

Grange School's Development Plan 2015-16



Context

Grange Primary School is a community primary school in Southwark .

The school is two-form entry from Reception to Y3 and 1.5 forms in Y4 – Y6. There is a nursery.

The school performs well against other schools in the UK.

Ofsted (Oct 2012) rated Grange Primary School as 'Good' and this is reflected in the good performance of the pupils in this school.

There are high expectations of behaviour and achievement and pupils are offered a broad and creative curriculum with many extra-curricular activities.

Improvement points from Ofsted 2012

- ✚ The proportion of outstanding teaching is not yet high enough to ensure that all pupils make rapid progress. In particular, the level of challenge provided for the most able pupils is not always high enough.
- ✚ The role of middle leaders in monitoring and evaluating the school's work is not fully developed.

School Development Points

To develop further the school needs to:

- ✓ Sustain consistently good and outstanding teaching and learning across the school
- ✓ Develop and advance the role and impact of all leaders on the quality of teaching, learning and outcomes for pupils.
- ✓ Ensure pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points, especially in writing
- ✓ Develop tracking and assessment arrangements in line with National Curriculum 2014.
- ✓ Ensure the progress across the curriculum of disadvantaged pupils and those with special educational needs matches, or is improving towards, that of other pupils with the same starting points, specifically in writing and Mathematics
- ✓ Continue to strive for excellent behaviour from all pupils, providing a safe, healthy and stimulating environment for all

Love

Hope

Co-operation

Respect

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Outcomes for pupils

Increase progress and attainment in writing and Mathematics across all phases at all levels. Ensure pupils make substantial and sustained progress.

Ensure the progress across the curriculum of disadvantaged pupils and those with special educational needs matches or is improving towards that of other pupils with the same starting points, specifically in writing and Mathematics.

Pupils are able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations with each other and adults.

Pupils read widely and often across subjects to a high standard; with fluency and comprehension appropriate for their age. Children in Year 1 achieve highly in the national phonics check.

Pupils understand how their education equips them with behaviours and attitudes necessary for success in their next stage of education.

Teaching, learning and assessment

Sustain consistently good and outstanding teaching and learning across the school.

The school is able to demonstrate achievement & progress.

Development of tracking & monitoring procedures are in line with the NC 2014.

Teachers use questioning effectively and demonstrate understanding of the way pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

Teachers provide pupils with inclusive feedback, in line with school assessment policy. The pupils use feedback effectively.

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Effectiveness of leadership and management

Develop and advance the role and impact of all leaders on the quality of teaching, learning and outcomes for pupils.

All leaders are able to measure effectiveness of teaching and learning in their area of responsibility.

Leaders and governors create a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.

Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focussing on the impact of their actions.

Governors challenge HTs and LT as their knowledge of how to ask the 'right questions' increases.

Personal development, behaviour, safety and welfare of pupils

Continue to strive for excellent behaviour from all pupils, providing a safe, healthy and stimulating environment for all.

Further support pupils to become confident, self-assured learners with excellent attitudes to learning which impact positively on their progress.

Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.

Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.