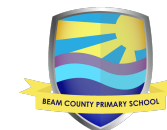




Vision statement	Curriculum Intent	Virtues for curriculum
To Create a Lifelong Love of Learning	<p>The breadth of our curriculum is designed to fulfil our vision, values and virtues as follows:</p> <ol style="list-style-type: none"> 1. To provide a coherent, structured academic and non-academic curriculum that leads to sustained mastery for all and the opportunity to achieve a greater depth of understanding where possible- (Lifelong learning and life-enriching aspiration so that pupils strive and are inspired) 2. To provide a rich 'cultural capital' (Lifelong learning and love of learning) 3. To give pupils appropriate experiences to develop as confident, respectful and responsible citizens (Lifelong love of learning of self and others – achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people). 4. All learners need new skills and knowledge to succeed in this globally and digitally interconnected world. If we want to prepare our children for success in school, work, and life, opportunities to learn 21st-century and interpersonal skills are essential. 	Striving, Creativity, Teamwork, Independence, Respect. Experiential,

Values	Development plan Priorities
<ol style="list-style-type: none"> 1. Striving 2. Inspiration 3. Community 	<ol style="list-style-type: none"> 1. SEND Provision - Completion of building work (Atlantis and Apollo Annexe) and curriculum work (AQ, Atlantis and Apollo) 2. Interventions - Through targeted interventions and community engagement, we aim to create an enriching environment where every pupil feels empowered to thrive and reach their full potential. 3. Completion of building work – Georgette Learning Hub – Reading for Pleasure strategy (see action plan) 4. EEF – Delivery Begins curriculum priorities (Mathematics, Reading for Pleasure, Physical Education, Latin)

What makes Beam County Primary School unique:
<ul style="list-style-type: none"> • The transformative potential of integrating social justice principles into the curriculum and opportunities to empower pupils as critical thinkers, advocates, and agents of positive change in their communities and beyond. • We provide an interdisciplinary approach by integrating social justice themes through cultural enrichment across subject areas to provide holistic understanding and to facilitate connections between concepts. • Pupil behaviour and attitudes to learning and personal development, as evidenced by attendance figures and engagement in learning • The excellent progress and achievement compared to the initial low starting points amongst many of our pupils • Our positioning within the community and the high level of support provided to our parents



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Quality of Education: Good

Strengths	In-progress	Areas for further development
<p>The quality of education is outstanding. There is a clear vision and understanding of curriculum Intent. All subject leaders have conducted research reviews into their subject. Strong, reliable, secure teaching; for staff members needing support, plans are in place. The curriculum is planned, and lessons are sequenced. Regular retrieval in all subjects deepens knowledge and understanding. Cultural projects with artists consolidate subject-specific knowledge or further engage pupils in their learning. Assessment plans are in place for staff members needing support bespoke for the subject. To ensure continuous improvement, we are research-led and solicit feedback from pupils and colleagues to evaluate the effectiveness of pedagogical approaches and curriculum content, making adjustments to enhance learning outcomes. A robust system of monitoring T&L and student progress, providing timely intervention as appropriate, led by phase group leaders.</p> <p>Attainment outcomes at National Average. Outcomes and progress in maths is excellent, at least good. KS2 excellent progress across core maths, English and science subjects as measured by KS2 national testing.</p> <p>All pupils are well prepared for the next stage and progress and are equipped for secondary school or specialist provision, some attaining placements in Grammar schools or Elite scholarships in America. There is a trend that most of our pupils usually attain greater depth by the end of key stage 2. For the lowest 20%, plans are in motion. An adaptive bespoke curriculum has been implemented for our three in-house SEND provisions.</p> <p>A significant proportion of pupils enter Nursery with low starting points and poor behaviours for learning. This places all of these pupils at a disadvantage regarding their learning and progress. The Little Wandle programme has been implemented and from September 2023, a programme called 'Breakfast Blenders' for additional group intervention for those that are furthest behind. This has had an immediate positive impact for KS1. Teachers provide opportunities to support pupils' reading in lessons and in the classroom, Reading for Pleasure is also a school priority. Excellent behaviour for learning. Highly effective pupil-adult relationships across the school, with a strong community feel. Teaching and learning is very effective.</p> <p>Beam was recognised and received an award by Classics for All during its Teaching Awards Ceremony for outstanding achievements nationwide.</p>	<p>Deepening understanding of Rosenshine's Principles, to further enhance AfL.</p> <p>Fisher, Frey - Gradual model ensuring that MA is the starting point and learning is scaffolded.</p> <p>Developing newly appointed Curriculum Lead</p> <p>Further improving lowest 20% outcomes. Embedding the Mastery approach in Maths. Cultural Capital across all subject areas Cultural Capital trips and visits</p> <p>Further enhance SEND provision Enhance SEND curriculum SEND 5 a day training Adaptations to curriculum and provision for newly arrived pupils with complex needs.</p> <p>Newly appointed PE lead to further enhance provision. All maps to be reviewed (feedback from teachers), noting concepts, domains and end points</p>	<p>Digital – podcasting Re-establish radio station</p> <p>Researching the use and application of AI</p>



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Behaviour and Attitudes: Outstanding

Strengths	In-progress	Areas for further development
<p>Safeguarding is effective. Pupils survey evidence indicates that pupils feel safe and have someone to talk to. Attendance is excellent and exceeds the national average, and due to robust measures and the employment of an Attendance Officer, we have sustained a strong improving trend since February 2023. Persistent absence is below the national average. Attendance of SEND pupils is above national average and in line with other pupils. Attendance of our children who receive free school meals is consistently similar to that of other children. Adequate staff time is allocated for safeguarding duties.</p> <p>Safeguarding is compliant. A suite of related policies, evaluate the processes in place which also include Mental Health and Wellbeing. Together with strategic CPD this means staff are equipped to protect and support our pupils. External Audit was used (2023) to ensure compliance and confirm our ethos of vigilance. We are mindful of the need not to be complacent and to constantly evaluate the processes in place.</p> <p>Safeguarding is innovative. Beam's child-centred and coordinated approach to safeguarding does not stop at protecting children from maltreatment but also includes promoting the welfare of children and their mental health. Since 2019, Beam has held a Wellbeing Award. The latest verifier (2023) of this described our impact in this way: <i>"Put simply, Beam County Primary School is a large primary school that is big enough to cope but small enough to care for each and every pupil."</i> The safeguarding team meet weekly, giving excellent collaboration across the key areas of the school (SLT, wellbeing, SEND, Attendance, Early Help, behaviour).</p> <p>Safeguarding is influential. Safeguarding is prominent across the school. and sessions with the mult-agencies. Strong connections with a variety of outside agencies are established connections with a variety of outside agencies established Strong connections with a variety of outside agencies are established re are established strong connections with a variety of outside agencies. The DSL participates in a local network, and sessions with the mult Strong connections with a variety of outside agencies are established Strong connections with a variety of outside agencies are established Strong connections with a variety of outside agencies are established i-agency safeguarding hub. Beam's success with children who have had a social worker was showcased as the case study for Borough Governor Training.</p> <p>Staff, the SEND team and PSA are proactive in building positive relationships with families, and we have robust systems in place to ensure that all pupils are safeguarded. In a recent Parent survey, 94% of parents said that they would recommend Beam to others. All pupils are engaged in their learning. (Evidence: COMS, Learning Walks). Behaviour for learning is excellent. The British value of respect and tolerance is evident in the culture of the school. There are zero exclusions. Pupils manage themselves, with excellent behaviour, outside of lessons. SLT consistently apply the behaviour policy, where appropriate. Break times are appropriately supervised. The dining room is inviting and calm with music being played of different genres, pupils sit and chat with their peers during break and lunch time.</p> <p>Any incidence of bully and or discrimination are dealt with quickly and effectively by SLT, school Parents are included. Incidences of bullying are never tolerated, and all allegations are investigated. The Pupil Parliament meet regularly with the DSL. Celebration assemblies are held each term to recognise student achievements. An external behaviour report notes our excellence in this area.</p>	<p>Midday and Play Leader CPD for restorative discussions.</p>	<p>Further establishing OPAL and attitudes</p>



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Personal Development: Outstanding

Strengths	In-progress	Areas for further development
<p>Personal development is exceptional. In addition, the following apply: The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>Trips enhance learning and awareness. Pupils participate in charity, fundraising, and community engagement events. Competitions and performances are performed to high standards with the school achieving consistent sporting successes; and dancing excellence.</p> <p>All pupils have received first-aid training. Prior staff members have received first aid training.</p> <p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they strengthen the school's offer. The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. In addition, pupils have designed and led their own clubs.</p> <p>Pupil leadership also extends to Play Leaders, Pupil Parliament, Monitors, House and Vice Captains. A pro-active approach to safeguarding and pupils' Personal Development are key features.</p> <p>Our link school in Ghana has achieved success with teaching pedagogy being shared. As the lead school for the Paul Hamlyn Story of Me Project in the borough, we have extended culture, arts, race and social justice into the curriculum, with the Story of I, culminating with the Story of the Cocoa Bean in Year 6.</p>	<p>Trips to further enhance Cultural Capital and build upon learning/inspire new learning.</p> <p>New staff members to receive First Aid training.</p>	<p>Building upon links with other international schools.</p>



SEF on a page. Academic year 2023-2024.

Leadership and Management: Outstanding

Strengths	In-progress	Areas for further development
<p>School leaders are highly effective. Leaders at all levels are passionate and have high aspirations and ambitions for all pupils across all classes and subjects. Leaders have a clear vision realised through shared values, policies and practice.</p> <p>School leaders are robust in their monitoring of the implementation of the school vision. The vision and expectations are effectively communicated at weekly staff meetings/CPD. Engagement with other schools has continued with a clear focus and purpose to motivate and inspire our pupils.</p> <p>The Quality of Education leads ensure that there is a robust process for monitoring the quality of teaching over time and working alongside the middle leaders; findings are used to plan CPD and share best practices.</p> <p>Middle Leaders have all conducted research reviews of their subject. Domains, key concepts and end points ensure that curriculum coverage is at the heart of the monitoring, ensuring pupils know more and remember more over time. Marking and Feedback policy rewritten to reduce workload without compromising educational impact for pupils.</p> <p>Governors are clear that this is a school that serves the local community and carries out their duties to challenge and support school leaders and hold them to account. Evidence minutes of meetings.</p> <p>The school has a culture of safeguarding that supports effective arrangements to identify pupils who may be at risk.</p> <p>The Curriculum Committee, SEND, and Safeguarding meet weekly. Stakeholders commented that the school is inspirational, and pupil behaviour is exemplary. All members of the SLT are embarking upon National Professional Qualifications. The Headteacher is part of the Race and Social Justice Steering Group, a member of the Cultural Committee for the Local Authority, a member of Education 4 Change in Newham and a Trustee for two other schools: a secondary grammar school and a 6th Form University Technology College. One member of the SLT team is a KS2 Lead Moderator for Barking and Dagenham. The Assistant Headteachers are leading practitioners within the local authority, having moderated for English, Early Years, and SEND. Leaders have worked in Newham for Education 4 Change, working closely with Dame Diana Rochford and other leading schools in Newham. The school has a notable reputation for SEND and for pupils with behavioural issues, delivering the sharing good practice to the local authority and to the Macquarie Group with Tony Lloyd (ADHD foundation).</p> <p>The school is often at the forefront of pedagogical practice, and over time, leaders have implemented improvements to the teaching of the curriculum. See EEF model for continuous improvement. Middle leaders receive highly effective continuous professional development – one is the lead for Mastery in Maths (NCTEM), leading to becoming a Primary Mastery specialist, and another is undertaking the NPQ for subject leadership and Curriculum for Senior Leaders. The school has employed two secondary school teachers to ensure that we continue the educational flight path into KS3 and beyond.</p> <p>A key feature of the school is its stance on wellbeing. Teachers have four hours PPA. PREVENT training for pupils, staff and Governors takes place annually. Safeguarding is effective. Pupil outcomes and destinations illustrate effective and impactful leadership and management.</p>	<p>LSA policy has been rewritten, revisit LSA CPD implementing EEF</p> <p>Implement scaffolding framework for teaching assistants-pupil interactions. (Relates to Fisher Frey)</p> <p>EEF (LSA) supporting pupils through questioning.</p> <p>Governance evaluation of FGBs</p>	<p>CPD - EEF Teaching Assistants interventions to match in-house interventions</p>



SEF on a page. Academic year 2023-2024.

Early Years Form: Outstanding

Strengths	In-progress	Areas for further development
<p>Data from June 2023- GLD- 70.7% (Borough was 65.2% and National was 67.2%); 92% of pupils are expected for Physical Development, 82% of pupils are expected for PSHE, 78% of pupils are expected for Communication and Language, 74% pupils are expected for Maths and 72% pupils are expected for Literacy (GLD)</p> <p>The EYFS environment is inclusive and diverse. All pupils are supported to succeed. Pupils settle quickly as staff facilitate a nurturing approach. Induction processes are short as we understand that many pupils who attend our Reception have already been attending a childcare provider for an extended amount of time. Effective communication with parents and caregivers to keep them informed about their child's progress, achievements, and any areas for improvement.</p> <p>Staff ensure a safe, stimulating, and child-friendly learning environment that promotes exploration, creativity, and independent thinking with resources and materials that are age-appropriate and support the development of key skills. SEND pupils make good progress from starting points.</p> <p>The EYFS curriculum has high aspirations for all learners regardless of their starting points. Curriculum topics provide new learning experiences and knowledge for pupils that support the development of Tier 2 and Tier 3 vocabulary. Our curriculum is reviewed yearly to ensure that it is broad and balanced and ensures the foundational knowledge for national curriculum is taught. The objectives of our curriculum are guided by the 'Development Matters' and 'Birth to 5' guidance. The EYFS lead, Assistant Headteacher for Key Stage 1 and subject leads work collaboratively to sequence learning for all areas of the EYFS curriculum so that there is opportunity for pupils to develop, consolidate and deepen knowledge, understanding and skills. Our children know more and remember more through repetition and rehearsal, which can be seen throughout the teaching of phonics and early reading. All pupils are immersed in a language-rich setting. High quality interactions with pupils from staff is a priority within the EYFS to ensure pupils are immersed in developing new vocabulary and to learn the structure of communicating well with others. The teaching of vocabulary is modelled in context and through repetition, leading to automaticity, prosody and fluency.</p> <p>Embedding strong phonics practise in Autumn within Reception facilitates pupils to begin their reading journey quickly. All staff are trained to Little Wandle and reading groups are delivered 3 times per week to develop pupils' phonic knowledge, blending, comprehension and prosody.</p> <p>The EYFS has a large outdoor environment that allows pupils to develop strong gross motor skills and be able to explore the natural environment. Within this area of the EYFS is where children develop strong characteristics of effective learning. Children enjoy being outside and demonstrate high levels of engagement and well-being within the environment. Having a range of resources available through the continuous provision outside facilitates children to learn new skills, challenge their thinking and promote independence, resilience and curiosity.</p>	<p>Teaching of Phase 2 phonemes to children in nursery who demonstrate secure oral blending.</p> <p>Embedding a new Maths scheme- Mastering the Curriculum in Reception. Master The Curriculum in Nursery</p> <p>Further enhancing diversity and representation in role play resources.</p> <p>Further developing and refining high quality interactions staff have with pupils.</p>	<p>Further developing opportunities for climbing and den building.</p> <p>Revisiting parent workshops to support learning through play at home.</p> <p>Increasing 'child initiated' writing with the support of Drawing Club training across EYFS.</p>