

Full Governing Body Paper – Pupil Experience and Curriculum Matters	
<b>From:</b> Phase Group Leaders and Department Leads	<b>Date:</b>
<b>Date of meeting:</b> Monday 22 <sup>nd</sup> July	<b>Agenda Item No.</b>
<b>Aim of paper:</b> For the Governing body to review the Pupil Experience and Curriculum Matters	
<b>Action required:</b> For the Governing body to receive and note the report.	
<b>Strategic Objective:</b> <ul style="list-style-type: none"> <li>• <i>high quality classroom teaching and support across the school</i></li> <li>• <i>Implementation of exceptional teacher to continue encouraging and developing ECT staff the school is still active in developing ECT teachers</i></li> <li>• <i>Successful recruitment and training of new teachers and ECT's</i></li> <li>• <i>an environment where everyone is treated equally and fairly</i></li> <li>• <i>high quality middle leadership</i></li> <li>• <i>supportive, encouraging and trusting relationships</i></li> <li>• <i>highly skilled teaching</i></li> </ul>	

### Safeguarding - GA

regular revisiting of child protection and wider safeguarding procedures; using pupil voice surveys through the Pupil Parliament and policy documentation to reinforce key messages. This gives us a mechanism for hearing from pupils about what being a pupil here is like and increases opportunities for pupils to take on leadership responsibilities and understand the values of our school

### Assessment – LR

This year marked the second year of implementing endpoint assessments to gauge the progress and attainment of our pupils. There have been several successes:

- Assessment weeks have provided teachers with tangible outcomes that can be used for evaluation and summative assessments.
- Research indicates that the use of composite and component assessments is instrumental in achieving comprehensive educational goals. Composite assessments, which combine multiple components into a single measure, offer a holistic view of student learning and performance. Studies show that these assessments facilitate a more accurate evaluation of student capabilities by integrating various skills and knowledge areas (Martone & Sireci, 2009).
- Composite goals in assessments have structured curriculum planning. Coordinators examine these composite goals and design their prescribed lessons to build towards achieving them. This approach aligns with educational research advocating for backward design in curriculum development, where educators start with the end goals in mind and plan instructional activities accordingly (Wiggins & McTighe, 2005). By focusing on composite goals, teachers can ensure that their lessons are purposefully directed towards measurable and meaningful outcomes.

Despite these positive outcomes, certain challenges have been identified by coordinators during staff consultations:

### Challenges:

1. Coordinators have expressed concerns regarding the organization of our terms, which complicates the structuring of component goals.
  - **Example:** In History, a six-week half-term allows for only four components, one assessment component, and one review week. However, some History topics require eight or nine components, making it difficult to fit the assessment component neatly into the cycle.
  - **Solution:** The curriculum lead, LW, has redefined our terms, allowing coordinators to be flexible and not bound by the six-weekly half-term structure.
2. Not all subjects align seamlessly with the component and composite goal model.
  - **Example:** In Science, the reproduction cycle includes both animal and plant reproduction. Assessing this with a single component is challenging, as it would focus on only one aspect of reproduction. Addressing both would require two components. Therefore, a more flexible assessment model is necessary for this subject.
  - **Solution:** LR is collaborating with these subjects to design an assessment model that complements our assessment objectives.

### Next Steps for 2024/25:

- Align assessment objectives with all subjects.
- Arrange assessment CPD for coordinators and the SLT.
- Arrange assessment CPD for teaching staff.

### Curriculum – LW

Since taking over the role of Curriculum lead in January, I have worked closely with middle leaders to review and make informed changes to their subject. As part of my professional development, I have enlisted onto the NPQCSL (National Professional Qualification for Curriculum for Senior Leaders) to provide myself with the subject knowledge required to lead CPD and aid meaningful change.

Initially, CPD focused on the science of learning. Training was delivered regarding the differences between short-term memory and long-term memory, the impact of cognitive overload, the forgetting curve and the importance of revisiting and spacing. Middle leaders were given directed time to complete a research project for their subject based upon three habits of curriculum:

- Subject vision (aligning with Beam's curriculum vision)
- Key threshold concepts acting as the pillars for each subject.
- End points for their subject at the end of key stage two.

This research paper acted as a way for middle leaders to conduct a gap analysis and to consider the strengths and weaknesses of their subject's current implementation. Once compiled, further

training was given to coordinators regarding establishing clear domains, concepts and end points for their subject. Middle leaders were able to identify the domains (areas of learning) that make up their subject construct, the key concepts (big ideas that are built upon across their various learning areas of their subject) and end points (what a child at the end of KS2 should know in their subject).

Middle leaders have been introduced to a range of new terminology this year to tighten the links between curriculum and assessment. Coordinators ensure each unit contains a 'composite goal' (top level outcomes) and multiple 'components' (objectives to facilitate learning of that top level outcome). Middle leaders also ensure the relevant substantive knowledge (established facts) and disciplinary knowledge (methods that establish these facts) are clear and progressive for each learning component.

Coordinators have recently completed their long-term plans for next academic year. In order to maximise learning time, the barrier of uneven half-term lengths has been removed. Coordinators have planned for units to cross over half-terms as the amount of weeks in the school year has been taken into account instead. Planned weeks such as D.T week (x3), Work Week and Music Enrichment week have also been into consideration. This will avoid lost learning from occurring within the final weeks of the school year. In completing these long-term plans, coordinators have carefully sequenced the learning to ensure progression is evident and have considered the spacing of units to maximise the impact of embedding learning into long-term memory.

#### **Next Steps for 2024/25:**

- Arrange CPD for subject coordinators to complete progression maps for their subject.
- Arrange CPD regarding subject specific vocabulary. Coordinators to cross-reference vocabulary within their subject with others to ensure accurate progression.
- Monitoring to ensure implementation of curriculum is embedding across year groups. Measure impact of curriculum through pupil voice and learning walks.

#### **Beyond the Curriculum – DM**

Offering activities beyond the curriculum is crucial for fostering holistic development, as they cultivate essential life skills like teamwork, leadership, and problem-solving. As a school, we recognise this and aim to ensure that pupils at our school are exposed to a range of activities. We understand our demography and seek to expose our children to activities which they would otherwise not experience.

Over the academic year pupils have engaged in 47 enrichment activities consisting of off-site visits, workshops and external visitors.

After-school clubs have been offered to children throughout the school this year, across each term. These clubs have been exceedingly popular, with many being oversubscribed and some even running twice a week to accommodate the high demand.

Our musical offer has included pupils learning a range of instruments such as glockenspiel, recorder, ukulele and keyboard. Our extended musical provision after school includes violin and choir club.

Activity/sports clubs offered this year have included cricket, multisport, dodgeball, karate, fencing, tennis, football, basketball and netball.

Total Pupil attending Clubs	303
PP pupils attending Clubs	59
SEN K pupils attending Clubs	48

Implementation of 'Houses' has culminated in pupils voting and electing House Captains and Deputies to provide further opportunities to apply their leadership skills alongside our Eco team, Sports Leaders, Wellbeing Ambassadors, Lunchtime monitors and Digital Leaders.

All pupils have received first aid training, including a parent workshop, delivered by a qualified paramedic. Preparing for the successful transition of our upper KS2 pupils to secondary school has included workshops on online safety, extremism and our Junior Citizen programme.

Year 4 pupils successfully completed the Children's University project focusing on extra-curricular activities, in and out of school, to further promote active participation, self-regulation and high aspirations.

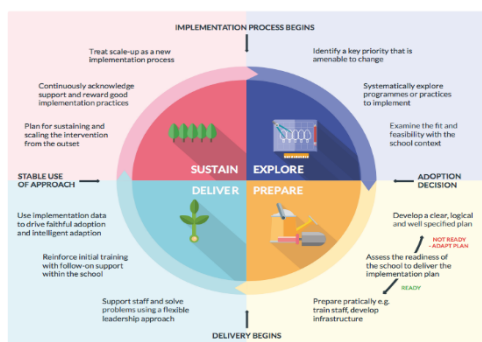
At the Film enterprise competition, open to all primary schools in the borough, Beam pupils won 'Best Soundtrack. As part of the competition pupils were able to develop their oracy and presentation skills; alongside widening their knowledge of the film industry, due to the proximity of Eastbrook Studios.

16 pupils in Year 6 were awarded Bronze/Silver Arts Award. As part of the award, pupils were required to demonstrate aptitudes in their artistic abilities, research and communication skills. Upon successful completion, pupils can also gain a 'GCSE' qualification before transitioning to secondary school.

#### **Next Steps for 2024/25:**

- Eco-School and Rights Respecting school award to be obtained- (Social Justice)
- Continued partnership with Global School Alliance- International links with other school communities.
- Enrichment opportunities to further embed curriculum aims, contextualise learning, promoting higher aspirations and preparing our pupils for the world of work.

**EYFS – KT**



Pupils within Nursery and Reception have had a very successful year at Beam. Our Nursery has remained full, operating a waiting list for new pupils. This is the same for next academic year. The success of having a high interest in our provision is that we provide 30 hour provision. All the pupils who attended the nursery this academic year will transition into Reception. Introduction of Little Wandle Nursery phonics this year alongside the implementation of a new Maths scheme, Master The Curriculum. These schemes will continue to be embedded next academic year. You can see the table below the impact made on attainment for pupils to achieve Age Related Expectations or above.

Aspect	Baseline	EOY Attainment <i>Age Related Expectation or above</i>
Reading	44%	73%
Maths	38%	81%

KT attended Peep training to deliver parental workshops that will help to improve parental engagement with academic early years activities at home. Plan to deliver parental workshops next academic year (National run programme)

7 staff recently undertook Level 3 Paediatric First Aid training, this now results in 14 members of staff having this qualification and statutory requirement of the EYFS Framework.

The Reception year started with the arrival of 11 pupils with high complex needs. 6 of these pupils were non verbal and 8 of these were not toilet trained. This is the highest amount of pupils with complex needs that have ever entered Beam in one induction. The set up of provisions and additional staff were priority and we still have 10 of these pupils attending Beam.

During Autumn term we had the building work of two new toilet blocks. This impacted classrooms that were close by, meaning one class had to use a different space for several weeks. The toilet blocks are now complete and are a welcomed addition to supporting Reception and Year 1 pupils to have additional toilets nearby.

Curriculum enhancements that Reception pupils have experienced this year are, travelling on the bus to Heathway Library for 3 separate visits, a visit to the school from the Mobile Zoo and a trip to Barleylands Farm.

The delivery of the EYFS curriculum is continuing to be sustained, though there was the implementation of NCTEM maths as the scheme to be used for adult led maths teaching. This has had a positive impact on developing pupils' fluency especially with subitising and number bonds. Please see below the attainment of the Early Learning Goals- Good Level of Development was 62.68%

	PSED			Communication and Language		Physical Development		Literacy			Maths	
	Building Relationships	Managing Self	Self Regulation	Listening, Attention and Understanding	Speaking	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Number Patterns
ELG	86%	80%	79%	74%	74%	91%	79%	76%	73%	62%	77%	71%

### KS1 – KT

KS1 have provided many enrichment opportunities that have contextualised the curriculum and provided purposeful learning experiences for the pupils.

Year 1- Ragged School Museum visit, visit to Upminster Windmill, visit to Dagenham Village Church and a trip via the train to Chalkwell Beach. Parent workshop- Alien Day (phonics)

Year 2- Visit to London- trip on the London Eye and on the River Boat for sightseeing, Trunk Theatre visit in school for the Great Fire of London experience.

Data for the Year 1 Phonics Screening Check was the highest pass rate we have ever achieved. This is due to the Little Wandle phonics programme that has been successfully implemented, transferring from the 'deliver' stage to the 'sustain' stage of the EEF Implementation model. The consistent and successful training and delivery of reading groups from Reception throughout Year 1 has contributed to this excellent outcome. Ensuring that staff were employed to run reading groups in the afternoon and not used to provide cover to ensure the daily delivery of these groups has seen the impact of 33% (above average) of Year 1 pupils and 66% of Year 2 pupils have 'graduated' from Little Wandle and are a fluent banded reader.

2024	Year 1	Year 2
PSC <i>% pupils who achieved a mark of 32 or more</i>	90%	89%

Implementation of NCTEM Mastering Number to develop fluency for KS1. One Year 1 teacher and one Year 2 teacher received CPD direct from NCTEM to deliver sessions and share coaching with colleagues. 15 minute fluency sessions were added to the timetable, 3 times per week. Impact of these has improved pupils' mental recall of number bonds and the composition of numbers. This enhancement to the curriculum will continue to be 'delivered' next year to develop into 'sustain'.

### KS2 – CE

KS2 have embarked on many enrichment opportunities this academic year which have complimented their curriculum and created many memorable moments for our pupils.

Year 3- Royal Ballet Workshops weekly across a term, Stone Age Day and swimming in summer term at our local leisure centre.

Year 4- Hever Castle, an in-school Wicked musical theatre workshop and a trip to Dagenham village.

Year 5- theatre production Matilda in London, Dagenham Parish Church for Remembrance, Police visit, a trip to Legoland and a visit to Frameless art gallery in London.

Year 6- Trewern residential, Forensic Day, visit the Frameless art gallery in London, swimming in summer term at our local leisure centre and a Junior Citizen event day.

Our year 4 pupils sat their Multiplication Tables Check in June and the data reflects the systems that have been put in place to support fluency within multiplication facts; 91.5% of pupils scored the upper threshold and from this, 74.3% scored full marks.

Our KS2 SAT results were incredibly pleasing this year; the table below outlines our successes with percentages including and excluding our exempt pupils.

	Data with Exempt pupils	Data without exempt pupils
	Maths	
EXS	84.33% (70)	92.11% (70)
GDS	42.16% (35)	46.05% (35)
	Reading	
EXS	83.13%	92% (75)
GDS	37% (31)	41% (31)
	Writing	
EXS	77.78% (63)	N/A
GDS	15% (12)	N/A
	SPAG	
EXS	84.33% (70)	93.33% (70)
GDS	62.65% (52)	69.33%(52)

Since Spring term, numerous members of staff held weekly booster groups for reading, grammar and SPAG to boost pupils confidence and understanding. These were scheduled before school, during lunchtimes, afterschool and during the Easter holidays. These had a positive impact on our results this year and we are very thankful to our staff for their dedication to these.

Year 6 were also moderated this year in which we were praised for our learning journeys within our literacy books, the rich and diverse texts we use and the quality of writing pupils produced across the year. All judgements were agreed by the local authority.

Across KS2 this year, our LSAs have led Little Wandle Rapid Catch up interventions daily throughout the week. The consistent and successful delivery of these reading groups has been reflected in the percentage of pupils who have graduated from Little Wandle: year 3-58%, year 4-85%, year 5-84%, year 6-71%. Pupils graduated are now fluent banded readers.

## **SEND – KM**

This year has been one of our most challenging in terms of supporting pupils with SEND at Beam.

### **New SEN Building**

The intended completion date for the new SEND building extended into 2024, meaning that we started the new academic year without our provision for pupils in Atlantis and Apollo (our pre-formal and semi-formal provisions). Both classes were relocated on a temporary basis, and our skilled staff, supported the pupils to cope during this change. This was coordinated with success and the pupils, parents and staff managed this well. To ensure that the children could be welcomed into the new classes at the earliest opportunity, a team of staff attended school during the Christmas break to prepare the classes for the children's first day of Spring Term. The children have settled in well and we have hosted a number of parent events in the building already. We are now working on the development of the outdoor area.

### **EYFS SEND Intake Crisis**

We began the year having highlighted to LBBD, our concerns regarding the numbers of pupils with complex needs joining our Reception Cohort. This concern was also raised at a time when we were dealing with the context of the building works overrunning and the impact on our existing pupils. As noted above, we had 11 pupils within that cohort with complex SEND, behaviour and self-help needs. We trialled a substantial number of agency supply staff to source 7 suitable adults to help us to support these pupils. We required adults who were competent and confident in supporting complex needs, and who met the high standards we expect from staff at Beam. This was a huge administrative burden, with contacting agencies, trialling and observing staff and adding staff to the SCR.

Of these pupils, one has moved out of LBBD and one has moved to another area within LBBD. Of the remaining 9 pupils, 7 now have EHCPs and 1 more is in progress. The remaining pupils' EHCP will be requested in the Autumn term.

We have had to set up yet another internal school provision – The Garden Room, to best support these pupils. We have managed to achieve a funding agreement with Havering to pay for a teacher and an LSA for this provision.

### **Funding**

We have managed to secure a higher amount of high needs top up funding than in previous years. We are also aware that the amount that we have managed to secure, is higher than any other primary school in LBBD. This has been necessary, given the context of complex needs within EYFS and the adult support required to maintain their safety alone. As the funding is allocated retrospectively, this deficit model has a significant impact on school budgets and poses challenges. Navigating funding from different local authorities further adds to the administrative pressures,



however, we have been tenacious in ensuring that we are covering all bases and securing the financial support where it is needed.

### **EHCPs**

In Autumn 2023, we had 5 pupils with Education, Health, and Care Plans. The appointment of Valerie Kinsella to the SENCo team, has undoubtedly been a turning point for Beam to this end. Valerie's role is to focus primarily on EHCP assessment requests, processes, and reviews. We are now at 20 pupils with EHCPs with 1 more in draft stage and 1 more recently submitted. This is an incredible achievement and will make a significant difference for those pupils and their families as they move through their education.

### **Extra-Curricular:**

#### **Bow Arts**

This year, we have had the opportunity to work closely with an organisation called Bow Arts to complete projects with pupils in Atlantis and Apollo, and to complete an Arts Award with pupils in AQ. Alison Longworth has been involved in the partnership from the outset and has been able to access a range of CPD as a result.

After consultation meetings, Bow Arts appointed an artist named Damien Robinson to work with us. Along with pupils, staff and parents in Atlantis and Apollo, she created some visual art pieces that will eventually be displayed around school. Parents were incredibly positive about the opportunity to work with their children alongside an artist, and to collaborate with staff to create some truly inspiring images that we cannot wait to share.

Pupils in AQ worked with Damien to create portfolios of their work which they exhibited for Miss Whittington. Their portfolios will be submitted for moderation, and we will wait to hear if the pupils will be successful in achieving the award.

#### **Boxing Futures**

We have partnered with Boxing Futures to run our bespoke boxing intervention with a group of pupils in Year 5 and 6, for the second year running. This year, we also made a link with a local secondary school who have implemented this as part of their intervention work for pupils at risk of exclusion.

The 12-week program culminated in an award ceremony that was attended by parents. We hope to try to secure funding from the VRU in order to continue to offer this intervention for pupils in the next academic year.

#### **After School**

Our commitment to equality ensures that no pupil is ever excluded from after school clubs or provision. However, the needs of the pupil sometimes require that additional support is provided for them. This can result in a significant cost to school.

<b>Headline performance data for pupils with SEND</b>	Attendance: <ul style="list-style-type: none"><li>- Favourable compared with local and national averages.</li><li>- Particularly favourable when comparisons made with SEN attendance data for local and national.</li></ul>
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	<ul style="list-style-type: none"> <li>- No exclusions</li> </ul> <p>KS2:</p> <ul style="list-style-type: none"> <li>- 1 pupil – Engagement Model</li> <li>- 6 pupils – Pre-Key Stage 2</li> </ul> <p>MTC:</p> <ul style="list-style-type: none"> <li>- 2 pupils disapplied</li> <li>- 4 K pupils did not achieve pass mark (only one fell significantly below. Previous CIN and attendance 88.6%)</li> </ul> <p>EYFS:</p> <ul style="list-style-type: none"> <li>- Of the Reception cohort, 42/67 pupils achieved a GLD (62.68%)</li> <li>- 7 pupils - Engagement Model moving forward</li> </ul>
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## ECTs - KT

This academic year has seen the successful completion of the ECT induction for 3 members of our teaching staff who will remain teaching at Beam. These teachers have excelled in their induction at Beam from receiving a supportive induction programme. It has recently been commented that Beam goes above and beyond for the supportive support it provides it's ECTS. As Induction Lead, I have ensured that my training is up to date, attending the first Induction Tutor Conference led by The London District East Teaching Hub. All mentors have received training this year, provided by the Teaching School Hub.

We currently have two Year 1 ECTs who are halfway through the induction programme. One of these ECTs has demonstrated outstanding practice and is successfully achieving well against all Teachers Standards. The other ECT has been graded as 'Not meeting the teacher standards' for the assessment point. This is due to inconsistency within TS1, TS4 and TS7. A support plan is in place and the authoritative body are aware. With providing intensive coaching we foresee that this support will address the gaps in their learning.

From dropping in on coaching sessions and the monitoring of the online platform 'Steplab' ECTS have been accessing the online training regularly to receive evidence informed CPD. It has been a successful year for both ECTS and mentors.

## Plans for CPD next year:

- **Difficult Conversations**
- **Behaviour Policy – training for all staff members and parents (1)**
- **Race & Social Justice training**
- **Making Best Use of Teaching Assistants (2)**

