



Grange Community Primary School School Development Plan 2023 – 2024

OBJECTIVE - To provide a good quality of education for all learners at Grange Community Primary School in a caring, supportive environment.

STRATEGY * Overcome potential barriers to learning. * Provide a high quality curriculum with high quality teaching.

Contents

Section 1 - Summary of strategic direction to achieve Objective

Section 2 - Two-year Core Standards Ambition for RSC and Trust Accountability (Attainment and Progress Estimates)

Section 3 - Actions/Tactics.

SECTION 1 - SUMMARY OF STRATEGIC DIRECTION TO ACHIEVE OBJECTIVE

QUALITY OF EDUCATION (inc EYFS)

1. Improve standards in mathematics
2. Improve reading outcomes (English)
3. Develop explicit vocabulary teaching and oracy techniques
4. Improve quality of teaching and curriculum
5. Improve EYFS provision

BEHAVIOUR AND ATTITUDES

1. Reduce low level disruption
2. Reduce persistent absenteeism.

PERSONAL DEVELOPMENT

1. Improve pupils' empathy

LEADERSHIP AND MANAGEMENT

1. To strengthen leadership practice - 'leading in your sphere of influence'.

EMBEDDING

- Curriculum Mapping, Planning and Delivery
- Breakfast Club provision
- TA deployment
- School Council/Youth Forum

SECTION 2: Two-year Core Standards Ambition for RSC and Trust Accountability (Attainment and Progress Estimates)

(Estimates to be updated following publication of FFT Aspire. Current and National following publication of SIS and ASP)

Current performance (2023)		National average (2023)	
Note: There is an underlying assumption that if the school achieves these goals, then leadership and management will be Good.			
		BY END JULY 2024	BY END JULY 2025
OFSTED		QofE evaluated as GOOD by Self Evaluation	
EYFS	62%	69% + Good Level of Development	
Key Stage 1	85%	Yr1 88% pass Phonics Screening Check	
	96%	Yr2 95% pass Phonics Screening Check	
	88%/8%	85% at Expected in Reading	10% Above in Reading
	38%/0%	60% at Expected in Writing	8% Above in Writing
	58%/4%	70% at Expected in Maths	8% Above in Maths
	25%	50% at Expected RWM	8% Above in RWM
	96%	82% at Expected in Science	
Key Stage 2		75% at Expected in Reading	30% Above in Reading
		0+ Reading progress	
	75%	80% at Expected in Writing	10% Above in Writing
		0+ Writing progress	
		75% at Expected in Maths	25% Above in Maths
		0+ Maths progress	
		65% Expected in Re Wr Ma	8% Above in Re Wr & Ma
		75% Expected in SPAG	25% Above in SPAG
	39%/21.3	40% 25/25	21 Av in Yr4 Timestable Check
	71%	80% Expected in Science	
Pupil Premium		Disadvantage GAP Index to be below national	
Exclusions P/FT (of pop.)	10days	0/2 (i.e. 4 days)	
Pupil attendance/p.a	93.9% 21%	Attendance>96.1% p.a. <8%+	
			85% Expected in Science
			Disadvantage GAP Index to be below national
			0/1.1 (i.e. 2 days)
			Attendance>96.5% p.a.< 7.5%

(stat. s.a.)	0.63%	Lateness <4.5%		Lateness <4.2%
--------------	-------	----------------	--	----------------

SECTION 3 - TACTICS/ACTIONS

Subject/Phase/Area: School Priority - Quality of Education 1	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the evidence and the possible outcome during and at the end of the cycle?
Objective for this development cycle – Improve standards in mathematics	Progress in end KS2 Mathematics improves on 2023 outcomes. Attainment targets achieved in Yr1-5 More pupils achieve Yr4 timetable standard	Lesson Visits PBS Learning Walks Data analysis Pupil Voice – children knowing more and explaining how maths is taught (Governors)	Maths Leader to evaluate evidence each term and present evidence to SLT and LGC.	SLT to review actions taken via KPI reports at the end of each term to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person/s Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
--------------------------	-----------------------------	-------------------------	-----------------------------	---

<p>Provide Staff Training through ac year</p> <p>Foci: Expectations (The Grange Way) Application of Rosenshine Principles and Active Ingredients to mathematics</p>	Chris Versey	<p>Maths staff training scheduled in GO across the year.</p> <p>End of term data shows impact of staff training in pupil outcomes across the school compared to Aut 22 and Spring 23.</p>	<p>Sept 22</p> <p>December 23</p> <p>April 24.</p>	Directed Time
<p>Engage in Year 2 (of 4 years) NCETM Mastery Program (Mastery Development, Embedding, Sustaining)</p>	Chris Versey	<p>Pupil outcomes at milestones indicate improving reasoning and prob solving outcomes compared to 22-23.</p>	<p>December 23</p> <p>April 24.</p> <p>July 24</p>	<p>Release time.</p> <p>CPD no charge.</p> <p>Liaison with Halifax</p>
<p>Provide termly enrichment for higher attaining mathematicians (vertical grouping)</p>	Chris Versey	<p>Higher attaining mathematicians identified in KS2.</p> <p>Enrichment activities organised for spring and summer terms.</p>	<p>December 23</p> <p>April 24.</p> <p>July 24</p>	<p>Subject leader release (prep time and sessions)</p>
<p>Subject Leader to lead fortnightly PIXL core groups using Mathematics QLAs and PLCs.</p>	Chris Versey (LA cover)	<p>Appropriate challenge in place for each class as a result of discussions.</p> <p>Milestone targets achieved in each class.</p>	<p>December 23</p> <p>April 24.</p> <p>July 24</p>	<p>£2700 PIXL membership</p>

Improve rapid recall of number facts and timestables - TTRS and Numbots - Half termly gap analysis assessments	Chris Versey	Improved % outcome of pupils achieving pass in Yr4 timestables check compared to 2023.	July 24	£168pa TTRS/Numbots subscription
Use Pupil Book Study (PBS) as a means of monitoring and evaluating a. quality of curriculum b. pupil progress Oracy link	Chris Versey	Children speak knowledgably about the mathematics curriculum and their work is used to illustrate their knowledge.	Each Term across the year	Release

Subject/Phase/Area: School Priority -	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the evidence and the possible outcome during and at the end of the cycle?
Quality of Education 2				
Objective for this development cycle – Improve reading outcomes (English)	Progress in end KS2 Reading improves from 2023 outcomes. Attainment targets achieved in Yr1-5	Lesson Visits PBS Learning Walks Data analysis Pupil Voice – hear children read and hear how reading is taught (Governors)	Reading Leader to evaluate evidence each term and present evidence to SLT and LGC.	SLT to review actions taken via KPI reports at the end of each term to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person/s Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource

Provide RWI update training (inc new staff delivering RWI from Autumn as priority)	Sophie Steele	Phonics accurately and consistently taught	Summer + September 23 (priority staff) PD day Jan 24	Phonics Grant (Myland Hub)
Purchase resources for the delivery of RWI (new groups and refresh resources)	Sophie Steele	Phonics teaching appropriately resources	September 23	Phonics Grant (Myland Hub)
Move RWI to the start of the school day	Sophie Steele Danny Howden	RWI has appropriate amount of time	September 23	
Audit library stock and purchase replacement/new stock inc. Non-Fiction	Sophie Steele	Library well stocked to motivate and engage readers	End Dec 23	£1000
Monthly AR reviews (Yr3/4, Yr5/6)	Sophie Steele Lee Abbott	Children lacking progress identified and intervention in place.	Monthly	
Retrain staff on teaching of reading from CLUSP	Sophie Steele	Staff approach to teaching reading consistent.	PD day September	
Ensure there are daily opportunities for reading to the class (text displayed under visualiser)	Sophie Steele	Children have daily opportunities to hear intonation and response to punctuation.	End Dec 23	

Assess pupils in Yr5/6 for FreshStart (to avoid missing CLUSP reading)	Sophie Steele Danny Howden	Gaps in phonic knowledge improved. Improved access to reading curriculum	Autumn 23	
Train staff on reading to their class – intonation, punctuation	Sophie Steele	Children have daily opportunities to hear intonation and response to punctuation.	End Dec 23	
Use Pupil Book Study (PBS) as a means of monitoring and evaluating a. quality of curriculum b. pupil progress Oracy link	Sophie Steele	Children speak knowledgeably about the reading curriculum and their work is used to illustrate their knowledge.	Each Term across the year	Release

Subject/Phase/Area: School Priority - Quality of Education 3	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the evidence and the possible outcome during and at the end of the cycle?
Objective for this development cycle – Develop explicit vocabulary teaching and oracy techniques	Improvement in standard of oracy	Lesson Visits PBS Learning Walks Data analysis Pupil Voice – hear children read and hear how reading is taught (Governors)	Oracy Champion to evaluate evidence each term and present evidence to SLT and LGC.	SLT to review actions taken via KPI reports at the end of each term to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person/s Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
Sign-up for V21 membership for 2023-24.	Lee Abbott	Membership benefits and network with other V21 schools.	End Summer 23	£2500 Voice21 membership (one year) Pupil Premium
Identify 2 staff to attend V21 conference and development programme (Emma Voller and Alysha Jones)	Lee Abbott	Clarity on the benefits of working with V21 and produce an Action Plan for the introduction of Oracy techniques.	End Summer 23	£500 (22-23 budget)
Produce an action plan for the introduction of Oracy techniques	Emma Voller	Action plan outlines subject development for the year	End summer 23	
Introduce Strong Start package in Year 3 (to catch-up low attainment in Year 2)	Chloe Bearman Danny Howden	Pixl and Teacher Assessment will show that outcomes have improved by end of Autumn	Autumn 23	Strong Start materials (CLUSP)
Family Curriculum/Oracy Assemblies – one class per week, each term.	Alysha Jones	Children clearly and proudly articulate their learning	Starting Spring 24	
Re-train staff on explicit vocabulary teaching	Danny Howden	Consistent teaching of vocabulary across the school	Spring 24	
Provide staff with key text – Transform T+L through Talk by Gaunt and Stott	Lee Abbott	Consistent teaching of vocabulary across the school	Summer 23 for summer reading	14 copies x £15 - £210

Prepare Yr5 and 6 pupils for YOUTH SPEAKS (Felixstowe Rotary event)	Emma Voller/Alysha Jones	Children clearly and proudly articulate	Summer 24	
--	---------------------------------	--	------------------	--

Subject/Phase/Area: School Priority - Quality of Education 4	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the evidence and the possible outcome during and at the end of the cycle?
Objective for this development cycle – Improve quality of teaching and curriculum	QoE quality assured (Trust) as GOOD by the end of the academic year.	Lesson Visits PBS Learning Walks Data analysis Pupil Voice – hear how children know more and how subjects are taught (Governors)	Senior Leaders to evaluate evidence each term and present evidence to LGC.	SLT to review actions taken via KPI reports to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person/s Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
Action Research and Training. Pairs of teaching staff to choose one area of pedagogy to develop in their class across the autumn.	Teaching staff Danny Howden to facilitate	Teachers driving their own professional development and improving their practice.	Through the academic year	None

Feedback to colleagues in directed time in spring/summer.				
Remind of Tom Sherrington Walk Thrus and Rosenshine. Deliver one directed time session each half term on these themes.	Danny Howden	Teachers applying these principles to their practice in the classroom.	Through the academic year.	
Termly TA training on modelling, scaffolding, questioning, feedback and effective use of liaison time	Lee Abbott	TAs valued alongside teacher colleagues and impacting pupil outcomes.	Termly	
PBS Train staff how to run Pupil Book Study.	Emma Voller Danny Howden	Teachers understand the structure and impact of PBS	September PD day	
PBS Schedule PBS for each subject leader to evaluate their subject FUFT following PBS to improve subject teaching or curriculum.	Lee Abbott	PBS used as a monitoring and evaluation tool for each subject.	Nov 23 – April 24	One day release per subject
Train staff on provision of access – one session per term FUFT following training.	Jane Armstrong.	Teachers have a tool kit of access strategies to enable all children to engage in learning.	PD day September Termly	
Handwriting and presentation -Train on teaching of handwriting and expectations of presentation and handwriting across the curriculum. -Provide timetabled handwriting teaching	Danny Howden	Handwriting explicitly taught. There are clear presentation expectations.	Sept 23	

Purchase and train staff on new PE curriculum.	Lee Abbott Kelly Leitch	Teachers able to plan, deliver and assess confidently and consistently. Curriculum well mapped to the school's needs.	End summer 23	£550pa (Sport Premium)
Provide mentoring support for ECTs and student mentors	Danny Howden	All provided with time and support to secure good outcomes		ECT release Mentor time
Provide mentoring opportunities in Yr2 and Yr6 (Spring Term)	Danny Howden Lee Abbott (Mentors – Chris Versey and Emma Volelr)	Mentors reflect-on and improve their practice as the result of guiding others	Spring 24	Mentor release Mentor training (CV)

Subject/Phase/Area: School Priority - Quality of Education 5	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the evidence and the possible outcome during and at the end of the cycle?
Objective for this development cycle – Improve EYFS provision	QoE quality assured (Ofsted/Trust) as GOOD by the end of the academic year 23-24.	Lesson Visits PBS Learning Walks Teacher development records Data analysis (ARC) Pupil/Parent Feedback	Senior Leaders and EYFS teacher to evaluate evidence each term and present evidence to LGC.	SLT to review actions taken via KPI reports to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person/s Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
Purchase extended CUSP membership to include Early Foundations resource.	Sophie Steele/Lee Abbott	EYFS team have a resource to provide consistency and reassurance when planning.	Autumn 23	£1000pa Early Foundations (CUSP)
Purchase 25 core texts to deliver Early Foundations - Text central to EYFS planning	Lee Abbott	Core texts, which underpin the Early Foundations curriculum, available for start of the academic year 23-24.	Summer 23	£500 (from 22-23 budget)
Invest in development of outside learning area.	Lee Abbott and Trust	Outdoor area provides stimulation and learning opportunities.	End 23/24	£45000 TBC from Trust fund.
Start network of EYFS colleagues for networking and moderation	Sophie Steele	Sophie and the EYFS team feel supported through collaboration	Autumn 23	
Train EYFS teacher – NPQEL	Sophie Steele	Enhanced quality of teaching and leadership impacting on pupil outcomes	End 24/25	Free NPQEL Staff release
Purchase and use ARC Pathway.	Sophie Steele	Improved record and sharing of pupil progress (including EYFS profile)	Autumn 23	£204py
Share EYFS practice with staff from the NC years (scheduled visits) - Foundation visits week for informal visits	Danny Howden Lee Abbott to schedule	Staff have a better understanding of the Foundation Stage	Spring 24	

- As part of peer review				
Provide CPD for EYFS staff - NELI (Louise and Charlotte)	Lee Abbott	All EYFS staff have a secure understanding of the NELI language programme to improve outcomes	Autumn 2023	

Subject/Phase/Area: School Priority Behaviour and Attitudes 1	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the overall outcome at the end of the cycle?
Objective for this development cycle – Reduce low level disruption	BA evaluated as GOOD. Quality Assured by SSO (LA) Incidents of disruptive behaviour are falling from summer to summer. Responses to surveys indicate parents and pupils feel behaviour is well managed.	Pupil/Parent Feedback. - Governors Teacher Testimony - Governors Behaviour tracking	Jane Armstrong, with Inclusion Team, to evaluate evidence against Ofsted Criteria and SFRs each half term and present evidence to SLT and LGC	SLT to review actions taken via KPI reports to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
Provide Forest Schools for all classes each term	Jane Armstrong Lydia Hughes	Teacher observations show examples of improving social and emotional well being as a result of FS	Termly reports for evaluation	£1620
Provide structured interventions (academic and social) involving trained Therapy Dog	Jane Armstrong	Provision map in place and updated each term.	Sept 23 Jan 24 Apr 24	
Re-visit Relationship policy and re-train on behaviour expectations, behaviour management, restorative conversations and use of BIPs.	Jane Armstrong	Clarity and consistency in managing low level disruption and increasing respect and positive attitudes	Autumn 23	
Extend Zones of Regulation (following 22-23 Yr3 pilot)	Jane Armstrong Alysha Jones	Incidents of disruption, in any identified class, improved so learning engagement improves Improved metacognition – reflecting on choices	Autumn 23	Staff Training
Provide cohort specific ALWAYS CLUB each term	Jane Armstrong	Children who rarely or never make poor choices are celebrated, motivating good choices.	From Oct 23	£500

Subject/Phase/Area: School Priority Behaviour and Attitudes 2	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the overall outcome at the end of the cycle?
Objective for this development cycle – Reduce persistent absenteeism.	BA evaluated as GOOD. Quality Assured by SSO (LA)	Attendance tracking. QA quality of analysis and family action planning (Governors)	Jane Armstrong, with Inclusion Team, to evaluate evidence against SFRs each half term and present evidence to SLT, LGC and SIB.	SLT to review actions taken via KPI reports to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
Weekly data analysis reports produced for Headteacher by Monday am.	Julie Robinson	PA and risk of PA (falling attendance) including analysis of key groups (gender, PP) identified each week.	Weekly report.	
Each PA and child/family with social worker has an engagement plan – support actions, targets set, weekly meetings, fortnightly review	Julie Robinson (HT to review)	PA and risk of PA rates fall to pre-Covid levels (8%) by February 24.	Fortnightly review.	
Engage with EWS/Nigel Shaddick	Julie Robinson	EWS and Nigel Shaddick (Consortium) provide advice and support to lower PA and raise attendance		6 x cases purchased from EWS

Register, and engage with, Sector Led Attendance Hub. - Half termly network to share strategies and resources	Lee Abbott	Attendance practice at Grange improved as a result of sharing best practice from across the country	Application made Autumn 23 – first network attended.	
---	------------	---	---	--

Subject/Phase/Area: School Priority - Personal Development	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor monitoring – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the overall outcome at the end of the cycle?
Objective for this development cycle – Improve pupils' empathy so that children reflect positively on the behaviour of others in school	PD self-evaluated as GOOD by end ac year.	Pupil Feedback gathered by Governors on opportunities, enrichments. Parent Feedback gathered by Governors on opportunities and enrichments.	SLT to evaluate evidence each half term and present evidence to LGC and SIB.	SLT to review actions taken via KPI reports to consider changes and subsequent action to improve outcomes.

Key Tasks/Actions	Person Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD cost and resource
Plan and deliver an Intergenerational Whole School Project in collaboration with Mill Lane Nursing Home and Creating Caring Connections. <ul style="list-style-type: none"> - Benchmark Surveys - End of project surveys (Community)	Lee Abbott Classteachers	Improved community cohesion. Changed perceptions of older people, valuing difference.	From Oct 23	Felixstowe Town Council funding (TA to escort groups)
Provide structured interventions (academic and social) involving trained Therapy Dog	Jane Armstrong	Provision map in place and updated each term.	Sept 23 Jan 24 Apr 24	
Plan an Empathy Week (AntiBullying Week) 13th-17th November Empathy Lab -Launch assembly -Daily sessions in class. -Empathy wall -Class create an empathy film -Share films in final assembly	Jane Armstrong Debbie Nield Classteachers	Children's metacognition and empathy for others improves.		
Half termly assemblies – Empathy linked with 'No Outsiders'	Danny Howden Chloe Bearman	Children's metacognition and empathy for others improves.		

World Book Day – link to Empathy Dress and <u>be</u> the character for the day. How would they feel at different times of your day?	Sophie Steele + Team	Children’s metacognition and empathy for others improves.		
Empathy Day (June)	Jane Armstrong Debbie Nield	Children’s metacognition and empathy for others improves.		
Establish a Rotakids group to raise funds for identified charities each term. <ul style="list-style-type: none"> - Lauch assembly in early September - Monthly meetings - Identify charity, plan event, hold event 	Lee Abbott Rotary Club	Group of children reflecting on the needs of others. Children and community understanding the needs of others and providing support	From Aut 23	None
Introduce the ‘NO OUTSIDERS’ resource across the school (embedded within curriculum and assemblies)	Danny Howden Chloe Bearman	Children’s empathy improves, recognising and valuing difference		

Subject/Phase/Area: School Priority - Leadership and Management	Expected Outcome by end of dev. cycle	Monitoring What evidence? Who will gather and how? (include Governor visits – committee/person)	Evaluation Who will judge the effectiveness and against what criteria?	Review Who will review the overall outcome at the end of the cycle?
Objective for this development cycle –	Leadership and Management judged	Staff Voice - Governors Parental Voice - Governors	Headteacher to evaluate with SLT each	SLT to review actions taken via KPI reports to consider changes

To strengthen leadership practice - 'leading in your sphere of influence'.	(by Trust) to be GOOD.	Pupil Feedback – Governors NAHT Quality Framework for Leadership (QFL) - SLT	term and present to LGC and SIB.	and subsequent action to improve Leadership.
--	------------------------	---	----------------------------------	--

Key Tasks/Actions	Person / s Responsible	Expected Outcome	Timescale (By when?)	Est. Budget inc. CPD and Resources
Provide mentoring for subject leaders to secure impact from their leadership (refer to Coln T training) leading and monitoring their subjects	Danny Howden	Subject leaders know their role, responsibilities and accountabilities	Cycle	
Train subject leaders on fully understanding their subject curriculum (Curriculum Handbooks)	Danny Howden	Subject leaders aware of strengths and weaknesses in their subjects and take action to improve	Aut 23	
Design a termly cycle of regular subject, teaching and outcomes monitoring	Danny Howden	High performance in QoE as a result of good leadership and management	From Aut 23	
Plan annual monitoring schedule in place, linked to GO and SDP	Lee Abbott	Clear monitoring schedule with opportunities for FUFT	Aut 23	
Governance - Action plan - Monitoring practice - Governor audit and development	Chair of Governors	Governors have a clear plan to impact on school outcomes	Aut23	None

