



Grange Primary School Statement of Action

2022 -2024

Grange Primary School OFSTED
Action Plan

Key priorities from the most recent Inspection:

Overview target for Priority 1 – Early reading

Strengthen the effectiveness of teaching and learning by:

- Regular monitoring of early reading across the school
- Providing further workshops for parents / opportunities for parents to attend school to read with their children
- Providing additional training to staff to ensure the teaching of reading is secure
- Provide booster groups to pupils where reading attainment is lower than expected

Overview target for Priority 2 –Wider curriculum

Strengthen the effectiveness of teaching and learning by:

- Reviewing the current curriculum
- Ensuring the curriculum is planned with rigor and progression
- Improving the knowledge and understanding of the children across all subject areas
- Monitoring the progress of lessons taught across all subjects to ensure children are provided with a broad and balanced curriculum offer

Overview target for Priority 3 –Assessment

Strengthen the effectiveness of teaching and learning by:

- Ensuring exercise books are regularly marked with comments that move children's learning on
- Misconceptions are immediately actioned
- Children are taught and work is differentiated for each children's individual need
- Teachers are provided with further training to support their understanding of assessment for learning

Overview target for Priority 4 – Subject knowledge

Strengthen the effectiveness of teaching and learning by:

- Providing training for all teachers for all curriculum areas
- Ensuring good practice and expertise in school is shared and modelled to all
- Working with the local authority to strengthen the teaching and learning

Overview target for Priority 5 – Review of governance

- An external review (by the LA) of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- Governors to attend regular training
- Governors to attend visits to the school to monitor and review the curriculum

Key terminology

| | | |
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| LA | Local Authority | Southwark Council Local Authority |
| GB | Governing Board | |
| HT | Head teacher | Rebecca Benjamins |
| AHT | Assistant Head Teacher | Amanda Matheson |
| SLT | Senior Leadership Team | This is the current leadership team who are responsible for the operational running of the school and accountable to the Governing Body |
| LP | Lead Practitioner | A leading school-based/ LA practitioner with appropriate subject expertise |

**Grange Primary School OFSTED
Action Plan**

Priority One: Early reading

**Priority Lead People:
HT/DH/SLT/LA/GB**

Overview target for Priority 1 – Early reading

Strengthen the effectiveness of teaching and learning by:

- Regular monitoring of early reading across the school
- Providing further workshops for parents / opportunities for parents to attend school to read with their children
- Providing additional training to staff to ensure the teaching of reading is secure
- Provide booster groups to pupils where reading attainment is lower than expected

From the OFSTED report:

- *There are inconsistencies in the teaching of early reading.*
- *Some staff do not have the same level of expertise as others.*
- *Some do not systematically check pupils' understanding as well as they should.*
- *As a result, weaker readers, including those with SEND, are not well supported on their journey to becoming fluent readers.*
- *Leaders need to tighten their training and monitoring so that they iron out these inconsistencies.*

Objective 1. To improve Early Reading across the school

| Actions | By whom & when | Success Criteria | Monitoring (Who, How) | Evaluation (Who, How) | Review Comment |
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| <ul style="list-style-type: none"> ■ Regular monitoring of early reading across the school | <p>HT/DHT/AHT/SENCO/ LA</p> <p>Each half term Data analysis at the end of each term.</p> | <ul style="list-style-type: none"> ■ Pupils books match ability ■ Phonics data improves ■ Reading attainment levels improve across the school ■ Children make accelerated progress ■ A love of reading is shown by pupils and parents | <p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>Pupil progress meetings</p> <p>Data analysis</p> | <p>LA Focus Group Meeting</p> <p>HT Report to GB</p> | <ul style="list-style-type: none"> ● Pupils books match ability of child ● Phonics data is at 74% (national last year was 75% - so just under national) ● Massive achievement as only 1 child in reception was on track according to baseline check completed in September ● Reading attainment has improved in all year groups apart from year 2 ● 20/30 children in reception made accelerated progress 67% ● 25% of children from yr 1-6 made accelerated progress in reading (65/258) ● Children's love of reading is progressing – we have reading journeys in each class to aid the children speaking about books read, reading lessons have changed to build in time to discuss books, there are opportunities for children to read for pleasure including weekly visits to the library |
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| <ul style="list-style-type: none"> ■ Providing further workshops for parents / opportunities for parents to attend school to read with their children | <p>Class teachers across KS1 and EY September 2022 – ongoing</p> | <ul style="list-style-type: none"> ■ Workshops to be provided each half term with a different reading focus ■ Reading together sessions to take place each week | <p>SLT</p> | <p>HT</p> <p>Parent surveys</p> | <ul style="list-style-type: none"> • Parent workshops have been better attended • Parent workshops this year have included <ul style="list-style-type: none"> - EYFS – what to expect, reading and writing, the core learning areas - Reading and phonics EYFS + KS1 - LKS2 English - UKS2 English - EYFS maths - KS1 maths - LKS2 maths - UKS2 maths - SATs KS1 - SATs KS2 - Phonics screening check - How to support SEND pupils • Weekly reading together sessions for EYFS and KS1 for the whole of the autumn and spring term |
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| <ul style="list-style-type: none"> ■ Providing additional training to staff to ensure the teaching of reading is secure | <p>INSET planned for January</p> <p>Staff to observe good practice across the school</p> | <ul style="list-style-type: none"> ■ Teachers and teaching assistants to be secure with strategies of teaching reading ■ Pupils reading attainment improves | <p>SLT</p> | <p>HT/ DHT – lesson observations</p> | <ul style="list-style-type: none"> • January inset – reading for pleasure introduced • Reading teaching style changed and teachers reported a better reading culture across classes • Teachers have had visits to other schools, attended training courses and worked with the literacy tree advisors • Reading attainment for all year groups apart from year 2 has improved (see data analysis) |
| <ul style="list-style-type: none"> ■ Provide booster groups to pupils where reading attainment is lower than expected | <p>Action tutoring group</p> <p>SLT team</p> <p>Trained TA's</p> | <ul style="list-style-type: none"> ■ Reading attainment levels improve across the school ■ Children make accelerated progress ■ A love of reading is shown by pupils and parents | <p>SLT through QA monthly review meetings as part of weekly SLT meeting.</p> <p>Pupil progress meetings</p> <p>Data analysis</p> | <p>HT Report to GB</p> | <ul style="list-style-type: none"> • Booster sessions have run all year and have had a positive impact • Year 1 phonics increased from 28%- 74% achieving at the end of the year • Additional reading with the bottom 20% across the school has had an impact however some children are so low their attainment is still not on track. Progress in reading has improved in all year groups (all above 80%) |

**Grange Primary School OFSTED
Action Plan**

Priority two: Wider Curriculum

**Priority Lead People:
HT/DH/SLT/LA/GB**

Objective 2 –Wider curriculum

Strengthen the effectiveness of teaching and learning by:

- Reviewing the current curriculum
- Ensuring the curriculum is planned with rigor and progression
- Improving the knowledge and understanding of the children across all subject areas
- Monitoring the progress of lessons taught across all subjects to ensure children are provided with a broad and balanced curriculum offer

From the OFSTED report:

- *In some subjects, including in the early years, leaders have not focused their curriculum thinking enough on what they want pupils to learn and when they should learn it.*
- *Some subjects lack the rigour of the ambition of the national curriculum.*
- *Consequently, pupils are not learning and remembering the body of knowledge, skills, and vocabulary that they should be.*
- *Leaders need to review their curriculum thinking.*
- *They need to make sure that in all subjects the knowledge, skills, and vocabulary that pupils should learn is clearly set out.*
- *They should ensure that the early years is the starting point of their curriculum thinking.*

| Actions | By whom & when | Success Criteria | Monitoring (Who, How) | Evaluation (Who, How) | Review Comment |
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| <ul style="list-style-type: none"> ■ Reviewing the current curriculum | HT, AHT/ DHT/ Middle leaders | <ul style="list-style-type: none"> ■ By September 2023 we will have identified a list of expectations and goals for all students at Grange Primary School. ■ All students will have at the end of each academic year made progress towards achieving a wider range of experiences and | SLT through QA monthly review meetings as part of weekly SLT meeting. Discussion with pupils Book checks | LA Focus Group Meeting HT Report to GB | <ul style="list-style-type: none"> • All intent statements have been reviewed and goals set • A list of non negotiables for maths and English will be put together over the summer in preparation for the academic year |

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| | | <p>skills.</p> <ul style="list-style-type: none"> ■ Students will have a record of academic and non-academic achievement for their time at Grange Primary School. ■ The school will be able to closely track the experiences and skills of all students. ■ By September 2023 the new curriculum at Grange will be progressive and build on skills and knowledge each year ■ All staff will have a good understanding of what they are teaching and how the content needs to be taught | <p>and lesson observations</p> | | <p>2023- 24</p> <ul style="list-style-type: none"> • All children have attended at least three trips to widen their experiences – tips have been mapped into the curriculum and will be evident on the curriculum map once completed • Our twitter and instagram pages track enrichment activities taking place • Children have evidence in books of lessons taught across the wider curriculum • The curriculum has been planned for aut 2 – summer 2. Aut 1 and new plans for year 2 and 5 will be written over the holidays. • Progression maps have been created for each subject which feed into |
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| | | | | | <p>the medium term planning</p> <ul style="list-style-type: none"> • By September the entire curriculum will be complete including a detailed curriculum map identifying sticky knowledge links, equality inc LGBTQ+, gender, race and culture • An inset is planned for Sep 2023 to revisit the curriculum so all teachers have a good understanding of the curriculum they will teach but also of one another's |
| <ul style="list-style-type: none"> ■ Ensuring the curriculum is planned with rigor and progression | HT, AHT/ DHT/ Middle leaders | <ul style="list-style-type: none"> ■ The new Grange curriculum will be updated termly beginning October 2022 ■ Parents will receive knowledge and skills maps for topics to ensure vocabulary exposure can begin at home | SLT GB LA | SLT GB LA Class teachers and children's evaluations | <ul style="list-style-type: none"> • The curriculum has been planned carefully taking into account skills previously covered, those that need revisiting, the locality of Grange, the experiences we want our children to have |

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| | | <ul style="list-style-type: none"> ■ Progression maps and the complete curriculum overview will be published once complete to parents and on our website by January 2023 | | | <ul style="list-style-type: none"> • Parents have received knowledge and skills maps for RE, history, geography, Art and DT, PSHE this year • Next year they will also receive maps for science • The curriculum map will be completed for Sep 2023 and published on the website for parents |
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| <ul style="list-style-type: none"> ■ Improving the knowledge and understanding of the children across all subject areas ■ Monitoring the progress of lessons taught across all subjects to ensure children are provided with a broad and balanced curriculum offer | <p>HT, AHT/ DHT/ Middle leaders</p> | <ul style="list-style-type: none"> ■ Lessons will be monitored, and all lessons observed will be judged as good or higher by January 2023 ■ Where lessons are judged as lower than good a support plan for teachers will be put in place and training provided ■ Children will be able to speak with confidence about the learning they have been doing with an increased accuracy ■ Parents will be invited to themed curriculum events from October 2022 i.e. Art day to see first-hand the new skills and progress their children have acquired | <p>SLT GB LA</p> | <p>SLT GB LA Parental feedback</p> | <ul style="list-style-type: none"> • Lessons have been monitored termly for maths, reading and writing • Topic, science, RE/ PSHE, music, PE lessons and books have also been checked • Where there have been inaccuracies and areas identified for support, plans have been put in place and teachers targeted • Teachers have visited other local schools and worked with staff to improve their subject knowledge and understanding • The children are much more able to speak with confidence about the subjects they have been taught – see pupil voice surveys completed by mid leaders • Parents have been |
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| | | | | | invited to art themed events in October and July, music events in December. (art exhibitions, art open afternoon, school concerts including samba, ukulele, and singing, school carnival and culture event) |
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Grange Primary School OFSTED Action Plan

Priority three: Assessment

Priority Lead People: HT/DH/SLT/LA/GB

Overview target for Priority 3 –Assessment

Strengthen the effectiveness of teaching and learning by:

- Ensuring exercise books are regularly marked with comments that move children’s learning on
- Misconceptions are immediately actioned
- Children are taught and work is differentiated for each children’s individual need
- Teachers are provided with further training to support their understanding of assessment for learning

From the OFSTED report:

- *There are inconsistencies in how well teachers use assessment to check pupils’ understanding.*
- *On too many occasions, misconceptions go unnoticed and therefore are not corrected.*
- *As a result, some pupils do not develop an accurate body of knowledge that prepares them well for future learning.*
- *Leaders need to focus their training on helping teachers to improve their use of assessment.*

| Actions | By whom & when | Success Criteria | Monitoring (Who, How) | Evaluation (Who, How) | Review Comment |
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| <ul style="list-style-type: none"> ■ Ensuring exercise books are regularly marked with comments that move children’s learning on | HT, AHT/ DHT/ LA | <ul style="list-style-type: none"> ■ Teachers will be monitored, and lessons and books regularly observed every half term ■ ‘Marking’ Staff meetings will be held to ensure the schools | SLT LA | SLT LA | <ul style="list-style-type: none"> • Marking has significantly improved but there is still work to do here – misconceptions are still not always picked up on. • Marking staff |

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| | | <p>marking policy is adhered to and to offer support and guidance</p> <ul style="list-style-type: none"> ■ Training will be provided | | | <p>meetings took place in the autumn term</p> <ul style="list-style-type: none"> ● Support has been given to individuals when identified in book looks |
| <ul style="list-style-type: none"> ■ Misconceptions are immediately actioned | HT, AHT/ DHT/ LA/ class teachers | <ul style="list-style-type: none"> ■ Interventions take place during the lesson for immediate affect ■ Teachers are observed to use AFL during lessons during all observed and monitored lessons ■ Additional support is observed in exercise books through marking | SLT LA | SLT LA | <ul style="list-style-type: none"> ● Miconceptions in lessons are better identified but this is not always consistent in exercise books through marking ● AFL in lesson observations has improved |
| <ul style="list-style-type: none"> ■ Children are taught and work is differentiated for each children's individual need | HT, AHT/ DHT/ LA/ class teachers | <ul style="list-style-type: none"> ■ Planning of lessons is supported by SLT/ LA ■ Teachers receive inset and staff meetings to support their understanding of ways in which to differentiate lessons – October 2022/ January inset 2023 | SLT LA | SLT LA | <ul style="list-style-type: none"> ● Differentiation continues to be an area of improvement ● staff meetings have been delivered to support and more are planned for 2023-24 |
| <ul style="list-style-type: none"> ■ Teachers are provided with further training to support their understanding of assessment for learning | HT, AHT/ DHT/ LA/ class teachers | <ul style="list-style-type: none"> ■ Lessons are observed to see where teachers need specific support ■ All training to be identified with teachers/ TA's and | HT/ DHT/AHT | SLT LA GB | <ul style="list-style-type: none"> ● In lessons observed 80% of teachers use AFL effectively ● There is still work to be done on the use of AFL |

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| | | <p>recorded on professional development plans (October 2022).</p> <ul style="list-style-type: none">■ Training to take place throughout the next two years to ensure progression and knowledge is strengthened | | | |
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Grange Primary School OFSTED Action Plan

Priority Four: Assessment

Priority Lead People: HT/DH/SLT/LA/GB

Overview target for Priority 4 – Subject knowledge

Strengthen the effectiveness of teaching and learning by:

- Providing training for all teachers for all curriculum areas
- Ensuring good practice and expertise in school is shared and modelled to all
- Working with the local authority to strengthen the teaching and learning

From the OFSTED report:

- *Some teachers lack the subject knowledge needed to plan and deliver the intended curriculum. Sometimes, they do not choose activities or use strategies that help pupils to learn well.*
- *This creates gaps in pupils' knowledge and skills.*
- *Leaders need to develop staff subject expertise across the curriculum.*
- *They need to support teachers in understanding how activities and strategies should support pupils in learning subject-specific knowledge and skills.*

| Actions | By whom & when | Success Criteria | Monitoring (Who, How) | Evaluation (Who, How) | Review Comment |
|--|------------------|--|-----------------------|-----------------------|--|
| <ul style="list-style-type: none"> ■ Providing training for all teachers for all curriculum areas | HT, AHT/ DHT/ LA | <ul style="list-style-type: none"> ■ Teachers will be sent on subject specific training based on their individual need ■ Middle leaders will be buddied up with leaders from other schools to enable them to learn and share good practice ■ Middle leaders will attend LA courses to widen their expertise in order to disseminate | SLT LA | SLT LA | <ul style="list-style-type: none"> • Middle leaders have all been supported and received inset / training <ul style="list-style-type: none"> - PE network meetings - RE coordinator meetings - Science coordinator meetings - Music coordinator meetings |

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| | | <ul style="list-style-type: none"> ■ this to the wider school ■ Teaching assistants will attend training courses both in school and held by the LA to widen their skillset | | | <ul style="list-style-type: none"> - 5 x mid leaders working with leaders from other schools (Ray Lodge/Townsend) - 1 x leader being supported by EYFS SIP and regularly attends moderation and meetings • AHT/ DH working with Maths hub and English Hub • Teaching assistants have completed training for; Little Wandle, behaviour, reading, autism, sign language, ABA |
| <ul style="list-style-type: none"> ■ Ensuring good practice and expertise in school is shared and modelled to all | HT, AHT/ DHT/ LA/ Middle leaders | <ul style="list-style-type: none"> ■ Teachers and TA's will observe good practice across the school ■ Staff will share knowledge at staff meetings and during school inset | SLT LA | SLT LA | <ul style="list-style-type: none"> • Identified teachers have observed colleagues across the school for phonics, maths, writing • Mid leaders have all led staff meetings for their subject areas |
| <ul style="list-style-type: none"> ■ Working with the local authority to strengthen the teaching and learning | class teachers | <ul style="list-style-type: none"> ■ Staff will work with members of the local authority to widen their skill set in order to improve the quality | SLT LA | SLT LA | <ul style="list-style-type: none"> • All teaches have received training from the literacy tree consultants • Two teachers |

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| | | of teaching and learning across the school | | | <p>received training for writing across the curriculum</p> <ul style="list-style-type: none"> • All year groups have attended cluster moderation/moderation with St Georges (yr 3 and 4) and statutory moderation run by the LA |
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Grange Primary School OFSTED Action Plan

Priority Five: Governance

Priority Lead People: HT/DH/SLT/LA

Overview target for Priority 5 – Governance

- Governors to attend regular training
- Governors to attend visits to the school to monitor and review the curriculum

From the OFSTED report:

- *Governors do not know enough about the school's curriculum.*
- *They lack the knowledge and skills to gain an accurate strategic view on the quality of education.*
- *As a result, they do not give enough support and challenge to senior leaders.*
- *Governors should quickly arrange training in helping them to ensure and assure themselves on the quality of education being provided by the school.*

| Actions | By whom & when | Success Criteria | Monitoring (Who, How) | Evaluation (Who, How) | Review Comment |
|--|---------------------|--|-----------------------|-----------------------|---|
| <ul style="list-style-type: none"> ■ Governors to attend regular training | Clarke of Governors | <ul style="list-style-type: none"> ■ Governors to widen their knowledge through extensive training ■ A detailed timetable of training to be put in | LA HT | LA | <ul style="list-style-type: none"> • Out of 9 governors 5 have attended training this academic year to date these include; <ul style="list-style-type: none"> - Safeguarding |

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| | | place | | | <ul style="list-style-type: none"> - HR panel training - the school curriculum - governors roles and responsibilities part 1 and 2 - exclusions - School HR - Pupil premium - SEND • Whole governing body safeguarding training has been planned for Autumn 2023 |
| <ul style="list-style-type: none"> ■ Governors to attend visits to the school to monitor and review the curriculum | HT, AHT/ DHT/ LA/ Middle leaders | <ul style="list-style-type: none"> ■ A programme of visits to be organized with HT (October 22 – July 24) ■ Governors to visit frequently working with middle leaders and learning about each curriculum area at Grange | HT LA | HT LA | <ul style="list-style-type: none"> • This academic year governors have visited the school to look at four areas <ul style="list-style-type: none"> - Safeguarding including the single central record (checked twice to date) - Pupil premium - English (3rd July) - SEND / EAL • Curriculum presentations have been given for SEND • At all full governing |

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| | | | | | body meetings the curriculum, progress and attainment is reported on including the wider curriculum and progress towards the OFSTED targets |
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