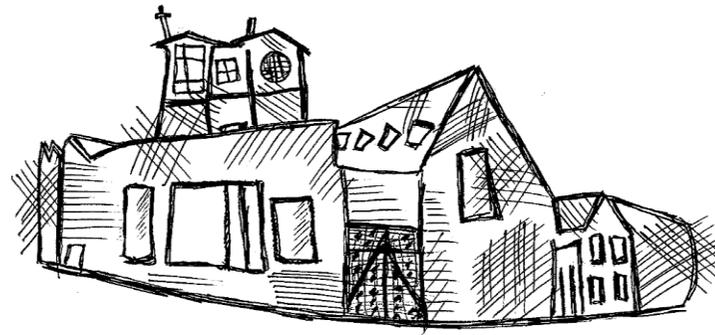


**SDP
2020/2021**

GRANGE PRIMARY SCHOOL



SCHOOL DEVELOPMENT PLAN 2020/ 2021

Draft: November 2020

“Grow with Grange”

We grow with Grange where we Belong, Believe and Achieve!

Mission: Our aim at Grange Primary School is the same for every single child. We want all our pupils to have the best education. That will look different for each one of them. We all think differently, we come at things in different ways; we have different strengths and weaknesses. That is what is so special about the Grange school family – we are all the same and equal, but different. We celebrate our diversity.

Vision

- We grow and nurture
- We are encouraged to be enthusiastic and courageous learners
- We are individual
- We aim high
- We have our own distinctive ‘feel’, which makes us unique!
- We are more than a school! We are a community!

Core Values

- Love
- Hope
- Co-operation
- Respect

Learning Values

- Resilience
- Confidence
- Responsibility



The school has three simple rules ‘**Be Ready, Be Respectful and Be Safe**’, which can be applied to a variety of situations and are taught and modelled explicitly.

During 2019/20, the education for children at Grange Primary School was significantly disrupted due to the impact of Covid-19. Whilst the school remained open for some, and a virtual school was quickly established, many children did not access full time education for many months. Clearly, this will have had a detrimental impact on their learning. The full impact of this pandemic, and potential ongoing disruption, is still unknown. However, in formulating school improvement priorities for 20/21, consideration has been given to our recovery journey so that we can build on any success that had been achieved prior to this time. There are many priorities that we need to consider on as we recover. However, it is also important to remember that as a school of concern, we need to set ambitious targets, take action, increase rigour so that we are judged as a 'good' or better school by our next inspection. Beyond any external pressures or accountability, we must also strive to develop the provision at our school so that 'Grow with Grange' is the reality for every child who attends our school. This means we have to consider equity and equality to ensure we take necessary action to bridge any gap for pupils. With this in mind, our principles for school improvement in 20/21 are encompassed in the 5Rs which are detailed below:

ROUTINES

It is important that routines at school adapt and change to keep our community safe. We need to support children to adjust to routines quickly so they are settled and able to learn at school.

RELATIONSHIPS

Relationships matter! After such a long period of living in a 'virtual world', we need to ensure support for individuals in re-forming relationships and working cooperatively alongside others

RETRIEVE

We need to retrieve our position as quickly as possible. We need to take effective action, both in and out of the classroom, to close gaps and build on previous learning achieved.

RE-MAP

Navigating our school through unknown territory is difficult. However, we must ensure that we remap, against any new expectations, confidently in order to demonstrate effectiveness.

RE-TEACH

It is inevitable that there will be gaps in children's knowledge and understanding. We need to re-teach key skills and concepts to bridge this gap and raise standards.

Priorities for Grange Primary School

2020-2021

<p align="center">Priority 1 Safeguarding</p>	<ul style="list-style-type: none"> • To ensure effective measures and strategies are implemented to support pupils' wellbeing.
<p align="center">Priority 2 Attendance of pupils and staff:</p>	<ul style="list-style-type: none"> • We continue to focus on increasing overall attendance and reducing Persistent Absences. • Attendance rates for specifically identified and targeted children to improve to at least above 90%. • Improve the attendance and punctuality to align with national averages • Parent/Pupil Re-engagement with school after COVID-19. (behaviour & attendance to accelerate learning progress & well-being) • Ensure pupils and parents feel bullying is consistently & effectively addressed.
<p align="center">Priority 3 Behaviour of pupils:</p>	<ul style="list-style-type: none"> • To ensure pupils' attitudes to their education remains positive. • Further develop a more restorative approach to behaviour management. • Improve the Quality of Lunchtime & playtime, focusing on KS2 behaviour & KS2 lunchtime hall. • *Develop positive pupil attitudes & commitment to learning. • Engaging in the 'Stand Out Project' (Behavioural project – EYFS)
<p align="center">Priority 4 Engagement of staff and pupils:</p>	<ul style="list-style-type: none"> • Teaching staff to monitor closely the impact of teaching interventions put in place for their classes, ensuring that effective teaching and learning strategies are deployed in order to improve the progress of underperforming, underachieving, and marginal pupils. • Ensure effective interventions complement the teaching and learning, supporting children in making accelerated progress. • Middle leaders and SLT monitors the impact of teaching interventions and pedagogical strategies leading to closing the attainment gap (Covid-19 impact). • SLT researches and implements effective teaching and learning methods and strategies leading to pupils making accelerated progress in key areas of the curriculum (i.e. metacognition tools). • Class Teachers to develop communications with parents regarding children's learning and potential barriers to learning.
<p align="center">Priority 5 Quality of Education</p>	<ul style="list-style-type: none"> • Improve the progress measures and the percentage of pupils achieving age related across the three core subjects, with a priority on reading, specifically for boys. • A remote/off site learning policy agreed and ready to roll out if full, partial school/bubble closure is enforced. • Ensure that a cohesive and effective teaching and learning approach to reading is embedded across the school, eradicating inconsistencies. • Diagnostic tools are used to identify areas of strengths and areas to improve. • To ensure consistent and cohesive approach to teaching mathematics across the school • Monitor more closely the impact of support staff on the progress of our disadvantaged pupils and build on successful practice to improve the outcomes for our disadvantaged pupils • To ensure that the new RSE syllabus is introduced from September 2021

<p>Priority 6 Leadership and Management</p>	<ul style="list-style-type: none">• Ensure that all Subject Leads develop the confidence, skills and knowledge to effectively lead, manage and develop an area of the curriculum.• Further develop effectiveness in monitoring of Subject Leads, enabling them to have an accurate picture of standards in their area.• Greater consistency in Subject Lead's policy and practice.• Enable Subject Leads to develop a cohesive, structured bespoke curriculum that meets the specific needs of our community.
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