



Full Governing Body Paper – KS2	
From:	Date: 30.09.2024
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.

Year 3

- Staffing: Same teaching staff as last academic year, one full time LSA who supports core lessons in the morning and leads Little Wandle sessions every afternoon.
- Pupil Premium: 19
- SEND: 20K Codes; 4 E codes
Apollo: 3

- New admissions: 3- out of these new admissions one is new to the English language, all three are lower attaining. With the help of our EAL, assessment and curriculum co-ordinator we are implementing a set of assessments for new admissions to provide a baseline and a way of identifying new areas of need to help close the gap.

Priority 1 from Operational Plan- Quality of Education

Actions:

- CE supports in weekly planning sessions to ensure the planning is well-sequenced, adapted for our key priority groups and consistent with the overviews provided by co-ordinators.
- All teaching staff have been paired with a coach to support the 'we do' part of the gradual release model and will be provided time to reflect on their coaching sessions.
- NN is allocated time fortnightly to reflect on training from Maths hub. With the support of CE, she supports with the planning and delivery of Maths in year 4.

Year 4

- Staffing: One member of staff the same from last year, one returned from maternity leave and one ECT in his second year. One full time LSA who supports core lessons in the morning and leads reading interventions in the afternoon for our lowest 20% pupils.
- Pupil Premium:22
- SEND:15 K codes; 3 E codes
Apollo: 5
AQ: 5
- New admissions: 4- out of these new admissions, three are new to the English language, three are lower attaining and therefore will impact data. With the help of our EAL, assessment and curriculum co-ordinator we are implementing a set of assessments for new admissions to provide a baseline and a way of identifying new areas of need to help close the gap.

Priority 1 from Operational Plan- Quality of Education

Actions:

- All teachers have been paired with a coach. This is to support the 'we do' part of the gradual release of responsibility. As phase groups leaders, we will ensure that teams have time to reflect on their coaching sessions. For 1 ECT member of staff, the first few reflections will be guided to model how to reflect on a coaching session.
- CE has engaged into team teaching sessions with JH. JH was identified as not on track to meet all the teaching standards. As such, CE will team teach with JH particularly focusing on TS4- planning and delivering well-sequenced lessons.
- CE and LR to support with planning in year 4 every Friday afternoon.
- NN is allocated time fortnightly to reflect on training from Maths hub. With the support of LR and CE, NN supports with the planning and delivery of Maths in year 4.

Year 5

- Staffing: Same teaching staff as last academic year (one of which job shares); one ECT in her second year. There is an HLTA who
- Pupil Premium: 25
- SEND: 2 K codes 1 E codes
AQ- 2
- New admissions: 6- two of these new admissions are new to the English language, all six are lower attaining and therefore will impact data. With the help of our EAL, assessment and curriculum co-ordinator we are implementing a set of assessments for new admissions to provide a baseline and a way of identifying new areas of need to help close the gap.

Priority 1- Quality of Education:

Actions:

- All teachers have been paired with a coach. This is to support the 'we do' part of the gradual release of responsibility. As phase groups leaders, we will ensure that teams have time to reflect on their coaching sessions. For 1 ECT member of staff, the first few reflections will be guided to model how to reflect on a coaching session.
- LR models the planning of Geography to incorporate the schools CPD focus 'we do'

Year 6

- Staffing: Two members of staff the same from last year (one of which job shares), one member of staff moved from year 4 to year 6 and one full time HLTA who supports core subjects in the morning and leads Little Wandle sessions and ELSA sessions in the afternoons.
- Pupil Premium: 23
- SEND: 12 K codes
AQ- 1

Priority 1- Quality of Education:

Actions:

- All teachers have been paired with a coach. This is to support the 'we do' part of the gradual release of responsibility. As phase groups leaders, we will ensure that teams have time to reflect on their coaching sessions.
- LW models planning expectations the teaching team with a strong focus on the Gradual Release Model for Literacy and Maths and through modelling the planning of Geography.
- OO to lead planning of Computing and Science with support of LW.
- LW leading short writing moderation sessions during Y6 PPA to exemplify writing outcomes and standards within writing to other Y6 teachers (OO/DC).