



# Beam County Primary School's Strategic Development Plan 2022 -2027

## Our vision

Creating a lifelong love of learning.

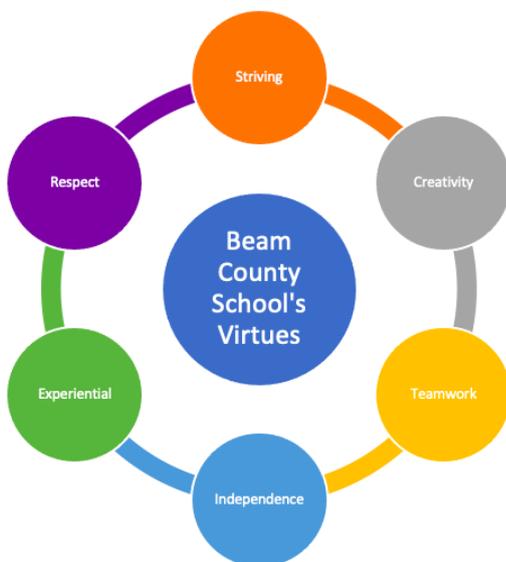
## Background:

Beam County Primary School's Primary Strategic Development Plain is a five year plan, from JULY 2022 UNTIL JULY 2027, reflecting our virtues and a determination to be exceptional. As the world experiences unprecedented rates of social, political and economic change, it has been developed following discussions with our stakeholders including staff, pupils, parents and governors over a period of time post Lockdown. Our Strategic Development Plan anticipates the changes we believe lie ahead and the steps we must take, it sets out the future priorities for Beam County Primary School and will be the benchmark for important decision making.

## Our Values

- **Striving**
- **Inspiration**
- **Community**

## Our Virtues



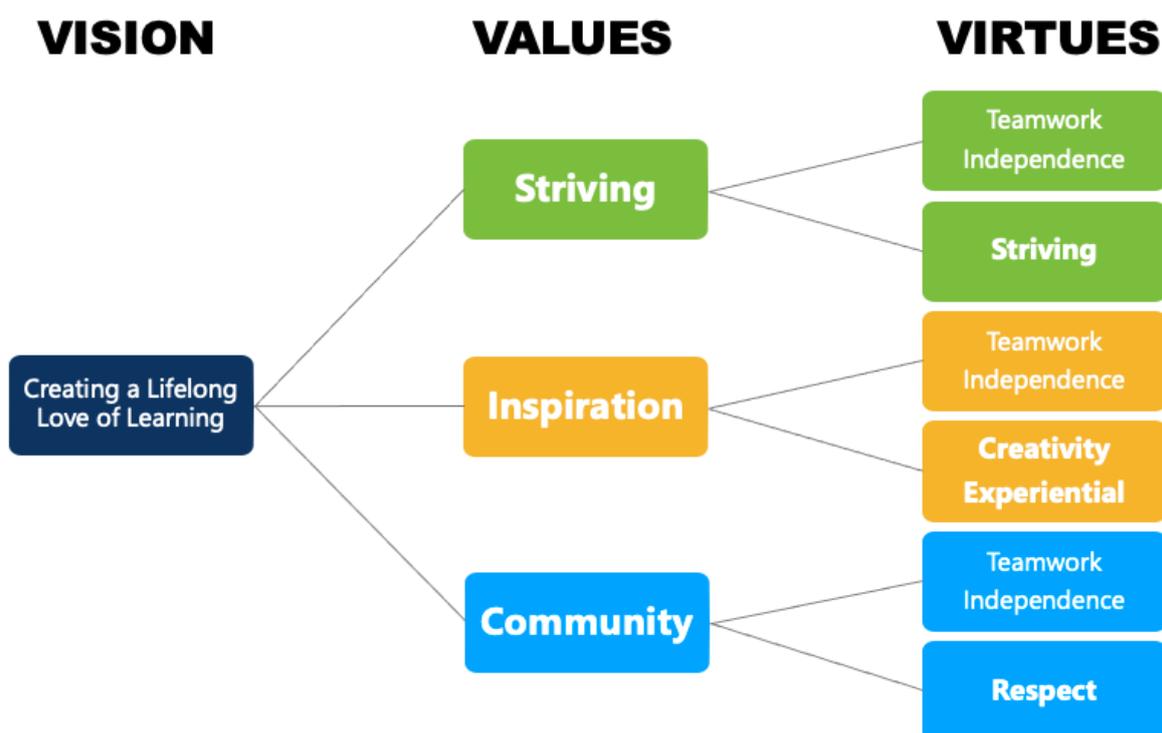
- **Teamwork - (Striving, Inspiration, Community)** - Achieving together by working as part of a team. Understanding that we all must do our fair share and have a good relationship with different people.
- **Independence - (Striving, Inspiration, Community)** - Fostering individuals to be confident and competent communicators, curious and resilient explorers, and creative thinkers.
- Teams are only as strong as the sum of their parts, and independent thinkers can help push teams to find creative solutions by challenging the status quo. High performing teams welcome independent thinkers and unique feedback. And the most effective leaders know how to leverage independence to build great teams that drive

innovation and growth

- **Striving** - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge and knowing when to ask for help. Taking responsibility by being in the right place, at the right time, doing the right thing. We strive for academic excellence but also believe in the development of the whole person, whether they excel in sport, music, drama, the creative arts, or in service to others.
- **Experiential - (Inspiration)** The process of learning through experience and focused reflection. Whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience." (Kolb)
- **Creativity - (Inspiration)** - Being curious about the world, solving problems and asking thoughtful

questions. Promoting divergent thinking - thinking about many ways to solve a problem. Self-confidence and greater self-knowledge are by products of creativity that can help pupils feel comfortable in a variety of situations and adapt to challenges and stressors.

- **Respect - (Community)** - Showing kindness and caring for other people and the environment. Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language. Linked also to our behaviour policy.



## Context of the plan:

We need to acknowledge and respond to the influence of:

### Globalisation

Our world is experiencing the widening, deepening, and speeding up of connections across national borders. We need to provide a world-class education to prepare our Pupils for employment in an international labour market.

### Impact of Covid-19 on Education

School closures in response to the pandemic have shed light on numerous issues affecting access to education. Felt heaviest by deprived schools, a report by Sutton Trust identified 15% of teachers reported more than a third of their Pupils as not having access to electronic devices or fast internet access. Social distancing has been yet another blow to the education sector. EEF notes that by the end of the summer term, primary aged pupils had experienced a learning loss in reading equivalent to around 0.9 months of progress. In mathematics, primary aged pupils experienced a much greater learning loss of around 2.8 months. There were several regional disparities and pupils in some regions experienced greater learning losses. For primary pupils from disadvantaged backgrounds, the report finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment/>

### **The changing world of work**

Young people starting work now will work longer, change jobs more often and compete against a highly qualified international market. As well as the appropriate qualifications to successfully compete in an increasingly uncertain jobs market, young people need flexibility, creativity, and transferable lifelong learning skills.

### **The development of technology**

There is a challenge for schools to respond to the rapid developments in IT. The rapidly growing need to ensure access for all to the breadth of technology requires investment in new systems and training.

### **Raising standards and developing staff**

World-class education systems are characterised by continuous improvement. Parents/carers and other stakeholders are expecting and entitled to increased transparency and accountability. The standards used to judge schools are continually changing with an increasing focus on progress for all and closing achievement 'gaps.'

### **The curriculum and the future of learning**

Schools have greater freedom to design a curriculum that meets their students' needs with more alternatives and greater flexibility. To be successful, independent, and lifelong learners, pupils need to be given the opportunity to earn greater autonomy in their learning.

In this rapidly changing world, we have identified 6 actions that will focus on our drive on achieving our vision:

1. ***Be guided by our virtues to develop a school founded on an exceptional ethos;*** with the challenges of post Lockdown, globalisation and our aspiration to grow great citizens, our shared ethos is fundamental. This is particularly important in times of rapid change.
2. ***To provide the highest quality teaching and learning for all:*** teaching and learning is the starting point for all schools and is the lever to ensure that all Pupils will make excellent progress irrespective of their needs or starting point.
3. ***To create a curriculum that promotes teamwork and independent opportunities, so that pupils It is through our application of Thinking Frames that pupils and teaching and learning staff make links to prior learning and experiences so that we can diversify the curriculum ensuring that our pupils achieve and engage with their learning.*** We are educating our pupils for a rapidly changing future and we need to be able to provide a 21<sup>st</sup> century curriculum with the knowledge, skills and understanding for the future.
4. ***Metacognition;*** To thrive in the 'fourth industrial revolution' will require humans to be able to adapt and to do so quickly. We aim to provide a 'tool kit' of learning strategies to assist pupils in making fast improvements. To choose the right tool pupils will need to be able to reflect on what is working for them and what is not. This metacognitive skill is crucial for future proofing pupils beyond the school gates. It also has significant benefits for grade attainment, behaviour and well-being in the classroom.

5. **Experiential** – Pupils need to be given the opportunity to learn in a way that suits and respects their individual needs and differences. For many of our pupils their experiences will be generated through their ongoing interactions and engagement with the world around us, thus learning is an inevitable product of experience. Through our Cultural capital (the essential knowledge that children need to prepare them for their future success), we aim to provide high cultural capital because of the social inequalities in our country. High cultural capital is important because most universities and employers value it. Therefore, we aim to plan for cultural capital within the curriculum to reduce social inequalities for our pupils. We encourage our pupils to have the character and confidence to take risks and try new ways of improving what they do. It is important to raise confident, independent young people who are equipped to face the challenges of the modern world and are well-placed to enjoy fulfilling, successful lives beyond school. Central to all of this is a pupil's happiness and their ability to be comfortable in their own skin and we support this careful development through the provision of excellent pastoral care.
  
6. **Seek out inspirational partnerships between Beam County Primary students, staff and the local, national, and international communities;** to maintain leading edge practice and innovation, we must work both formally and informally with a wide range of stakeholders.
  
7. **Secure, through first class training and development, outstanding opportunities for Pupils and staff;** as an organisation dedicated to learning, it is our responsibility that we are providing training and development to secure high quality trips, mentors, or business trips for our pupils. We must also develop the skills and the capacity of all staff. We will enhance our staff development offer and continue to reinforce the importance of equality, diversity, and inclusion. This will include innovative pedagogical practice and teaching efficacy that draws on current research, educational partnerships, and industry connections.
  
8. **Deliver outstanding business through sound finance and high-quality premise maintenance and improvement;** the school infrastructure must sustain the longer term strategic needs of the organisation and is an essential framework for supporting a first class learning experience for all.

#### KPIs 2022 – 2027

- The school to be judged by Ofsted good or better
- A continuous closing of the gap in outcomes between the different groups
- Student attendance to move in line with national attendance
- Our budget to focus relentlessly on school improvement

#### How are we going to achieve our Strategic Objectives?

We will deliver our development plans which will focus on:

1. Vision, culture and ethos
2. People and partners
3. Teaching and learning

4. Curriculum and assessment
5. Quality assurance and accountability
6. Leadership and management

What does this mean for our Stakeholders?

Pupils:

We will strive to create a coherent and inclusive curriculum that will:

- Have high aspirations and expectations
- Nurture and celebrate the full range of talents and skills
- Develop curiosity and creativity
- Introduce new experiences and challenges to all our pupils
- Build resources for our pupils to be XXXXXX
- Encourage independent thinking and self-assurance;
- Support the development of healthy minds and bodies; and
- Respect family, community, and environment

Parents and Carers

We will:

- Commit to working in partnership with all parents and carers
- Encourage an active involvement in their child's education; and
- Ensure that ambitious standards are maintained and, where possible, improved upon

Staff

We will:

- Be a professional learning community
- Commit to a planned programme of continuing professional development; and
- Encourage the professional growth of our support staff, teachers, and leaders

Governors

We will:

- Commit to quality governance training
- Ensure that we carry out our three core functions:
  - Ensuring clarity of vision, ethos, and strategic direction
  - Holding executive leaders to account
  - overseeing financial performance
- Encourage close monitoring of our plans and actions through openness, honesty, and integrity
- Support Beam in the full range of activities

## **Strategic Objectives:**

### Delivering Objectives

- We will ensure that our strategic leadership:
- Sets out and champions vision, ethos, and strategy
- Ensures accountability that drives up educational standards and financial performance effectively manages risk
- Employs people with the right skills, experience, qualities, and capacity
- Creates structures which reinforce clearly defined roles and responsibilities
- Complies with statutory and contractual requirements
- Evaluates monitors and improves the quality and impact of governance.

## **Teaching and Learning with a Common Standardised approach to Curriculum, Assessment and Professional Development:**

The most important aspect of our work is to ensure high quality teaching and learning. We will work tirelessly to achieve our goal that all teaching is objectively judged as being good or better and where we fall short of that standard we will utilise the expertise available across our school to improve it and provide the appropriate support. Where capacity and expertise are not available internally, we will seek it elsewhere using our partners, other educational expertise, or professional development courses. We will continue, where appropriate, working towards research-based approaches to teaching and learning which will drive improved standards across our school.

### Quality Assurance and Accountability:

We will strive to encourage teaching to be creative and inspiring in all lessons. To this end our school will utilise quality assurance systems to ensure that classroom practice is always good and where it is not we will offer support. Every person within our school will be accountable for delivering our vision, mission, and overarching values through high quality classroom practice. Pupil attendance at school is a fundamental to high achievement and our school will use rigorous systems to ensure that student attendance is as high as is possible. We are aware that poor pupil attendance is an issue within our authority and we will be relentlessly focused on improving all pupil attendance to at least match the national average. We will monitor this closely through our KPIs.

### **Curriculum Intent:**

We will focus on delivery of the curriculum and will be ambitious and aspirational in our approach. Our curriculum will be broad and balanced and offer a wide range of subjects. There will be an emphasis on how coherent and well sequenced with knowledge, skills, and cultural capital our curriculum is. We will support our teachers to develop their subject knowledge and presentation of material. We will revisit key skills, knowledge and understanding within our curriculum to embed and develop knowledge and skills

### **Quality Provision and Sustainability:**

We will offer a high quality, broad and balanced curriculum. Although our key performance indicators (KPIs) will continue to be driven by pupil progress, attainment, and attendance outcomes, we are determined to subscribe to a much wider range of curriculum activities both within and outside of the formal classroom. We will encourage all our pupils to engage in a broad range of extra-curricular activities such as sport, music, art and drama plus outdoor activities, trips and visits. We will ensure that our budget planning is effective in targeting as much resource as possible towards improving the quality of curriculum provision for all our pupils. This will only happen if we are effective in driving down all non-curricular costs to invest in classroom and

enrichment activities. It is imperative that we maintain and improve our standards by recruiting high quality staff and offering opportunities for their development

### **People and Partners:**

We will invest in our people for them to be the best they can be in delivering our vision to our students. We will be open and honest with our partners therefore ensuring Beam County Primary School is an organisation that others want to work in and with.

### **Our Non-Negotiables:**

We will strictly adhere to our non-negotiables:

- Pupils arrive on time to school and to all lessons and are equipped and ready to learn.
- Pupils take pride in their work.
- Teachers set clear learning objectives that have clear success criteria/outcomes; they stretch and challenge pupils and ensure they all progress well in their learning.
- Pupils' work reflects regular marking and feedback, all next steps are visible; pupils act on next steps showing progress with their learning.
- Data systems will be used across our school. Pupil's performance (progress and attainment) is tracked and monitored regularly. Parents/carers, their child and staff know what they need to do to maximise progress.
- Pupils experience a relevant age related, broad and balanced curriculum. The curriculum reflects the locality and is designed across our school to meet the needs of all learners.
- Pupils learn in a safe and stimulating learning environment, following HSE (Health & Safety Executive) guidelines, local authority guidelines and AfPE guidelines.
- All members of the school community demonstrate positive attitudes, values, and behaviours always treating each other with fairness, dignity, and respect. Expectations in school and during lessons are clear; rewards and sanctions are consistently applied.
- Staff at ALL levels receive high quality training and have opportunities to develop their skills, knowledge, and expertise.
- Staff and pupils have a smart appearance, are always polite and courteous.
- The workforce is deployed effectively across our school, with a focus on developing high quality staff that impact positively on student progress and achievement
- Three-year budget forecasts are prepared to ascertain the sustainability of current levels of expenditure and to allow sufficient time for remedial action if necessary.
- The Governing Body approves a financially sound budget plan annually, which underpin the strategy of the school and improves educational standards for the benefit of all pupils.
- Robust systems of internal financial control are maintained, in accordance with our school's financial procedures, for the safety and security of our school's assets. Accurate accounting records are maintained.
- ICT Systems are co-ordinated to maximise efficiency and share best practice

### **Our Risks and Challenges**

Our school keeps a risk register where all risks are regularly reviewed, assessed, and monitored. This is an iterative process.

Driving actions are forces that shape our strategy

Strategies are shaped by both external and internal forces.

VISION		DRIVING ACTIONS:	STRATEGIC OBJECTIVES			
<b>Creating a Lifelong Love of Learning.</b>		Over the next 5 years we aim to:	YEAR 1	YEAR 3	YEAR 5	
		1.	Be guided by our virtues to develop a school founded on an exceptional ethos	95% attendance  Good wellbeing & personal development	95.5% attendance  Outstanding wellbeing & personal development	96% attendance  Outstanding wellbeing & personal development
		2.	Provide the highest quality teaching and learning for all – Fischer and Frey	95% OF TEACHING VERY EFFECTIVE (GOOD +)	97% OF TEACHING VERY EFFECTIVE (GOOD +)	100% OF TEACHING VERY EFFECTIVE (GOOD +)
		3.	Create a curriculum that promotes achievement, engagement, teamwork and independence	XX% of subjects meeting pupil achievement targets	90% of subjects meeting pupil achievement targets	100% of subjects meeting pupil achievement targets
		4.	Metacognition - Provide a ‘tool kit’ of learning strategies to assist pupils in making fast improvements			
		5,	<b>Experiential</b> – providing ongoing interactions and engagement with the world around us			
		6.	Seek out inspirational partnerships between Beam County Primary school, staff, the local, national and international communities.	Leadership judged at least good	Leadership judged at least outstanding	Leadership judged at least outstanding
		7.	Secure first class training and development, outstanding opportunities for pupils and staff.			
8	Deliver outstanding business <b>through sound finance and high-quality premise maintenance and improvement</b>	80% of formal achievement targets met	90% of formal achievement targets met	100% of formal achievement targets met		

