

# Beam County Primary School: Operating Plan 2025–26

## Governor Summary



**Purpose: To ensure every Beam pupil develops a lifelong love of learning through high-quality teaching, inclusion, and enrichment, delivered within a safe, sustainable, and efficient school system.**

### 1. Quality of Education

Aim: Deliver a rigorous, inclusive curriculum taught through evidence-based pedagogy (Gradual Release, EEF Five-a-Day, Metacognition).

Key Actions:

- Consistent use of 'I Do – We Do – You Do (and Reflect)' in all subjects.
- Regular curriculum reviews to strengthen coherence and eliminate misconceptions.
- LSAs and teachers collaborate on scaffolding, retrieval, and feedback.
- AI tools used (safely and ethically) to reduce workload and enhance planning.

**Governor Focus:**

- **Monitor teaching consistency (90%+ of lessons using intended pedagogy).**
- **Review data on progress gaps (≤5% between disadvantaged/SEND and peers).**

### 2. Inclusion

Aim: Eliminate barriers so every child (SEND, EAL, disadvantaged, LAC) can thrive.

Key Actions:

- Curriculum-wide barrier audit.
- Adaptive scaffolds and assistive technology embedded in planning.
- LSAs trained to use AI tools to personalise support.

**Governor Focus:**

- **Receive termly disaggregated progress reports.**
- **Track inclusion success criteria and pupil voice outcomes.**

### 3. Safeguarding Culture

Aim: Embed proactive, universal vigilance across all roles.

Key Actions:

- Whole-school DSL/AI safety training.
- Daily pupil wellbeing check-ins.
- Cross-role safeguarding awareness (admin, site, catering, cleaning).

**Governor Focus:**

- **Ensure 100% compliance in safeguarding audits.**
- **Review training logs and incident response times.**

#### **4. Behaviour, Attitudes & Attendance**

Aim: Maintain safe, respectful, motivated learners.

Key Actions:

- Relaunch 'Ready, Respectful, Safe' charter.
- Introduce behaviour ambassadors and restorative practice.
- Strengthen attendance strategy with early intervention and parent engagement.

Governor Focus:

- Monitor attendance  $\geq$  national average; incidents reduced by  $\geq 60\%$ .
- Review pupil surveys on safety and belonging.

#### **5. Personal Development & Wellbeing**

Aim: Build confident, ethical, and resilient pupils.

Key Actions:

- Enrichment through Forest School, global links, and pupil leadership.
- Wellbeing surveys and mentoring.
- Embed digital ethics and AI awareness.

**Governor Focus:**

- **Track 100% participation in  $\geq 3$  enrichment activities per pupil.**
- **Review wellbeing metrics ( $\geq 85\%$  report positive support).**

#### **6. Leadership, Governance & Staff Wellbeing**

Aim: Ensure visionary, ethical leadership and manageable workloads.

Key Actions:

- Publish and monitor AI charter.
- Reduce admin load via automation.
- Protect staff PPA and wellbeing time.

**Governor Focus:**

- **Staff wellbeing  $\geq 80\%$  satisfaction.**
- **Evaluate impact of leadership on teaching quality and efficiency.**

#### **7. Sustainability & Climate Action**

Aim: Cut carbon footprint by 15% by 2026 and embed eco-literacy.

Key Actions:

- Eco ambassadors; sustainability curriculum links.
- Energy monitoring, waste reduction, local sourcing.

**Governor Focus:**

- Review sustainability audits and energy savings data.
- Ensure 90% engagement in eco-initiatives.

**8. Cost Effectiveness**

Aim: Operate efficiently, reinvesting savings into learning and inclusion.

Key Actions:

- 5-year financial plan with annual efficiency tracker.
- Contract reviews and procurement through DfE frameworks.
- AI-supported scheduling and MIS automation.

**Governor Focus:**

- Receive termly financial dashboard linking spend to pupil outcomes.
- Verify measurable reinvestment in SEND, CPD, and curriculum resources.

**Alignment with Beam’s Vision and Values**

<b>Vision / Value</b>	<b>How the Operating Plan Delivers</b>
Creating a Lifelong Love of Learning	Embeds the Gradual Release model and metacognitive routines so pupils understand how they learn. Enrichment, leadership, and independence ensure learning is joyful, purposeful, and sustained.
Striving	High expectations, evidence-informed teaching, and structured CPD promote excellence and continual improvement for both pupils and staff.
Inspiration	Curriculum includes creative subjects (Art, Music, Latin, DT), digital innovation, and eco-leadership — inspiring curiosity and imagination.
Community	Parents, pupils, governors, and staff co-create school culture through pupil voice, parental engagement, and community-led sustainability projects.

## How the Plan Meets Ofsted 2025 Objectives

The Ofsted 2025 framework assesses schools on nine domains. Beam's plan aligns directly as follows:

<b>Ofsted Domain (2025)</b>	<b>Beam's Operating Plan Response</b>
Curriculum & Teaching	Clear sequencing, inclusive pedagogy, GRR + EEF Five-a-Day model.
Leadership & Governance	Strategic dashboards for governors, ethical AI charter, evidence-led decisions.
Behaviour & Attitudes / Attendance	Ready, Respectful, Safe culture; restorative practice; proactive attendance.
Personal Development & Wellbeing	Rights Respecting School framework, enrichment, ethical/digital citizenship.
Inclusion	UDL, adaptive scaffolds, AI-assisted accessibility, pupil voice monitoring.
Safeguarding	Whole-staff vigilance, AI safety awareness, daily check-ins.
Sustainability	Eco-literacy embedded; 15% carbon reduction target by 2026.
Staff Development	Research-informed CPD, workload reduction, high staff morale.
Cost Effectiveness	Data-driven financial management; reinvestment into teaching and SEND.

## Appendix: Understanding UDL (Universal Design for Learning)

Universal Design for Learning (UDL) is an educational framework that ensures all pupils can access and succeed in learning. Rather than adding adaptations afterwards, UDL encourages teachers to plan lessons that anticipate and remove barriers from the start.

### The Three Core Principles of UDL

Principle	Focus	Example in Practice
1. Multiple Means of Engagement (the 'why' of learning)	Motivating and sustaining pupils' interest.	Offering choice of task or topic; linking learning to real-life relevance.
2. Multiple Means of Representation (the 'what' of learning)	Presenting information in different ways.	Using visuals, text, audio, and manipulatives to explain key ideas.
3. Multiple Means of Action and Expression (the 'how' of learning)	Allowing pupils different ways to show learning.	Letting pupils demonstrate understanding through writing, discussion, art, or digital media.

### Why UDL Matters at Beam

- Lessons are inclusive by design, removing barriers for SEND, EAL, and disadvantaged learners.
- Scaffolds such as visuals, vocabulary support, and assistive technology are built in, not bolted on.
- Pupils develop independence, confidence, and engagement—supporting the school's vision of 'Creating a Lifelong Love of Learning'.