

# **Beam County Primary School Improvement Plan: 24/25**

## **Operating Plan**

### **Our vision:**

Creating a lifelong love of learning.

### **Our values**

Striving

Inspiration

Community

### **Virtues**

Teamwork

Independence

Creativity

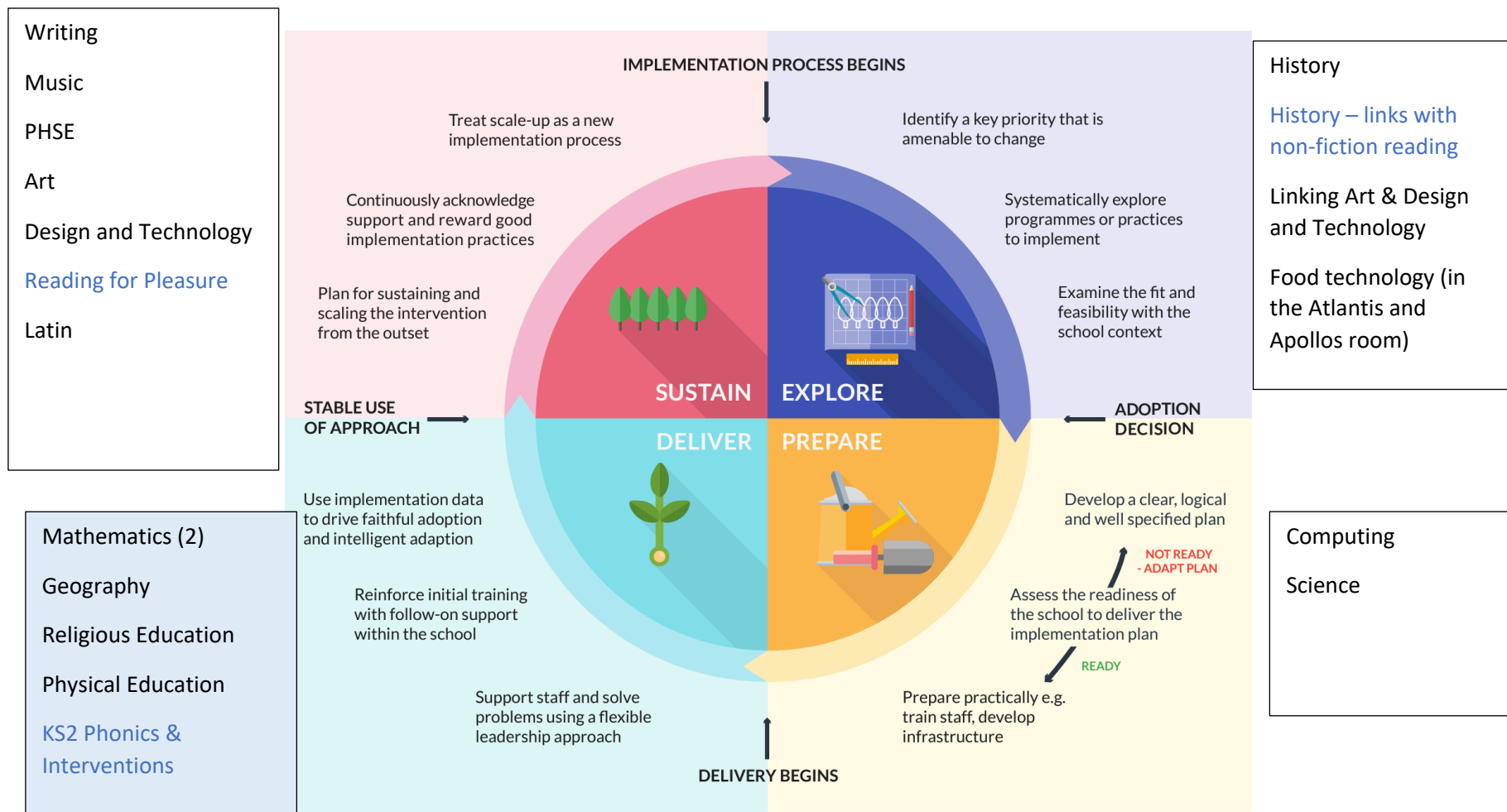
Experiential

Respect



## Priority 1 – Quality of Education

To ensure Quality First teaching is developed and underpinned by current research to ensure all learners make expected progress. All subjects must have a broad, well-sequenced, and challenging curriculum with a consistent approach to purposeful assessment which feeds into curriculum planning. In blue are the current subjects that are part of the school improvement plan.



Area of Focus	Lead	Intended Outcomes
<b>Curriculum</b>		
<b>As a school there is high quality CPD in order to improve subject and pedagogical knowledge as they implement a coherently planned and sequenced curriculum (Rosenshine's Principles and Fisher Frey model). A focus on retrieval, application and metacognition to ensure all learners make expected progress, including lowest 20%, PP and SEND</b>		
<b>SOW reference prior learning</b>	<b>CL AHT</b>	<b>SOW make reference to linked/prior learning</b>
Lessons consistently begin with a narrative that contextualises the new learning within the curriculum framework – prior learning in a different subject, previous unit, previous lesson – use of AfL/high quality retrieval tasks at the start of lessons to support learning	AHT	Pupils can explain how high-quality retrieval tasks help them to retrieve prior knowledge at the start of every lesson.  Pupil voice data shows that 100% of lessons begin consistently with the curriculum journey and links are made to prior and future learning.
High expectations for learning enable pupils to review their work independently and develop cognitive independence.	AHT	Monitoring of books shows that plenaries allow pupils to develop their metacognitive skills and reflect on progress made over time. 100% of pupil voice confirms that retrieval, independent application and reflection activities allow them to reflect on their learning and progress made. All teachers can articulate how they have engaged with our CPD provision and the impact of this on pupil engagement and progress.
Home learning enriches the impact of the curriculum and is used to consolidate knowledge or prepare for future learning.	AHT	Pupil voice and parent data shows that 100% of pupils engage with online platforms/homework
	Curriculum Lead Class teachers monitoring PGL	Each year group has homework clearly mapped through curriculum documentation.
<b>Each Subject Leader/teacher engages with subject specific vocabulary and implement these words to a coherently planned and sequenced curriculum.</b>		
Embed subject specific words to ensure that pupils can develop their subject specific vocabulary in order to improve their subject literacy.	Middle Leaders Monitoring - PGL	Books show that disciplinary words are embedded in the curriculum and pupils can articulate their subject-specific vocabularies. Pupils meet or exceed the national average of the expected standard of reading (ie their reading age matches their current age)
<ol style="list-style-type: none"> <li>1. Development of effective use of LSAs under everyday classroom conditions</li> <li>2. Enhancing the effective use of LSAs in delivering structured interventions out of class.</li> </ol>	PGLs	Implementation of EEF Making the Best Use of TAs: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://d2tic4wvo1iusb.cloudfront.net/producti on/eeef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1698592842
Staff are supported in the delivery of: <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Geography</li> <li>• Science</li> <li>• Religious Education</li> </ul>		See Action Plans

Outcomes		
Assessments are appropriate, purposeful and feedback is visible in books.		
Assessments check pupils understanding systematically, identify misconceptions accurately and provide clear, direct feedback that feeds into curriculum planning.		
Effective assessment practice ensures pupil knowledge is secure before moving on and planning is adapted to address identified misconceptions.	AHT	Formative assessment is monitored through learning walks and book looks evidence that marking informs planning and, where appropriate, adjustments to curriculum delivery.
Effective assessment practice ensures pupil knowledge is secure before moving on and planning is adapted to address identified misconceptions.	AHT	Pupils 'work demonstrates the ability to improve as a result of impactful feedback including the use of green pens and live verbal feedback.
		Pupils regularly review their work and apply new knowledge in different contexts to achieve specific learning outcomes.
Data is analysed by AHTs each data collection point using a common approach. This is then communicated to middle leaders.	AHT	Middle Leaders utilise the analysis to inform next steps for the curriculum . Working alongside PGLs interventions are implemented with the class teacher and share the information and learning team.
Middle Leaders take accountability for the Quality of Education in their subject areas and develop the subject and assessment knowledge of their colleagues to ensure assessments are fit for purpose and feedback is used to close knowledge gaps.	HT	Middle leaders will articulate their leadership of Q of E and the impact of practice on learning in their targeted areas.
Quality first teaching and targeted intervention leads to a narrowing of gaps between PP/NPP and SEND/ non- SEND pupils in English and Maths at Key Stage 1 and Key Stage 2.	AHT	Data shows that the gap between the PP/NPP and SEND/ non-SEND is diminishing, with the aim to achieve parity between pupils for the average attainment data for high, mid and low achievement. 2024/25 – gap between PP/Non PP at High and Medium grades is less than 10%. 2025/26 – gap between PP/Non PP at High and Medium grades is less than 5%.
Quality first teaching and targeted intervention leads to a narrowing of attainment gap between PP/NPP, SEND/ non-SEND and lowest 20% (maths and writing) so all learners achieve	AHT	Data shows that the gap between the PP/NPP, SEND/ non-SEND and the lowest 20% in mathematics and writing is diminishing, with the aim that all pupils achieve at least average progress, with at least 25% achieving high progress in mathematics and English. Suggested KS2 attainment gap: National PP/ NON PP Gap 2023 = 3.2 2023 = 1.5 2024 = 0.5 2025 = 0.25 2026 = PP achievement is in line with NON PP achievement
To maintain exceptional curriculum provision across all year groups.	SLT	To deliver a dynamic and inclusive curriculum that fosters student engagement, supports teacher development, and promotes academic excellence across all year groups
To maintain the love of reading to ensure all pupils access the full curriculum offer.	CL, SLT	To cultivate a lifelong love of reading among all pupils, ensuring they develop strong literacy skills that enable them to fully engage with and access the entire curriculum

To implement a KS2 reading phonics programme		To enhance reading proficiency among Key Stage 2 pupils ( <b>a pupil who finds difficulty learning to read</b> ) by systematically reinforcing phonics skills, thereby ensuring all students achieve fluency and comprehension levels necessary for academic success across the curriculum
To enhance our SEND provision to meet the changing needs of our pupils	SLT	<ul style="list-style-type: none"> <li>• Independence and the development of life skills for pupils with SEND, preparing them for the next stages of their education and for life beyond school is evidenced.</li> <li>• Increased Awareness and Understanding of SEND Across the School Community</li> <li>• Monitoring and Evaluation Processes are further enhanced to monitor and evaluate the effectiveness of SEND provision and interventions</li> <li>• Allocate appropriate resources (staffing, equipment, and technology) to meet the diverse needs of pupils with SEND effectively.</li> <li>• To further strengthen collaboration with Parents and Carers</li> <li>• Increased Staff Capacity and Expertise</li> </ul>

<b>Priority 2 – Behaviour and Attitudes</b>		
<b>‘Ready, Respectful, Safe</b>		
Pupils will demonstrate exemplary behaviours, a smart appearance and good manners, in and out of lessons. They make a positive contribution to their school and local community and aspire to have a good attitude to learning and high attendance. They are kind, caring and respectful to one another in line with the school’s ethos.		
<b>Area of Focus</b>	<b>Lead</b>	<b>Intended Outcomes</b>
<b>Behaviour for Learning</b>		
<b>Staff and pupils understand and adhere to the principles of ‘Ready, Respectful and Safe’ and issue sanctions and rewards in line with the behaviour policy</b>		
Whole staff training on Ready, Respectful and Safe; and support to use available data to intervene and improve punctuality, attendance and behaviour.	DM	Pupil and staff surveys show that behaviour and attitudes are continually improving, each half term.
	LR & CE	Behaviour data shows improvement through reductions of lunch time incidences, reflections and every half term.
	CE & DM	House system is implemented and Heads of Houses appointed – links with PHSE, work made.
	CE	Reduction of 60% for repeat offenders following Nurture Group/Reflections compared to previous half term
Pupil Parliament and Wellbeing Ambassadors to feedback, representing pupil voice.	GA	Fortnightly meetings, which are fed in to SLT meetings.
Implementation of the Rights Respecting School Award		To foster a school culture where all pupils understand, respect, and actively uphold children's rights, creating an inclusive and supportive environment that promotes equality, well-being, and mutual respect across the school community. Furthermore, to place the UN Convention on the Rights of the Child at the heart of our ethos and curriculum.
<b>Attendance Officer, PSA and DSL to continue to drive high standards of attendance and punctuality across year groups.</b>		
Maintain consistency amongst year teams; holding half termly meetings with teachers reporting to SLT each half term on improvements in attendance, behaviour and punctuality.	AO PSA DSL	Pupil Voice data shows that racist and bullying incidents are dealt with and pupils feel safe in school.  PGL half termly reports on behaviour have decreased
Develop LSA/support staff pastoral teams’ ability to track, intervene and improve punctuality, attendance and behaviour.	DM & SEND team	95% of pupils have a positive attitude to learning judgement by start of academic year and throughout as a result of purposeful pastoral interventions

Educates groups of pupils involved in negative behaviours	PGLs DSL	Low levels of racist, bullying and other safeguarding incidents which when they do occur, are followed up with sanctions and restorative justice where appropriate.
		Cpoms data is used to target focus groups and assemblies and/or tutor time is used to educate and enforce the importance of reporting incidents.
Attendance		
Attendance is in line with or better than the national average.		
Improve consistency amongst year groups through effective line management and engagement with the Pupil Attendance Officer and /or DSL to target pupils to improve attendance through parental meetings.	LC GA	Narrow the gap between PP Vs NPP attendance to below 5% by July 2023  By July 2023, pupil attendance is within 0.25%) of the national average

<b>Priority 3 – Personal Development</b>		
To further enhance our PHSE curriculum to ensure all pupils have experiences to develop their character and increase their aspirations whilst promoting a culture of kindness across the school. Ensuring that we respond dynamically to new or local contextual issues as they arise and promote equal access to our enrichment programme and ensure that our cultural capital provision is high-quality and accessible for all stakeholders.		
Area of Focus	Lead	Intended Outcomes/ KPIs
<b>Pastoral Curriculum – PHSE, SMSC</b>		
<b>The PHSE Curriculum is well-sequenced</b>		
Develop a robust provision map which incorporates SMSC, British Values,	DM	Half termly learning walk/mini dives evidence an effective and consistent implementation of assemblies and cross themes.
	DM	Parent Voice shows that parents understand where to find Personal Development information
Further embed an SMSC programme which ensures statutory content is addressed but can also respond dynamically to new or local contextual issues as they arise such as anti-bullying, online safety,	DM	Curriculum journeys for a five-year pastoral curriculum to be implemented by July 2024 with 100% of teachers delivering the daily provision with consistency, acknowledged by pupil voice.
	DCH	Review pastoral/PHSE curriculum termly and implement changes based on new learning and updates to guidance working alongside PGLs.
	SLT	Ensure parents, staff and pupils are communicated with via newsletters, website and or CPD
<b>All subjects/year groups to offer co-curricular opportunities to engage pupils with wider enrichment</b>		
Class Teachers to actively promote regular attendance at co-curricular activities to pupils and leader of that club to monitor the uptake and engagement.	PGLs	Office records show increased co-curricular offer and increased take up from clubs, teams and trips from a wider range of students  Curriculum Map/Cultural Capital records shows an increase in the number of pupils engaging with off-site experiences and opportunities.
<b>Pupil Wellbeing</b>		
<b>Pupils feel listened to, supported and are prepared for life in Modern Britain.</b>		
Pupil voice surveys are conducted termly	DM MK	Pupil Voice data shows pupil acknowledgment of increased awareness and support for a positive mental health, wellbeing initiatives and self-care strategies.



Pupil Parliament play an active role in democratic decision making across the school.	GA	Pupils are responsible and active citizens and the British value of democracy is upheld by pupils working together to discuss and debate ideas in a considered way. Learning walks and Pupil Voice confirm this.
British Values are mapped into Curriculum	DM Middle Leaders	All curriculum maps are updated, and lessons are signposted to embed British Values throughout the whole curriculum.
Wellbeing Ambassadors are trained, promoted. Lunchtime provision begins.	MK	Pupil Voice data shows that pupils are aware of how to keep themselves mentally healthy and where they can get support if needed. Lunch-time Ppeer mentoring programme is established and engaged with.
Keynote to raise understanding of tolerance and diversity in society.	DM	Beam builds upon the work of the 'Story of Me' – The Story of We by promoting an inclusive environment that celebrates diversity and meets the needs of all pupils.
Celebrate different cultures through lunchtime events, including food tasting, promoted through DT, dining hall and after school events.	DM	Pupil uptake is high at events and feedback shows engagement with the events.

<b>Priority 4 – Leadership and Management ‘Safe and Supportive’</b>		
<b>Area of Focus</b>	<b>Lead</b>	<b>Intended Outcomes</b>
<b>Ensure the school is fully-staffed by specialist practitioners</b>		
Grow and develop the most effective staff and leaders for the positions available.	HT HR Man	Continuation of positive outcomes regarding staff retention
Develop middle leaders to effectively improve the QoE and implementation of the curriculum and to use evidence-informed research, including the EEF, to inform decisions, planning and development of curriculum interventions	HT  PGL	Improved subject analysis and accuracy with target setting. Improved end of year outcomes Improved results particularly for the lowest 20% in writing and mathematics  PGLs to monitor the Quality of Education within their phase – EYFS, KS1, year 3, KS2, SEND  Across all subjects with 75 - 83% to get at least average progress in every subject and 30% to get high progress.
Emphasising the delivery of the best value, enhancing menu diversity, and updating systems to modernise our catering services	SBM	To provide high-quality, nutritious, and diverse meal options that cater to all dietary needs and preferences, while ensuring cost-effectiveness and operational efficiency through the modernisation of catering systems.
To implement a people strategy	HR Man	To further create a supportive and inclusive working environment that attracts, develops, and retains highly skilled and motivated staff, fostering a culture of continuous professional growth, collaboration, and well-being, ultimately enhancing the quality of education and pupil outcomes.
<b>The curriculum offered is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life</b>		
Middle Leaders to have full ownership of their curriculums and research documents have been completed.	HT CL	The most broad and ambitious curriculum possible is offered and that all pupils have the required knowledge to progress to the next stage of their studies Middle leaders are able to articulate the progress within their subject.
<b>Rigorous line management of staff is used to raise standards and ensure accountability in all areas of policy and practice.</b>		
Line Management of all staff is consistent, valued and impactful. Targets are set, actioned and leaders are held to account to raise standards across the school.	HR Manager SLT	Line Management notes show high expectations and staff who are underperforming are placed on a support plan. People Strategy implemented  BlueSky is used effectively.
<b>We have a culture that is safe and supportive.</b>		
Maintain a strong safeguarding culture using clear policies and systems and effective staff training and pupil education.	GA All staff members	Safeguarding is a strength of the school and pupils feel safe and are protected online and offline. Pupils at risk of harm are identified quickly and supported effectively. Bullying, discrimination, sexual harassment and sexual violence are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

Factor staff workload and wellbeing into all decisions.	HR Man	Staff feel supported and managed to perform well. Staff survey improves on last year's data.
Communication improves at all levels across the school so staff feel informed in a timely manner and united in their goals.	SLT HR Man	Staff survey improves on last year's data and feedback around communication.