



Grange Primary School Evaluation form 2022/23



School context July 2023

- Grange primary school is a state funded two form primary school for pupils age 3- 11 years.
- Grange is situated in Southwark and currently has 328 pupils on role, this includes our (32) nursery pupils.
- Grange is located in the London Bridge and West Bermondsey ward and is in close proximity to Tower Bridge and the city.
- There is a diverse social and economic mix, with the number of pupils eligible for free school meals higher than the national average. (43%)
- A majority of pupils attending the school are from minority ethnic groups and a significant proportion of the pupils (58%) speak English as an additional language.
- The percentage of pupils with SEND (25.7%) and the percentage of EHCP children (3%) is higher than both Southwark and national averages.
- Special educational needs in the school are mainly due to difficulties with speech, language and communication and autistic spectrum disorder. 59 of our SEN children are boys 72%, 76 of our SEN are EAL (88%), 42 of our SEN are PP (49%), 48 of our SEN are FSM (56%) ,38 are both PP and FSM (44%)
- There is a large proportion of children on the schools safeguarding register (18%), with the school receiving 31 welfare requests this academic year
- The leadership of the school is new with the headteacher starting in September 2021 and the rest of the leadership team joining in September 2022
- The school's provision for the Early Years consists of one Nursery class and one Reception class due to the falling role across the local authority.

Quality of Education

Curriculum design, coverage & appropriateness

- The school is in the process of developing a new topic based curriculum for the wider curriculum subjects (history/ geography/ art and DT). It has been designed around the schools core values of love, hope, cooperation, respect, resilience, confidence and responsibility. Each topic centres around key questions with big ideas, these have been used to ensure that the curriculum is broad, balanced and engaging .
- Curriculum mapping developed both by the school and from commercial schemes of work (PSHE, RE, Computing, Science and Music) provide coherent progression in both semantic and procedural knowledge across all age groups. (see *curriculum statement, curriculum maps, subject overviews*)
- A topic-based approach links subjects across the curriculum when relevant, creating opportunities for purposeful writing and stimulating creative projects. This is achieved whilst still maintaining and promoting subject distinctiveness. (*Curriculum statement, curriculum maps*)
- Plans are well-structured and set out in a way which builds on prior learning in different contexts, ensures high expectations and supports teacher workload. Opportunities to develop cultural capital and cultural self-esteem are well-integrated into the curriculum. (*trips, wider curriculum events, planning documents, knowledge organisers*)
- A range of content focused on 'diversity, race, racism, LGBTQ and equality', covering history, citizenship and PSHE themes is embedded in the curriculum. **Curriculum**

Delivery

- A uniform set of 'rewards and sanctions' are introduced and embedded in every year group at the start of the year. This ensures excellent behaviour for learning from pupils, efficient systems in each classroom and alignment across the school. (*BFL, environment audits and monitoring*)

- The general pedagogical approach is of clear direct instruction and high quality first teaching. Teaching observations show that throughout the school, some staff provide good modelling against success criteria. A consistent approach supports children to become more independent learners. Children in reception are introduced to these principles gradually. (*monitoring*)
- Monitoring of teaching and learning shows teachers have high expectations of behaviour and that behaviour for learning is good
- Many pupils with SEND are included in classroom learning the majority of the time. Learning is made accessible through adapted teaching and resources where required. (pupil progress meetings, PM, monitoring)
- Teaching is becoming more targeted, teachers have developed higher expectations for pupils. (*pupil books, floorbooks*)
- Oracy has been developed across the school; partner talk is conducted with sentence stems to scaffold; this ensures all children are able to take part in structured conversations. (*CPD records, flipcharts, monitoring*)
- Vocabulary is taught explicitly at the start of lessons and revisited throughout the day and week, vocabulary progression grids for each subject are in development.
- In English lessons many children rehearse vocabulary and sentence types orally before writing (*lesson observations, displays*)
- In addition to a carefully planned and sequenced curriculum, children are taught P.E. by an experienced specialist teacher, and all available facilities are exploited: the indoor hall and 'multi-use games area' (MUGA). Children in Year 4,5 and Year 6 complete a course in swimming. Pupils also have the opportunity to take part in borough-wide competitions in multi-sport, tag rugby, football and cricket, (*Sports Premium report, newsletter*)

Reading

- Phonics using Little Wandle synthetic phonics scheme is taught rigorously from Reception until children have completed the programme in Year 1 or 2. Half-termly assessments track progress and allow for regular movement of groups to ensure children are always being challenged and enabled to move on. The lowest 20% of pupils across the school receive high quality 1:1 reading daily to support them to make accelerated progress. (*Phonics tracker data analysis, Action Plans*)
- Phonics is complemented with high quality texts in story times and by using a text-based approach to writing throughout the school, where children are exposed to a range of high quality, usually topic-linked texts. (*Curriculum Map, planning, monitoring*)
- When children complete the phonics programme, they move on to whole class reading. This builds fluency, stamina and comprehension skills with all children reading the same book together, supported by partners and the class teacher. (*Observations, pupil books*)
- A love of reading is promoted in the school through whole class reading, timetabled story times in every year group, 'reading journey' book in each class that tracks the class reading texts, library visits, library club and reading for pleasure allocated time in class. (*pupil books*)

Writing

- Quality texts, linked to topics where appropriate, provide rich and stimulating writing opportunities. (*curriculum map, monitoring, books*)
- Children's writing is developed and scaffolded linked carefully to a range of text types
- There is a focus on embedding SPAG into writing to ensure core writing skills are developed
- Letter join handwriting scheme and the Literacy tree "spelling seeds" is followed across the school
- Teachers are expected to model the writing process to their classes (*planning, books*)

Maths

- The school follows the White Rose Schemes of Learning, supported by additional resources and close monitoring. This has created a consistent approach to mathematics from Early Years onwards.
- Securing number sense and calculation fluency are part of daily practice (*planning, pupil books*)
- Observations and monitoring show teachers follow the scheme moving through fluency, further fluency, reasoning and problem solving to support children to achieve mastery.

Feedback and Assessment

- The school has a feedback and marking policy. Most children understand what they need to do to improve, with teachers using simple marking codes and highlighter pens. (*pupil books, pupil conferencing*)
- Assessment for learning is built into lesson structures, with many teachers performing checks for understanding using a range of strategies after modelling and guided practice. (*planning, observations*)
- Three data points and the use of online assessment trackers feed into pupil progress meetings where current and future provision for pupils is discussed between phase leaders, class teachers and SENCo where appropriate. Additional catch-up support for pupils who need it is put in place and reviewed. (*pupil progress meeting, provision map*)
- Teachers attend borough moderation meetings to support judgements for writing
- Teachers assess pupil progress using Southwark STAAR documents, this is further supported by half term assessments throughout the year using Rising star assessment test/ White Rose end of unit assessments (data tracker)

Results

	Attainment July 2022	Attainment July 2023	National July 2023
GLD	69%	70% **	67%
Yr 1 Phonics check	77%	74% (-5%)	79%
Yr 2 reading	68%	62% (-6%)	68%
Yr 2 writing	47%	52% (-8%)	60%
Yr 2 maths	66%	61% (-9%)	70%
Yr 2 RWM	52%	48% (79% excluding SEND) (-8%)	56%
Yr 4 MCT	60%	62%	
Yr 6 reading	57%	68% (-5%) 15% GD	73%
Yr 6 writing	48% 0%	66% (-5%) 7% GD	71%
Yr 6 SPAG	55%	74% 32% GD	72%
Yr 6 maths	45%	58% (-15%)	73%
Yr 6 RWM	34%	46% (50% excluding 3 new to country) (-9%)	59%

Areas for development :

Curriculum planning

- Complete curriculum maps for all subject areas

- Middle leaders to develop vocabulary progression document
- Middle leaders to ensure progression maps match curriculum maps and they are able to describe provision for their subject area effectively
- Middle leaders to create knowledge organisers for subject areas to promote learning and pre teaching to parents

Phonics/ Early reading

- Refine and plan vocabulary more carefully – etymology
- Plan opportunities to improve resilience in pupils – especially less able
- Introduce reading lessons – four times a week, with one focused on vocabulary across EYFS
- Maintain strong leadership around phonics, early reading and reading culture.

SEND

- Continue to develop SEND data and use this as a tool to review and plan actions
- Increase SALT provision as impact can be significant not only for pupils with identified needs but all pupils
- Ensure there are strong links between interventions – impact and class work
- Adapt all lessons at the planning and delivery point for SEND in every class
- Continue monitoring of teaching and learning of SEND
- Make sure SEND needs are being met via the wider curriculum and adapted teaching

Science

- Strengthen meaningful links between science and maths
- A systematic approach to closing gaps in knowledge
- From September 2023, ensure pre-assessment sheets and vocabulary lists used in a systematic and effective way.

Maths

- Develop maths and guide teachers with their understanding, subject knowledge and learning sequences.
- All teachers to focus on key elements of teaching and learning, for example – AfL, open ended questions, effective use of visuals and resources
- Opportunities for pupils to experience challenge and extension work daily within each lesson as well as a focus on an additional dedicated time for this on a regular basis.
- Through reflection, feedback and planning look for effective ways to identify and address gaps.
- Manage misconceptions and lack of understanding from pupils by planning pre and post teaching sessions.

Humanities

- Ensure that pupils and staff are able to articulate clearly and coherently the intent and implementation of the curriculum.
- That pupil outcomes closely reflect the intent and objectives for all pupils of all abilities – especially pupils with SEND and additional needs
- That the focus within a history or geography lessons remains and reflect the subject.
- Humanities lead to focus on history

Behaviour and Attitudes

- Grange's school values of love, hope, cooperation, respect, resilience, confidence and responsibility weave through every aspect of the school life. They underpin the school's positive culture and children are able to explain the values and give examples of how they contribute to daily life in school. (*displays, certificates, assemblies*)
- The school's good behaviour for learning and children's attitudes spring from our values. The school's positive behaviour policy has a heavy focus on praise and positive reinforcement. High expectations and clear boundaries ensure good behaviour- if a child does not have a consequence there will always be a conversation about which value(s) were not adhered to and how to improve. The school has a trauma-informed approach, with careful adjustments made for pupils where required and a focus on emotional regulation for all. (*behaviour policy, parent leaflets, behaviour records, CPD training log*)
- For pupils who require additional support with their behaviour, clear systems are in place to ensure they get the provision they need. Individual Behaviour Plans are created by class teachers, phase leaders and SLT. These are reviewed to track the impact of personalised targets. There is an Evolve health mentor and children's wellbeing and safeguarding officer available for additional pastoral support. (*behaviour records*)
- Breakfast club and after school clubs are run by staff who know the children well. There are strong communication channels between home and school and where appropriate, the school helps families to access external support. These methods of support have enabled individual children to make excellent improvements in their behaviour over time. (*pupil records*)
- The school has a robust anti-bullying and behaviour policy and children have a good understanding of what bullying is and how they can help by reporting if they see it happening. Learning about it is embedded into the PSHE curriculum in every year group and it has also been addressed in assemblies (*anti-bullying policy, Ofsted report*)
- Behaviour logs show incidents of bullying are unusual and are dealt with robustly- the school has set procedures as part of the behaviour policy which are followed closely if an incidence of bullying occurs. (*CPOMS*)
- Many opportunities have been created to regularly celebrate and reinforce children exemplifying the school values. Principally through awarding dojos in class using the 'dojo' web platform which children are highly motivated by. As they move through the school, staff reinforce intrinsic motivation and rewards. Children are awarded weekly in assembly for their individual achievements as well as being awarded collaboratively for their house. (*behaviour policy, school dojo profile*)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. Pupils have a good understanding of how to keep safe and they report that they feel safe in the school. (*safeguarding policy, pupil survey, Ofsted report*)
- Regular certificates are awarded to celebrate pupils' positive efforts in their learning in weekly assemblies. Trophies are also presented for reaching significant milestones on automated learning platforms set as homework. (*assemblies*)
- In addition, at the end of the year, children in each year group are nominated for the 'Weavers VIP award', presented in a special ceremony with parents, for being a model pupil.
- Effective systems for monitoring, reporting and addressing pupil absences are embedded, including consultation with the attendance team for the local authority. This includes regular meetings between the attendance officer in the admin team, the children's wellbeing and safeguarding officer and Headteacher, and proactive direct engagement with families. This is complemented by an award in weekly assemblies to the class with the highest attendance. (*pupil monitoring meetings, assemblies*)
- There are well-embedded systems of pastoral support. Vulnerable pupils are tracked closely and strategies for support are planned collectively through regular communication between safeguarding leads, learning mentor and SLT in fortnightly safeguarding monitoring meetings. (*pupil monitoring minutes*)
- A full time health mentor + children's wellbeing officer support pupils with a range of pastoral needs, with any staff member able to make a referral. Cases are picked up and responded to rapidly. (*CPOMS/ Provision map*)

Areas for development

- Maintain robust systems
- Ensure attendance is inline with national

- Review policy and make 'tweaks' as induction for new and temporary staff in September 2023. A good review time for current permanent staff as well.
- Continue to focus on improvements at break and lunchtimes. Look for more 'creative and different approaches to change/improvement.
- Continue to find CDP
- Continue to engage with parents and carers with behaviour even if changes are minor
- Install CCTV in playground as a source of evidence when an incident occurs.

Personal Development

- The school prioritises PSHE in the curriculum, and uses a mindful approach to the subject, adapting the Jigsaw scheme of work to the needs of pupils. *(books, curriculum maps)*
- RHSE has become embedded throughout KS1 and KS2 using adapted materials from the Jigsaw scheme and the Christopher Winter Project. *(PSHE policy, pupil books)*
- Healthy Lifestyles are promoted in the Science curriculum, during PE sessions and in the Jigsaw PHSE scheme of work. *(Curriculum overviews and medium term plans)*
- Mental health and wellbeing have been a priority following the periods of closure during the pandemic and remain so at Grange.
- Children are encouraged to become responsible citizens in many ways. Fundamental British values are embedded in the curriculum and develop pupils' understanding of respect and tolerance. *(displays, PSHE curriculum, SMSC assemblies)*
- Children are encouraged to take responsibility and represent themselves and others. There are a range of opportunities including: school council, junior leaders and peer mediators *(school council minutes)*
- The school organises several trips which aim to broaden pupils' experience and develop pupils' independence and aspiration. *(see trip and activity list)*
- Opportunities for pupils to develop resilience and become collaborative team players are provided through many structured group activities and games, sports and creative projects.
- The school achieves highly in sports competitions in the borough every year, and Sports Week gives pupils the opportunity to try different sports such as sailing.
- A wide range of extra-curricular enrichment activities are offered such as musical instrument lessons, art, cooking and French. *(extended schools timetable)*
- The school has well established systems of pastoral support including onsite health mentor , wellbeing and safeguarding officer and links with external agencies such as children's social care, Groundworks and CAMHS. *(health mentor + wellbeing and safeguarding action plan)*

Areas for development

- Continue to provide support for families
- Develop and implement play therapy for identified pupils
- Identify wellbeing opportunities for staff i.e. PPA at home

Leadership and Management

- The Headteacher and Senior Leadership Team have a clear vision for the school and its pupils which is shared with staff and the wider community and linked to in annual school development priorities. *(Vision, Priorities)*
- Comprehensive action planning linked to school priorities ensures a strategic approach to school development and improving outcomes for all pupils. Senior leaders are actively engaged in school improvement and have a sense of collective responsibility, middle leaders are developing well and prioritising school improvement. *(priorities action plans)*
- The SLT team have begun to develop and implement a knowledge-rich curriculum. *(overviews, action plans, monitoring)*

- Staff are encouraged and enabled to share good practice, with some middle leaders running CPD sessions in a range of areas and providing bespoke mentoring and coaching where required. Formal and informal support networks have been fostered in the development of high quality phonics provision through the school.
- A programme of purposeful CPD is mapped out each year, linked to the school's priorities for development. Time and support is planned in to ensure new initiatives are embedded successfully. Additional CPD is also provided for individuals where appropriate for development in their own role. *(CPD schedule)*
- Staff are consulted regularly, email surveys and discussion during staff meetings. The results of these surveys have helped to shape various aspects of the school's CPD offer, improvements around workload management and some curriculum redesign.
- Performance development systems are supportive but rigorous, with specific, nuanced targets set in collaboration with teachers. Progress on targets is evaluated formally in review meetings but also referred to when relevant in observation and work scrutiny feedback. *(PM proformas, observations)*
- The wellbeing of staff is considered in many different ways. Workload is always a consideration, evidenced by the review of the marking policy, giving teachers additional time out of class to complete coordinator roles, and using high quality schemes of work to reduce unnecessary creation of resources. Unnecessary meetings are minimised, with parents' meetings, pupil progress meetings, performance management meetings and similar taking place during directed time. *(timetables, CPD schedule)*
- There are positive and respectful relationships between pupils and staff, and between staff and the parent and carer community. Regular and open communication between home and school ensures effective support for pupils' learning and family wellbeing. Use of more electronic communication (virtual meetings, texts, emails) in addition to face to face meetings are organised throughout the year
- Grange has a strong Governing Board led by a dedicated and enthusiastic Chair. Each governor has a link role focusing on a particular area of the school so that they are well informed about the current school context, they have met with relevant coordinators and leaders, and have challenged when necessary. The Board has high expectations for outcomes and provision for pupils. *(governing board minutes, link reports)*
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits (LA) of the school's safeguarding and health and safety systems and safeguarding is reported to the Chair weekly as well as during whole GB meetings. Fortnightly pupil monitoring meetings focused on vulnerable pupils also allow for ongoing safeguarding concerns to be regularly reviewed and updated. *(safeguarding section in HT report, pupil monitoring minutes)*

Areas for development

- Joint action planning for middle leaders with the SLT to ensure shared development of best practice around monitoring and informal networking on pedagogy all combine to produce effective subject leadership
- Use of coaching model to provide bespoke support for teachers at all stages of their career to improve their practice.
- Improve the quality of teaching and learning with an emphasis on those key elements that ensure teaching is always good – subject knowledge, AfL, open ended questioning and meeting the needs of all abilities, particularly SEND pupils.
- Use the same drive and forensic approach that has been used in phonics and early reading to the teaching of maths
- Continue to challenge 'underperformance' and limited impact with middle/phase leaders.
- Maintain the high levels of CDP and training for all staff, but ensure it meets the needs of the improvement plans and have impact.
- Leaders to encourage more pupils to develop resilience in their work, work independently for longer and opportunities to write at length – extended writing

The Effectiveness of Early Years Provision

Early Years Curriculum

- Continue to develop a topic-based approach is used, with a core collection of high quality, diverse texts, used as a starting point for learning across curriculum. *(curriculum maps)*
- Continue to develop the curriculum so it is well planned and progressive, linking with the rest of the school so sticky knowledge links can be made

- Pupils are given opportunities to work creatively
- The Jigsaw scheme of learning is used to support the teaching of PSED and ensure a sequenced approach to the direct teaching in this area, supporting pupils by creating the foundations to extend this learning into KS1. (*planning, observations*)
- Children's vocabulary is developed explicitly. (*planning, observations*)
- Trips are planned to support learning and develop pupil understanding of the topics (Bockets farm, Unicorn Theatre), which also help them feel part of the community both locally and in London as a whole.

English including phonics

- The Little Wandle scheme is followed closely. 'Sound of the Week' is used in Nursery and reception with reception children using a precise and systematic programme with regular assessment ensuring rapid progression and tailored support.
- One to one boosters/ interventions are provided for targeted children as identified in assessments.
- All children take a Little Wandle phonics book and picture book home weekly, to help them create the routine and habits of reading for pleasure and to practise their decoding skills at home. (*home reading diary*)

Maths

- The White Rose scheme is taught systematically and results in children building solid foundations of number sense through concrete and oral activities. (*observations*)
- The Reception teacher has worked hard to embed CPD in planning, knowledge and understanding, which has resulted in improved teaching and provision as evidenced by our observations, assessments and outcomes for children. (*planning, monitoring, observations*)

Targeted Support for lowest 20%

- Children's progress is tracked using a variety of tools (observations, phonics tracker assessments, maths assessments), and a range of targeted interventions provide timely support. (*assessment data*)

Environment and wider provision

- Daily timetables provide a balance of whole class direct teaching, teacher-led guided groups, and child-led continuous provision both inside and out. In Nursery, the introduction of direct teaching times are introduced slowly and adapted to the needs of the cohort. (*timetables, observations*)
- *The outside area has been developed to include a range of exciting opportunities including messy play, number and writing opportunities as well as a plethora of PSED activities*
- Children have weekly PE and music sessions on site

Parent and Carer engagement

- Families are actively engaged in supporting their children's learning from an early stage, with virtual support workshops provided on phonics, reading, writing and maths. (*Parent workshop presentations*)
- Weekly communication is sent to parents and carers detailing the learning each week on the school newsletter
- Parents are sent class newsletters and homework packs each half term, which encourages learning to be reinforced at home.
- *Weekly class updates are made using social media so parents can see what their children have been learning each week*

Areas for development

- Maintain texts in the classrooms to ensure that they are valued highly in the classrooms: defined attractive book areas, book displays and time given to reading books to individuals and small groups during the continuous provision. (*learning environments*)
- Focus on early maths and embedding the White Rose curriculum
- Develop outside area with a wider maths focus

- Maintain reading standards

Key – Maintain / Develop

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