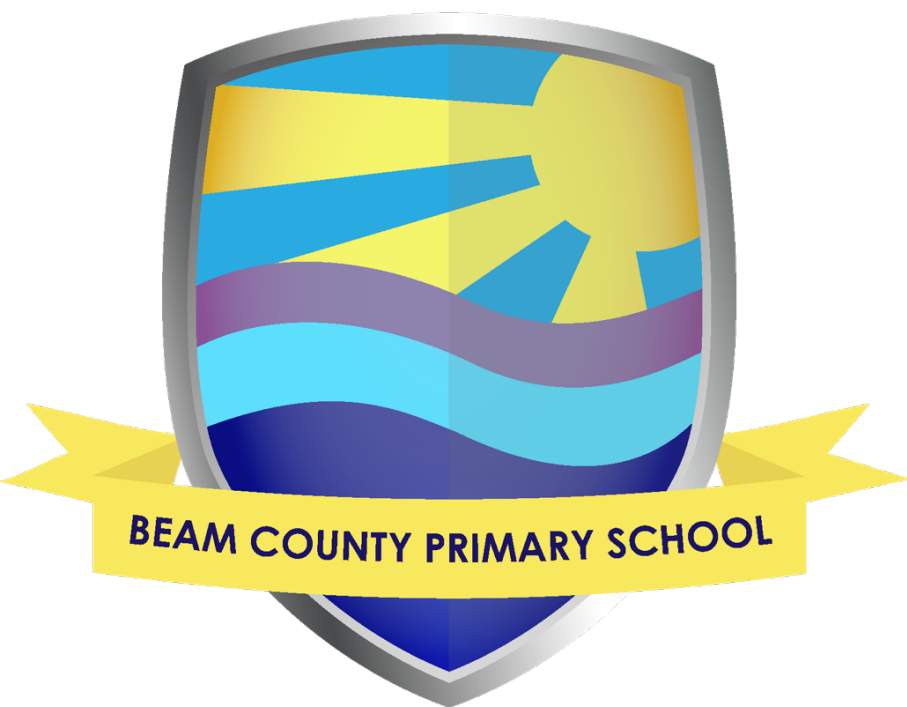


## 01.10.23

- ✓ This document – **Governor School Improvement Plan 2023-2025 (SIP)** – is to provide an overview of the Strategic Leadership; Pupil Experience; Staff Professional Learning; Business Administration
- ✓ It is provided for Governors to note the content.
- ✓ Since the start of term: SLT members have reviewed their Phase Groups, noting sections, noting considerable progress and ensuring plans are in place to advance the objectives.
- ✓ Additionally, the key strands have been presented to a full staff meeting, then adapted for inclusion in Subject Action Plans (SAPs) and for Performance Management (PM) objectives (as appropriate).
- ✓ The content of SAPs and PM are further informed by subject level data analysis.
- ✓ A full mid-year review of the SIP (traffic-light) will be provided to FGB.
- ✓ Governors will continue to have the opportunity to visit the school to 'discuss/view strands of the SIP



# **Beam County Primary School**

## **School Improvement Plan Governors 2023-2025**

**Vision: Creating a Lifelong Love of Learning**

**Values: Striving, Inspiration, Community**

### **Key headline strands for the classroom:**

- emergent (future relevant) cultural capital
- applied transformative agency: reasoning, metacognition, and 'independence' of mind
- dimensions of trust: collaborative learning, classrooms as communities of enquiry
- active participation: engagement/immersion in collective endeavours
- growth in awareness of Social Justice

### **Key headline strands for Personal Development:**

- growth in 'self-regard': openness, kindness, trust, 'skilled' with empathy
- growth in 'self-regulation': immersive participatory activity, 'independence', servant leadership,

### **Key headline strands for highly skilled teaching': classroom approaches that ensure pupils are routinely engaged in 'effortful thinking' (utilising subject-specific reasoning and vocabulary)**

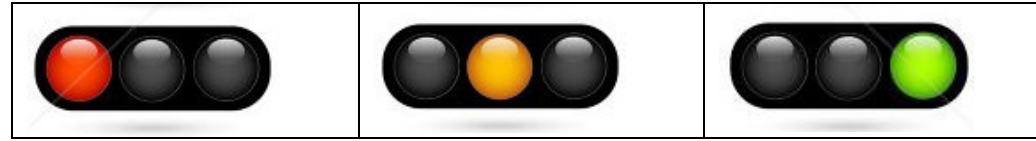
- Classroom approaches that ensure that pupils are routinely engaged in 'effortful thinking' (utilising subject specific reasoning and vocabulary). 'Effective questioning & feedback': classroom techniques that authentically test and *probe understanding*
- Effective use of the Gradual Release model.
- 'Technology enhanced': selective & considered deployment of ICT apps/systems for deeper *engagement*
- 'Relevant timely assessment': *curriculum-integrated assessment* schedules (co-ordinated & manageable)

### **Growth in 'Community'**





- 'inclusivity': engagement with Equalities Award strands
- Teachers to make explicit vocabulary and to encourage discussion and awareness regarding Social Justice within the curriculum

### **Growth in 'self-regulation'.**





- Dimensions of Trust - *collaborative learning*, classrooms as communities of enquiry
- 'self-regulation': positive/effectives approaches to *behaviour policy* consistently/fairly implemented
- 'Effective learning habits': promoting shared understanding/explanations how to *retain long-term memory*
- 'Leadership': escalating opportunities for all pupils to learn leadership





## STRATEGIC LEADERSHIP

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING: July 2024
effective and efficient deployment of resources	develop action plans informed by Quality of Education leads report and middle leaders. SBM & Finance team recommendations, deriving cost- savings <i>only where there is no detriment</i>	undiminished high-quality provision with evidence of 'efficiency'	Headteacher SLT	
sufficient resource	maintain national-level advocacy on resource levels <i>derived from</i> reliable forecasts	secure base-level funding that exceeds projected deficits	SBM Governors	
high quality governance	secure, sustain, train and retain breadth of expertise and understanding in governance in support of the school	efficient focused governance delivered with assurance	Chair of Governors Headteacher Clerk	
governance structures	recommendations from authoritative evidence and school vision – explore alternative governance/ structures	securing the future of Beam as a beacon school.		



## STRATEGIC LEADERSHIP (continued)

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
high quality senior leadership	identify and provide individual and team professional development/coaching and opportunities to extend/excel	demonstrable progression in leadership skill and understanding  retention of senior leaders	Headteacher	
continuity in senior leadership succession	plan and implement phased approach to continuity and succession for next five years of senior leadership oversight	high quality assured leadership with confident capable personnel with shared vision	Chair of Governors Headteacher	
clarity of vision and purpose: narratives of hope	using feedback from pupils, staff and governors – communicate the vision, incorporating new dimensions of ‘striving’, ‘inspiration’ and ‘community’ to transform/motivate school provision	clear documentation, well communicated, integrated into school messages, planning and action	Headteacher <i>through</i> SLT	
humane and empathetic workload management	mitigate the relentless escalation of expectation, obligation and bureaucracy: sustain a public stance of focused productive sustainable workload	healthy/happy staff shaping a positive culture for all  staff retention  strong reputation as employer	Headteacher <i>through</i> SLT	

## PUPIL




Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
exciting, challenging and enriching curriculum	the curriculum is a 'live' document that is continually revisited, developed and shaped according to the needs of our pupils	curriculum discussion is a regular feature of Phase Group meetings  subject leaders have the autonomy to lead and direct development within their subject areas	Phase Group leaders – Quality of Education Middle Leaders  Headteacher	
	pupil assessment is rooted in the curriculum, with transparent and uncomplicated data processes used to inform and guide classroom intervention	assessments are carefully planned in line with the curriculum, and data used within year groups.  pupils and parents understand the information that they receive about pupil progress	Headteacher Phase Group leaders – Quality of Education Middle Leaders  Assessment Lead	

## PUPIL EXPERIENCE (continued)




Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
highly skilled teaching	lessons are designed using evidence-based pedagogical approaches, with best practice embedded in routine delivery	<p>teacher quality is excellent across the school</p> <p>pupil outcomes are outstanding across all subjects</p> <p>engaged, enthusiastic and passionate teachers and pupils</p>	<p>Headteacher Assistant Headteachers - Phase Group leaders – Quality of Education</p> <p>Assessment Middle leaders</p>	
	NACE accreditation, status as a research school and additional outreach opportunities support the continued growth and development of staff expertise	<p>NACE Award success</p> <p>Beam is a recognised centre of excellence, in Barking and Dagenham supporting other schools in their work with the most able</p>	<p>Headteacher More Able Lead</p>	







## PUPIL EXPERIENCE (continued)

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
highly skilled teaching (cont'd)	teachers plan to ensure that Apollo and AQ pupils are active participants in mainstream lessons, making progress and integrating effectively into the school setting	<p>Apollo and AQ pupils are happy in school and making effective progress in their studies</p> <p>Beam is a centre of excellence working alongside other schools in their work with SEND pupils</p>	SENDCO Assistant SENDCO	
supportive, encouraging and trusting relationships	success in achieving the Equalities Award	award achieved	AHT for PD.	
	regular revisiting of behaviour values and vision at a whole school level: use of pupil voice and policy documentation to reinforce key messages	pupil voice surveys/Pupil Parliament feedback indicate impact	Assistant Headteacher (DSL & Pupil Parliament Lead)	





## PUPIL EXPERIENCE (continued)

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
high quality middle leadership	develop opportunities for support, mentoring and coaching middle leaders, encouraging a growth in pedagogical expertise together with a deeper understanding of effective leadership	happy and effective middle leaders, delivering superb lessons, supporting teacher growth and leading effectively	SLT Headteacher MK Curriculum Lead	
an environment where everyone is treated equally and fairly	skills of kindness, compassion, empathy, awareness and responsibility are focused on explicitly, and development in these areas celebrated	negative behaviours are very rarely seen, and all pupils thrive within our environment	Phase Group Leaders - AHTs SENDSCO  All staff members	
high quality pupil leadership	increase the opportunities for pupils to take on leadership responsibilities, developing effective traits of servant leadership and developing skills for effective contribution to wider society	more opportunities for pupil leadership, growing young people who will become effective leaders of the future	AHT PD lead	





## STAFF PROFESSIONAL LEARNING

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
high quality classroom teaching and support across the school	identify and provide individually tailored professional development opportunities for all staff: encouraging identification through the performance management process; continue to encourage higher level study and leadership opportunities and/or qualifications	demonstrable progression in teaching, learning, pastoral and support skills across the school	Headteacher AHT	
	identify and provide group professional development opportunities to strengthen teams across the school	demonstrable progression in teaching, learning, pastoral and support skills within identified teams	Assistant Head Teachers	
	plan and implement staff professional development opportunities that seek to encourage staff to work with others across the school and beyond their own year groups or subject	opportunities provided and staff encouraged to work collaboratively across the school or with other schools	Headteacher Assistant Heads – PGLs Curriculum Lead	
	develop knowledge across the staff of evidence based educational pedagogy that is general and specific to particular pupil cohorts	staff are well informed and using pedagogical approaches in lessons	Assistant Head Teacher Subject Leads Headteacher	





## STAFF PROFESSIONAL LEARNING (continued)

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
high quality classroom teaching and support across the school	liaise with the SENDco to ensure staff development across relevant school staff and within the SEND facilitates a successful implementation	staff are well prepared for SEND pedagogy – adaptive teaching and for working with the pupils within it	Assistant Head Teachers SENDco	
	Implementation of exceptional teacher to continue encouraging and developing ECT staff	the school is still active in developing ECT teachers	ECT mentor ECT lead	
successful recruitment and training of new teachers and ECT's	secure, sustain, train and retain ECT teachers following the new DfE 2 year programme. Continue encouraging and developing staff as mentors for ECT development	the school is attracting and employing ECT teachers	ECT mentor ECT lead	
	continue to provide and encourage teaching internships and other similar schemes aiming to encourage existing staff or new people into teacher training	the school is attracting past pupils and external applicants to work experience within school	Assistant Head Teacher Headteacher	



## BUSINESS ADMIN



Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
Being in a sustainable environment	Join the UK Sustainable Schools Network Beam Eco Team	Members application accepted  Beam Eco Team implemented and school led		
focus on recycling	explore options for general waste reduction	permanent recycling scheme in place	Finance Assistant SBM	
witnessing carbon footprint reduction	source energy audit for school site with a view to reducing energy consumption	audit completed and high priority recommendations actioned	SBM	
improved library	completion of Georgette's library/room	plans agreed and funds raised	SBM Headteacher	

## BUSINESS ADMIN (continued)

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
a safe, secure workplace for pupils and staff	Health & Safety further developed	6 monthly external audits show no high risk items	SBM Caretaker	
reliable provision of quality IT equipment & support	software/application migration to cloud	increase in the number of hosted applications year on year	SBM I Elementary	
	interactive screens in all classrooms	all classrooms have screens	SBM Computing Lead	
high quality staffing environment	complete transition between HR Managers with no outstanding processing matters	low staff turnover and successful recruitment	SBM HR & Personnel Officer in post	



## CURRICULUM

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
Development of Geographical understanding and skills	<p>Enquiry led subject that seeks answers to fundamental questions such as:</p> <ul style="list-style-type: none"> <li>• Where is this place?</li> <li>• What is it like? (And why?)</li> <li>• How and why is it changing?</li> <li>• How does this place compare with other places?</li> <li>• How and why are places connected?</li> </ul> <p>Pupils to debate and consider:</p> <ul style="list-style-type: none"> <li>• What could/should the world be like in the future?</li> <li>• What can we do to influence change?</li> </ul> <p>For pupils to draw on Geographical vocabulary to identify and name places, the features within them and the human and physical processes at work there.</p> <p>For the core knowledge to provide the building blocks of deeper explanation and understanding; providing entry points to geographical conversations about the world.</p>	<p>Research Review conducted</p> <p>Curriculum Map updated and refined, to address actions.</p>	<p>Geography Lead Headteacher</p> <p>Governor for Geography to be allocated</p>	
Development of Religious Education understanding and skills	<p>The agreed LBBD syllabus encourages a broad understanding of achievement/progress in RE. This is seen in the way that pupils:</p> <ul style="list-style-type: none"> <li>• develop their capacity to use religious and philosophical language.</li> <li>• think reflectively about human experience.</li> </ul>	<p>Research Review conducted</p> <p>Curriculum Map updated and refined, to address actions.</p>	<p>Religious Education Lead Headteacher</p> <p>Quality of Education Leads</p>	

	<ul style="list-style-type: none"> <li>• express their thoughts and feeling using creativity in RE.</li> <li>• show interest and enthusiasm.</li> <li>• show imagination, empathy and insight.</li> </ul>	Pupils are able to respond empathetically and with insight.	Governor for Religious Education to be allocated	
Religious Education - recording of pupils' attainment and achievement.	<p>Impact of some or all of the following methods:</p> <ul style="list-style-type: none"> <li>• within the context of regular marking and feedback to pupils, setting some more formal assessment tasks for which levels are used.</li> <li>• highlighting and displaying particular examples of achievement, including pupils' statements and questions, for all to note and aspire to.</li> <li>• recording examples of attainment and achievement in its breadth and diversity</li> <li>• developing a shared language through which targets for future development can be expressed.</li> </ul>	Closer correlation between end of unit and assessment	<p>Religious Education Lead Headteacher Quality of Education Leads</p> <p>Governor for Religious Education to be allocated</p>	
Continual development of Mathematics pedagogy for a Mastery approach.	<p>Year Group Collaborative planning – to reduce work load, and improve pedagogical understanding.</p> <p><b>Structure of Lesson</b></p> <ul style="list-style-type: none"> <li>• starter is retrieval questions -time children (should not be more than 5 minutes); only go through questions they have wrong- and include this question again for the next lesson. If children have the question right ask them again in a few weeks time.</li> <li>• Starter must include last lesson, last week last year/term (retrieval)</li> </ul>	Structure/format of Lesson is consistent across year groups and the school,	<p>Mathematics Lead Headteacher Quality of Education Leads</p>	



	<ul style="list-style-type: none"> <li>• build learning- how do we ensure all children have the same start point?</li> <li>• choral response - get children to choral response what you want them to know</li> <li>• is there an additional lesson to build schema before that lesson? It can be a separate lesson; does not have to come from WR. Can use slides from NCETM.</li> <li>• if concept is hard- we need to be systematic - instructions for anchor task can be systematic- get children to do what you want them to do. Model if needed. <b>Model and given systematic instructions because the concept is new/ difficult</b></li> <li>• transcribe conceptual knowledge to procedural on flipchart paper during anchor task</li> <li>• Generalisation - what generalisation can we make from this anchor task? - apply generalisation to other problems- assess if children are able to apply generalisation (can be written under anchor task)</li> <li>• <b>I do, we do you do model- use questions similar to anchor task</b></li> <li>• delete slides which are repetitive- do we need the animation or can we go straight to I do, we do, you do after anchor task to apply generalisation</li> <li>• vocabulary needs to be taught in context</li> <li>• do not give too many numbers - mathematical structure is the same-</li> </ul>			
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	<p>so limit the examples of anchor task to 1 set.</p> <ul style="list-style-type: none"> <li>• monitor one to one correspond of pupils- follow up with agree build challenge</li> <li>• discipline - do not touch the concrete unless instructed</li> </ul>			
Development of NCTEM Mastery Maths for SEND pupils	<p>Embedding of supporting children with SEN in Maths based on EEF recommendations</p> <p><b>To ensure all pupils have access to high quality teaching</b></p> <ul style="list-style-type: none"> <li>• Mastery Approach (concepts taught in small steps and guided à independent practice including examples and non-examples)</li> <li>• Maths talk (modelling thinking aloud, clear instruction in small steps, pre-empt misconceptions)</li> <li>• Vocabulary – explicitly taught, pre-teaching if necessary, visual aids, celebrated</li> <li>• Metacognitive strategies (questioning, paired thinking/ reasoning and problem-solving aloud)</li> </ul> <p><b>To create a positive and inclusive environment for all learners</b></p> <ul style="list-style-type: none"> <li>• Mastery approach (all children access lesson concept)</li> <li>• Praise (TTRS/ recognition wall)</li> <li>• Visual aids (concrete and pictorial)</li> <li>• Partner talk, discussion and feedback (during anchor task)</li> </ul> <p>To assess and implement targeted intervention</p>	Structure/format of Lessons are consistent, rapid progress is evident in books,	Mathematics Lead Headteacher SENDCo Asst SENDCo	<p>K</p>  <p>E – code</p> 

## CURRICULUM (continued)

	<ul style="list-style-type: none"><li>· Regular marking/ Afl strategies during anchor task and within the lesson/ diagnostic assessment for rapid intervention</li><li>· High quality intervention (Mastering numbers)</li><li>· Time ring-fenced for Maths intervention</li></ul> <p><b>Deployment of LSA</b></p> <ul style="list-style-type: none"><li>· LSA's aware of Maths targets</li><li>· LSA models high-level vocabulary/ supports and encourage rich maths discussions</li><li>· LSA 's to focus on understanding rather than completing a task</li><li>· Frequent discussion of CPD shared between class teachers and LSA's.</li></ul>			
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