where there are dips/ inconsistencies this is due to a significant number of SEND pupils across cohorts.

Grange Primary School Development Plan 2026

	Attainment July 2022	Attainment July 2025	Attainment July 2026	National July 2026
GLD	69%	19/30 = 63% (6 EHCP)	19/33 = 58% Excluding SEND 19/ 25 = 76%	68%
Yr. 1 Phonics check	77%	79%	22/29 = 76% Excluding SEND = 22/27 = 81%	80%
Yr. 4 MCT	60%	69% (score above 20) 24% (score of 25/25)	15/43 = score of 25/25 = 35% 30/43 = score of 20 and above = 70%	34% 63%
Yr. 6 reading	57%	84% EXP 31% GD	78% EXP 22% GD	75%
Yr. 6 writing	48% 0%	73% EXP 12 GD	75% EXP 18% GD	72%
Yr. 6 SPAG	55%	82% EXP 20% GD	76% EXP 10% GD	73%
Yr. 6 maths	45%	78% EXP 20% GD	73% EXP 22% GD	74%
Yr. 6 RWM	34%	69% EXP 2% GD	64% EXP 14% GD	62%

Overview of School Development Plan (SDP) priorities

Quality of Education (This encompasses the curriculum, teaching, and the development of pupils' knowledge and skills.)	Behaviour and Attitudes (pupils' behaviour, conduct, and how they interact with others.)	Personal Development (pupils' spiritual, moral, social, and cultural development.)	Leadership and Management (leaders, governors, and trustees manage the school and promote staff well-being and sustainability.)	Safeguarding (ensuring that children are kept safe and protected from harm.)
1. To further develop skills in oracy so writing outcomes are above National and Southwark figures 2. To embed number sense to improve rapid recall of number facts 3. To raise the attainment and progress of children with complex needs	4. To reduce incidents of low level disruption through movement/ brain breaks to support children further in recognising, understanding, and managing their emotions effectively, improve engagement, and overall well-being and focus for learning 5. To continue to provide a wide range of benefits for children by enriching their play through loose parts play/ additional exercise/ wellbeing breaks	6. To further develop pupil voice and pupil leadership by enhancing the involvement and influence of children in school decision-making processes 7. To continue to improve the mental health and well-being of pupils and staff.	8. To support middle leaders to continue to develop core leadership skills and independence	9. To continue to reduce the numbers of pupils who are persistently absent

Quality of Education				
Objective	Actions	Evaluation Autumn 2026	Evaluation Spring 2027	Evaluation Summer 2027
To further develop skills in oracy so writing outcomes are above National and Southwark figures	- Continue to participate in Talk Matters project stage 2 to further develop action plan and steps to progress oracy across school setting (AM/ NC/ RB) - Subject specific vocabulary to be fully embedded and used during all lessons and widely used across the school in all aspects of the school day - To implement a handwriting and spelling scheme to improve outcomes across the school - To break down barriers to writing by early identification of writing barriers	■	●	● .
To embed number sense to improve rapid recall of number facts	- Math's team to focus on identifying gaps for each year group in order to offer strategies for rapid catch up in each mathematical area (RH/LG/DB/AM) - Sentence stems to be used throughout school to develop reasoning and mathematical language - Close assessment of multiplication test to take place and timely interventions to be given to ensure multiplication test results improve and outcomes are higher than previous academic year (SA/ RB/AM)			.
To raise the attainment and progress of children with complex needs	- High needs pupils to be identified and targeted for individual curriculum and support - SES rooms to be set up and functional for daily teaching - Staff working across SES rooms to be fully trained SL/ Makaton/ CPD opportunities given - Individual curriculums to be created and worked through to show progress and attainment improves across all areas		●	● .
Impact Summer 2026				

Behaviour and Attitudes

Grange Primary School Development Plan 2026

Objective	Actions	Evaluation Autumn 2026	Evaluation Spring 2027	Evaluation Summer 2027
To reduce incidents of low level disruption through movement/ brain breaks to support children further in recognising, understanding, and managing their emotions effectively, improve engagement, and overall well-being and focus for learning	- Well schools programme to be launched and implemented across school - Regular movement breaks introduced across school to enhance MH/ Brain breaks for children and adults - Children's mental health and wellbeing manager to monitor zones of regulation with help of MH practitioners - Identified pupils to receive regular check in's - Children struggling with emotions to be offered emotion coaching/ ESOL/ Speech bubbles / play therapy - Ground work practitioners to support parents of pupils with MH needs - Detentions to reduce due to fewer incidents of low level behaviour during learning time	■	●	● ●
To continue to provide a wide range of benefits for children by enriching their play through loose parts play/ additional exercise/ wellbeing breaks	- Loose parts play equipment and resources to be enhanced and developed further - Sports leaders to be trained to lead activities during play and lunch on a daily basis - Detentions to reduce due to fewer incidents at lunch and play - Sensory garden and wellbeing hut to be regularly used - Well being hut to be opened each lunch and play to provide a range of quiet activities for children who find the playground over stimulating	■		●
Impact Summer 2026				

Personal Development

Grange Primary School Development Plan 2026

Objective	Actions	Evaluation Autumn 2026	Evaluation Spring 2027	Evaluation Summer 2027
To further develop pupil voice and pupil leadership by enhancing the involvement and influence of children in school decision-making processes	- School council. Eco warriors, junior leaders, school monitors, sports leaders chosen and voted for by the pupils - Half termly meetings held for each group action plans and projects agreed - Opportunities for dissemination given to each group - Blogs created on school website - Class assemblies to be held - PSHE lessons to explain core British values + focus on democracy – school votes to become weaved into curriculum linked to parliament and government	■	■	■
To continue to improve the mental health and well-being of pupils and staff.	- Children to participate in daily check in's - Wellbeing hut and sensory garden to be created - Staff to receive threptic support – Groundwork sessions / coaching - All staff and pupils to take part in Well school accreditation - Staff to receive wellbeing ½ day each term - Regular check in's and support offered to staff when needed - Staff/ parent/ pupils surveys to be carried out to inform and support MH			.
Impact Summer 2026				

Leadership and Management

Objective	Actions	Evaluation Autumn 2026	Evaluation Spring 2027	Evaluation Summer 2027
-----------	---------	------------------------	------------------------	------------------------

Grange Primary School Development Plan 2026

To support middle leaders to continue to develop core leadership skills and independence	▪ Middle leader action plans to be agreed – small focus for each leader so they can present and show impact and progress ▪ Areas of school improvement to be identified ▪ NPQLM/ NPQSL to be applied for ▪ Monitoring to take place throughout year and fed back to SLT ▪ Staff meetings to be led and developed			
Impact Summer 2027				

Safeguarding				
Objective	Actions	Evaluation Autumn 2026	Evaluation Spring 2027	Evaluation Summer 2027

Grange Primary School Development Plan 2026

To continue to reduce the numbers of pupils who are persistently absent	▪ Monitoring systems to be set up in the office ▪ Letters sent to parents each 4 weeks ▪ Meetings to be held with parents if attendance drops below 90% ▪ Notice to improve letters to be handed out after 4 weeks if consecutive days of absence have occurred ▪ EIT referrals made in a timely manner to ensure attendance and PA decreases		•	• .
Impact Summer 2027				