



Full Governing Body Paper – Curriculum Update Report	
From: Lee Wilson	Date: 30 th October 2024
Date of meeting: Wednesday 9 th October 2024	Agenda Item No.
Aim of paper: For the Governing body to develop awareness of phase group/department action plan	
Action required: For the Governing body to review and note the report.	
Strategic Objective: Operational Plan 2024 - 25	

Introduction

This report provides a comprehensive overview of how the department/phase group objectives feed into the school's operational plan. It highlights our school's strengths, identifies areas for improvement, and outlines strategies for enhancing the quality of provision within the department/phase group.

Background

Beam Primary School received its Ofsted inspection in 2019.

- Planning and sequencing of:
 - Modern Foreign Language (Archaic Language)
 - Design and Technology
 - Music
- This was the second section 8 inspection judged to be 'good' on 24 May 2011.
- Context - Deprivation above average; EAL well above average; %EHC well below average; % FSM above average.

Actions

Priority 1: Quality of Education

To maintain exceptional curriculum provision across all year groups.

Middle leaders have reviewed and redesigned aspects of their curriculum in readiness for the beginning of the 2024/25 academic year. Half-term barriers have been removed when considering curriculum design in order to not put restraint on the number of weeks a unit can last for. Instead now, each subject's curriculum is designed with the number of weeks in the academic year in mind.

Middle leaders have ensured that Medium Term Plans clearly specify the substantive knowledge (what children learn) and disciplinary knowledge (learning how to gain knowledge) to aid teacher's planning. Progression maps have been built ensuring that both forms of knowledge are clearly sequenced and built upon year-on-year. Coordinators have also built trips and enrichment experiences into their curriculum which supplement the learning process during the unit.

To deliver a dynamic and inclusive curriculum that fosters student engagement, supports teacher development, and promotes academic excellence across all year groups

In order to further build on our curriculum being fostered in the arts, we have continued our work from previous years with artist Lasana Shabazz. Lasana has previously worked across numerous year groups on different projects such as 'The Story of Me' – decolonising the curriculum using the arts/literacy - and 'The Story of We' – working with different year groups on creative projects beside the curriculum. This year, Lasana will be working closely with teachers from all year groups to enhance their pedagogy of incorporating the Arts within their day-to-day teaching in different subject areas. Presently this academic year, Lasana has worked with Year 2 during their History topic of The Great Plague and Year 4 during their Geography topic of Migration, carrying out sessions with pupils teaching the substantive and disciplinary knowledge through the arts. Teachers have been working alongside Lasana in order to develop their pedagogical knowledge of drama techniques and different teaching approaches. Lasana also delivered drama strategies CPD to all staff in September. Going forward, Lasana is scheduled to work with Year 6 in their RE topic of Faith and Belief through the Arts and Year 1 in their PSHE unit of Families and Relationships. Lasana's work with Beam is ongoing beyond half-term and will see him continue to work with year groups in a range of other subject areas.

To maintain the love of reading to ensure all pupils access the full curriculum offer. 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

This academic year, we are continuing to enrich a love for reading amongst our pupils after establishing class libraries, revitalising our whole school library and hosting parent drop in sessions last term. This half-term, the Beam Book Fair will provide pupils and parents with an opportunity across a week to purchase books with funds raised put back into supplying texts for our school vending machine and reading areas. Furthermore, author Banji Alexander will be visiting the school in October and delivering a workshop to every child from EYFS all the way up to Year 6. Banji will also be selling and signing copies of his book.

The reading curriculum has been reviewed prior to this academic year to ensure that text choice is inspiring and accessible to pupils. Through teacher feedback and pupil voice, a new text has been implemented into Year 3 – to provide a smoother transition from year 2 – and Year 5 to make poignant cross-curricular links with their World War Two unit of learning.

As seen by the below graphic, our Key Stage Two Rapid Catch Up intervention has had a significant impact on pupil progress for those children who left Year 2 unable to read fluently for their age. This intervention is run daily for 20 minutes and works with pupils on word reading that is pinpointed at

their phonic level. Rapid Catch Up assessments are held every half-term. New admissions in Key Stage 2 are assessed via the PM Benchmarking assessment tool when they first arrive. If a child is unable to access the lowest band on this assessment, a Little Wandle Rapid Catch Up Assessment is carried out to identify the child's level and they will immediately be added into an intervention.

	No of ch Aut 1	No of ch Sum 2	Graduated (banded books)
Year 3	26	11	15
Year 4	13	2	11
Year 5	6	1	5
Year 6	7	2	5
Total	52	16	36