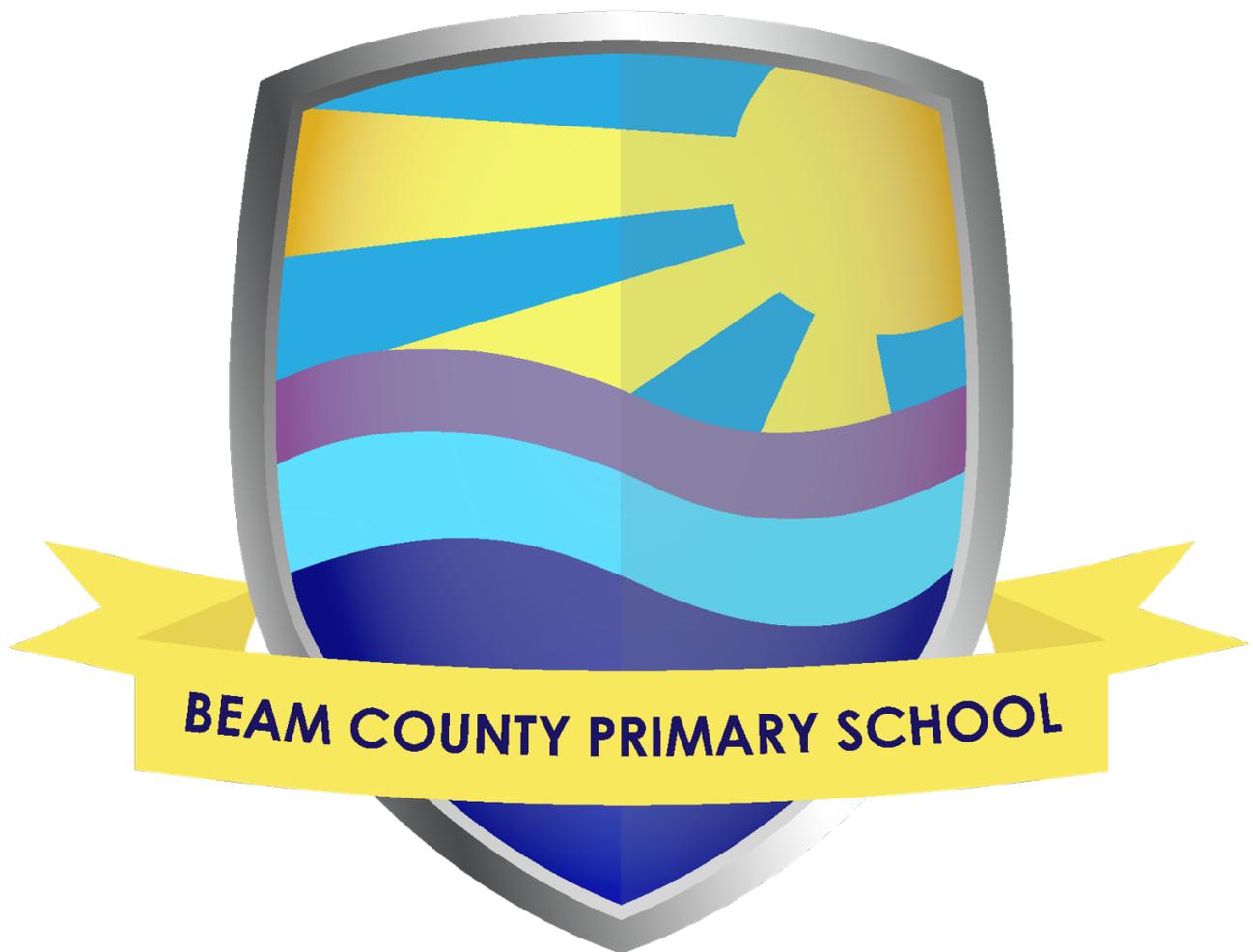

Strategic Plan

2017 - 2022



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Strategic Plan

Strategic plan

The strategic plan is a high level long-term plan, extending over a period of five years. This plan for Beam County Primary School runs from 2017-2022.

The plan sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school, children and their parents, staff, governors and other stakeholders.

The plan will be reviewed annually at the first Governing Body meeting of the school term. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

School Improvement plan

The strategic plan is complemented by the school's improvement plan (SIP), a shorter-term operational plan extending over a period of one to two years. The SIP is developed by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved.

- [Click for School Improvement Plan](#)

1. School context, history and development

1.1 Brief description

Beam County Primary school is a local authority community primary school. The age range is from 3 to 11 years (Nursery to Year 6), with three-form entry, with a school roll of 600 (Census June 2017). The school has an on-site after-school provision, which is also the venue for the school's Breakfast Club.

1.2 History

Historically in Essex, Dagenham was an agrarian village and remained mostly undeveloped until 1921, when the London County Council began construction of the large Becontree estate. The population of the area significantly increased in the 20th century, with the parish of Dagenham becoming an urban district in 1926 and a municipal borough in 1938. It has formed part of Greater London since 1965 and is a predominantly residential area, with some areas of declining industrial activity, including the Ford Dagenham plant.

Beam School was one of the elementary schools founded between 1921 and 1939, It was built by the county council.¶Beam schools (Oval Road North) were built in 1933 and were reorganized for juniors and infants in 1951, when the juniors were given new premises. (<http://www.british-history.ac.uk/vch/essex/vol5/pp294-302>)

In 10th June 2011, the school new build enabled the school to go from a two-form entry to a three-form entry.

1.3 Community

The local community is very diverse, with a mix of nationalities, giving a great variety of languages and social and ethnic mores within the school community. Nearly 70% of our pups are classified as speaking English as an additional language.

1.4 Performance history, Ofsted rating

A brief summary of how Ofsted has rated the school performance is given in the accompanying table.

Date	Report	OFSTED Rating
15.03.16	Short Inspection	Good
28.03.14	Interim Assessment statement	Good
24.04.11	School Inspection	Good
01.05.08	School Inspection	Satisfactory
08.06.04	Section 3 School Inspection	Good

In the inspection of [March 2016](#), Ofsted noted that to achieve outstanding:

‘Leaders and those responsible for governance should ensure that:

- the small proportion of less effective teaching is improved to be in line with the school’s own expectations of no teaching being less than good.’

In the inspection of [April 2011](#), Ofsted noted that to further improve:

- Increase levels of challenge by providing more opportunities for pupils, especially the higher attainers, to explore their own ideas and work independently in order to increase their rates of progress. Noted as a strength in the March 2016 Ofsted report.
- Ensure that teachers' marking consistently gives pupils a clear idea of what they need to do to improve their work. (Noted as a strength OFSTED 2016).

For the consecutive years 2013, 2014, 2015 and 2016 we were congratulated, by the Minister State for Schools, for our school’s Key Stage 2 results for our disadvantaged pupils. This therefore, demonstrates that we are highly effective in educating our disadvantaged pupils.

2. Vision and Values

2.1 Vision

Creating a Lifelong Love of Learning

2.2 Mission Statement

We at Beam County Primary School believe in providing our children with a broad and balanced curriculum to foster the requisite skills to equip them to undertake a programme of lifelong learning, which enables them to be part of and positively contribute to their communities and society,' embodies the life and work of our school.

2.4 Values

Our Values: Striving, Inspiring, Community (SIC)

As a school community, we strive and inspire to awaken new possibilities and perceptions – within ourselves and within each other.

Educating for a cohesive community

- We enable all learners to become positive citizens who are respectful, tolerant, confident and value lifelong learning
- We are creating an interdependent culture across the trust
- We ensure British values are upheld by all
- We are a community of all faiths and those with no faith
- We will build upon existing local partnerships, national and international relationships

Educating for excellence and achievement

- We provide an education of excellence that enables all learners to flourish.
- We ensure academic rigour within a broad and enriched curriculum which challenges each learner to reach their full potential
- We develop and value spiritual, social, emotional education to enable all learners to learn and grow in a broader sense as unique individuals
- We enable all learners to make progress which is at least inline or exceeds National outcomes
- We ensure all staff feel valued and are given the opportunity to develop professionally and work collaboratively across the community

Educating for hope and aspiration

- We offer a strong caring ethos and clear moral purpose in all we do
- We foster an adventurous spirit that will shape the future of our community
- We develop the skills of self-awareness so that learners can be successful through an educational pathway from the age of 3-11 years and beyond
- We ensure every learner and member of our staff feel safe, secure and is fully aware of how to keep safe (including e-safety and all issues relating to safeguarding)
- We create an understanding of different Faiths

3. Strategic Priorities

A. To ensure children make and exceed expected progress

We monitor and evaluate pupil progress data to ascertain whether all students make rapid and sustained progress.

B. To improve the quality of teaching and learning so that it is good or outstanding in all lessons.

We support the development of robust performance management and effective strategies for improving learning, teaching and assessment based on the identified needs of staff.

C. Strengthening a framework for emotional well-being throughout the school.

We will use a whole school approach with a view of developing this to the community so that all parts of the school organisation is working coherently together to build a sense of connectedness, focus and purpose, the acceptance of emotion and vulnerability, warm relationships and the celebration of difference.

D. Developing and embedding strong governance and robust leadership throughout the school

We develop efficient and effective processes for the governing body; supporting and developing middle and senior leaders.

E. Prioritising excellence in staffing

We monitor the recruitment, management and retention of staff.

F. Continuing strong financial management

We oversee, monitor and implement strong financial control.

G. Improving the school environment

We value the state of repair of the school, its look and feel. This is linked strongly to the branding and marketing of the school.

4. Implementation, Monitoring and Evaluation

4.1 Implementation of the plan

The strategic plan sets out seven strategic priorities and gives long-term direction for implementation.

The School Improvement Plan (SIP), describes how this strategy is to be implemented in the short to medium term.

4.2 Monitoring

Each committee of the governing body monitors the development and implementation of the school development plan. The committees report on this to the full Governing Body.

5.3 Evaluation

The governing body and SLT will use cross moderation and external reviews across the cluster of schools as a key evaluation tool.