

## Grange Primary School Development Plan (SDP) 2023-24

### Context/ Current Position

- The school was graded RI by OFSTED in September 2022 2after 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 was implemented across EYFS and Ks1 with all readers working in the bottom 20% being identified across the school and targeted, reading was a core target (Sep 2022) and school focus with children developing a love of reading. Classrooms were 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.
- The school started a review of its curriculum during the Autumn term in 2022. As a result, the school has developed a consistent curriculum intent, core principles and a clear progression of the coverage for the core subjects and those across the wider curriculum from NR – yr 6.
- Year 1 phonics outcome was 74% which was an increase on the previous year but still below the national average of 79%
- Attainment in Year 2 was below national average. This is a result of a significant number of SEND pupils across the cohort including five children with EHCP's.
- Attainment in Year 6 was just below the national average, however progress levers were above national average.

	Attainment July 2022	Attainment July 2023	National July 2023
<b>GLD</b>	<b>69%</b>	<b>70% **</b>	<b>67%</b>
<b>Yr. 1 Phonics check</b>	<b>77%</b>	<b>74% (-5%)</b>	<b>79%</b>
<b>Yr. 2 reading</b>	<b>68%</b>	<b>62% (-6%)</b>	<b>68%</b>
<b>Yr. 2 writing</b>	<b>47%</b>	<b>52% (-8%)</b>	<b>60%</b>
<b>Yr. 2 maths</b>	<b>66%</b>	<b>61% (-9%)</b>	<b>70%</b>
<b>Yr. 2 RWM</b>	<b>52%</b>	<b>48% (79% excluding SEND) (-8%)</b>	<b>56%</b>
<b>Yr. 4 MCT</b>	<b>60%</b>	<b>62%</b>	
<b>Yr. 6 reading</b>	<b>57%</b>	<b>68% (-5%) 15% GD</b>	<b>73%</b>
<b>Yr. 6 writing</b>	<b>48% 0%</b>	<b>66% (-5%) 7% GD</b>	<b>71%</b>
<b>Yr. 6 SPAG</b>	<b>55%</b>	<b>74% 32% GD</b>	<b>72%</b>
<b>Yr. 6 maths</b>	<b>45%</b>	<b>58% (-15%)</b>	<b>73%</b>
<b>Yr. 6 RWM</b>	<b>34%</b>	<b>50% (-9%)</b>	<b>59%</b>

## **Targets 2023-24**

- To further develop the school's curriculum ensuring subject leaders take ownership of their subject area. This will include developing vocabulary progression grids, identifying a core area of their subject curriculum to develop and show impact across the school.
- To further embed and develop Reading for Pleasure principles across the school ensuring early reading and reading standards are in line or above national.
- To improve standards in mathematics ensuring data at the end of KS2 is inline with National average.
- To improve standards in writing so they are inline with national average, including improving writing outcomes in wider curriculum lessons

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## Section 1: Curriculum Development

Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p><b>History / Geography / RE</b>– All medium term plans are created</p> <p><b>History / Geography / RE</b> - objectives clear on whole school overview</p> <p><b>History / Geography / RE</b> - Knowledge and skills organisers have been created</p> <p>Specialty days celebrated</p>	<p>For all teachers to understand the core threads which run through the curriculum for history and geography</p> <p>To develop MTP so that all learning opportunities in history are connected to a key question and disciplinary concept and are structured to promote long term memory.</p>	<p>History subject lead to develop history overview highlighting threads</p> <p>SLT to develop geography / RE overview highlighting threads for each year group</p> <p>History lead to introduce threads to staff and run CPD sessions</p> <p>Teachers develop MTP showing how 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><b>Short Term –November 2023</b> – All staff have a developed understanding of effective planning in history. Overview in place for every year group. Planning is centered around a key question and core threads. Vocabulary and progression documents in place and shared.</p> <p><b>Medium term – Spring 1</b> –Books and plans reviewed by school leaders and History lead for feedback.</p> <p>Specialty days for history are mapped across the year. Explanations created to map objectives covered and rationale created</p> <p><b>Long Term - Sum 1</b> – Pupil voice survey completed across school including book/ discussion conferencing to ensure pupils knowledge of taught lessons is secure and children are aware of links</p>	
<p><b>Science</b> – A curriculum overview is in place with core objectives on curriculum.</p>	<p>To develop science curriculum in line with National association of science.</p> <p>To expand links with mathematics</p>	<p>Science subject lead to develop overview highlighting big questions and core threads</p> <p>Science subject lead to develop progression and vocabulary documents</p> <p>Teachers update</p>	<p><b>Short Term – Aut 2</b> – Effective teaching continues against current curriculum objectives</p> <p><b>Medium term – Spring 1</b> – All staff have a developed links to mathematics across science planning .</p> <p><b>Long Term - Sum 1</b> – Adapted medium Term Plans in place for all science units showing core vocabulary, progressions and mathematical links</p>	

		planning ensuring mathematical links are included		
<p><b>Music</b> – specialized music provision in place for all year groups</p> <p><b>Music</b> – National curriculum objectives included on whole school overview</p> <p>Specialty days celebrated.</p>	<p>Music curriculum to be tailored for each year group.</p> <p>Music medium term plans to be created for all year groups to ensure gaps are identified</p> <p>Vocabulary and progressions grids created and implemented</p>	<p>Music subject lead to develop history overview identifying links across all other subjects</p> <p>Children have a good understanding of music vocabulary</p> <p>Children have a good understanding of different genres of music/ musical instruments</p>	<p><b>Short Term –November 2023</b> – Overview in place for every year group. Planning is clear for each element. Vocabulary and progression documents in place and shared.</p> <p><b>Medium term – Spring 1</b> –Music lessons reviewed by school leaders and music lead for feedback.</p> <p>Specialty days for music are mapped across the year. Explanations created to map objectives covered and rationale created</p> <p><b>Long Term - Sum 1</b> – Music curriculum in place outlining genres studied / instruments taught. Pupil voice survey identifies children's understanding</p>	
<p><b>Art and DT</b>– All medium term plans are created</p> <p><b>Art/ DT</b> - objectives clear on whole school overview</p> <p><b>Art / DT</b> - Knowledge and skills organisers have been created</p>	<p>For all teachers to understand the art and DT curriculum and how each skill is developed</p> <p>To develop individual overviews for each year group</p>	<p>Art/ DT subject lead to develop overviews highlighting skills</p> <p>History lead to develop teachers subject knowledge during CPD sessions</p> <p>Children have a good understanding of skills taught</p>	<p><b>Short Term –November 2023</b> – All staff have a developed understanding of effective planning in art and dt . Overview in place for every year group. Planning is centered around a key skills. Vocabulary and progression documents in place and shared.</p> <p><b>Medium term – Spring 1</b> –Books and plans reviewed by school leaders and Art/ DT lead for feedback.</p> <p><b>Long Term - Sum 1</b> – Pupil voice survey completed across school including book/ discussion conferencing to ensure pupils knowledge of taught lessons is secure and children are aware of skills taught</p>	

## Section 2: Reading

Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p><b>Early Reading</b> – 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>Increase parental engagement and knowledge of little wandle resources and pedagogy.</p> <p>To recap core principles of a little wandle session and weekly activities.</p> <p>Effective interventions led by all staff including catch up reading sessions across EYFS and KS1.</p> <p>Develop understand of gaps for all children; especially the bottom 20%.</p>	<p>Parent meetings – all year groups</p> <p>September – Staff training – Little Wandle – EYFS and KS1 staff</p> <p>Analysis of gaps using phonics tracker / Pira reading assessments</p>	<p><b>Short Term – Aut 1</b> - Inconsistencies against key principles reduced through INSET. Learning walks in September and 1:1 feedback to monitor fidelity and quality first teaching.</p> <p>Parent meetings across foundation and KS1 raise the profile of reading and share key resources. Reading together sessions to begin</p> <p><b>Medium Term – Aut 2</b> –Regular phonics screening to take place. All children make at least expected progress with 50% making accelerated progress. Analysis of phonics screening data informs teaching / interventions.</p> <p><b>Long Term – Sum 2</b> - Phonics screening outcomes significantly above the national average. At least 85% children making expected progress, 50% of children to make accelerated progress</p>	
<p><b>Whole class Reading</b> – In 21-22 the school has focused on RfP and implementing little Wandle. Principles have been developed to impact on the children's will to read. The school needs to ensure that reading teaching across the school is progressive with consistent expectations.</p>	<p>For all teachers in year 3- 6 to consistently teach whole class reading. Comprehension questions are well planned and developed to as part of their teaching sequence.</p> <p>For SENCO/ AHT to work with teachers to plan effective interventions for readers in the bottom 20%.</p> <p>1:1 reading in school is supplemented with consistent support at home.</p>	<p>Guided reading principles recapped with KS2 colleagues on the 2/9. Follow up session 3/10.</p> <p>Training sessions for TAs – Autumn 1</p> <p>Mike to write provision maps for guided reading in KS2 with the support of class teachers.</p> <p>Reading records in place for all readers in FS and KS1 and for all readers working below ARE in KS2.</p>	<p><b>Short Term – Aut 1</b> –Whole class reading sessions are planned effectively and with fidelity in KS2. 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><b>Medium Term – Spr 1</b> – Targeted interventions impacting on pupil progress. Teaching of reading is consistent in terms of pedagogy and timetabling.</p> <p><b>Long Term – Sum 2</b> – 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><b>Reading for Pleasure –</b> 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>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 develop the physical profile of reading in all classrooms</p> <p>To increase library visits / exposure to the library for all children</p>	<p>Parent workshop – autumn term. Inset – to clarify expectations in terms of timetabling and pedagogy for RfP To ensure that all classrooms have reading displays, core texts for the year group and a display of class readers</p>	<p><b>Short Term – Aut 1</b> – A strong reading culture has been developed in every class based on RfP principles. Displays in every classroom are enticing and exciting and encourage curiosity</p> <p><b>Medium Term – Spr 1</b> – 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><b>Long Term – Sum 2</b> – 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>	
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### Section 3: Maths

Current Position	Key Objectives <i>(What?)</i>	Implementation Activities <i>(How?)</i>	Target Position	Updates / Evaluation
<p><b>Year 3</b> – Our year 3 cohort were below national on entry to foundation and their journey across KS1 was disrupted (multiple teachers in year 1). A high percentage 49% of the class are on the SEND register. As a result, 61% of the cohort achieved ARE at the end of Year 2. The vast majority of the children have significant gaps and 20% of the cohort are working well below ARE.</p>	<p>To ensure that pitch and match is effective for all children in Year 3.</p>	<p>Baseline assessments given to identify gaps in learning. Targeted interventions put in place to address misconceptions and close the gaps Parent workshop in September to share key resources and priorities for the cohort. SEND pupils identified and additional support put in place to ensure accelerated progress is made</p>	<p><b>Short Term – Aut 2</b> - Assessment at end of Autumn term – all children with SS93 or higher to achieve a Year 2 SS of 100 on Yr2 SATs paper (all children with SS less than 100 will take assessment). Parental engagement, especially for vulnerable children, has increased and contributed to pupil progress.</p> <p><b>Medium Term – Sum 2</b> - Assessment at the end of year 3 - 70% at ARE</p> <p><b>Long Term – 2027</b> - With continued investment across KS2, for the cohort to be 80% ARE by the end of Year 6.</p>	

<p><b><u>Multiplication Table Check</u></b> – In our 2023 previous year 4 cohort, 62% scored 20 or more for the MTC</p> <p>Targeted support for the MTC has previously begun in the spring term</p>	<p>To ensure that times tables and readiness for the MTC are planned strategically across year 2, 3 &amp; 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 progress for year four increases to at least 80% by July 2024</p>	<p>Year 2, 3 &amp; 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><b><u>Short Term</u></b> – Teachers have recapped prior knowledge and it is included in pupil progress/ baseline assessments</p> <p><b><u>Medium Term – Aut 2 / Spr 2</u></b> - Assessment at end of autumn 1 &amp; Spring 2 to have a clear measure of the progress children are making. Level of parental engagement high through homework.</p> <p><b><u>Long Term – Summer 2</u></b> - The annual overview of teaching times tables across the year groups will be in place. MTC data will be above national average.</p>	
<p><b><u>Math's Attainment</u></b></p> <p>Across the school math's attainment is below national average</p> <p>White Rose math's teaching is embedded across the school</p>	<p>To improve results to ensure all children make good or better progress</p> <p>To improve reasoning techniques and strengthen subject knowledge</p>	<p>Teaching strategies strengthened through CPD</p> <p>Parents meeting – highlight the importance of mathematics and create non negotiables for each year group</p> <p>Effective on-going and summative assessment provides teachers and leaders of attainment and progress.</p>	<p><b><u>Short Term</u></b> – Teachers have improved understanding of strategies and ways to resource lessons to adapt teaching to the needs of their class</p> <p><b><u>Medium Term – Aut 2 / Spr 2</u></b> - Assessment at end of autumn 1 &amp; Spring 2 to have a clear measure of the progress children are making.</p> <p><b><u>Long Term – Summer 2</u></b> - Data across all year groups will improve and be in line with national</p>	



**Section 4: Writing**

<b>Current Position</b>	<b>Key Objectives (What?)</b>	<b>Implementation Activities (How?)</b>	<b>Target Position</b>	<b>Updates / Evaluation</b>
<p><b><u>Writing Attainment</u></b></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>To improve results in writing and SPAG to ensure all children make good or better progress</p> <p>To embed SPAG in writing</p>	<p>Teaching strategies strengthened through CPD – planned inset Jan 2024</p> <p>Effective on-going and summative assessment provides teachers and leaders of attainment and progress.</p>	<p><b><u>Short Term</u></b> – Teachers have improved understanding of strategies and ways to resource lessons to adapt teaching to the needs of their class</p> <p><b><u>Medium Term – Aut 2 / Spr 2</u></b> - Assessment at end of autumn 1 &amp; Spring 2 to have a clear measure of the progress children are making.</p> <p><b><u>Long Term – Summer 2</u></b> - Data across all year groups will improve and be in line with national</p>	