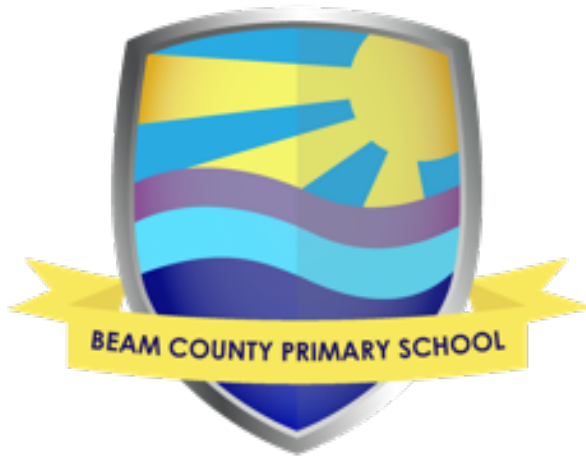


# Beam County Primary School



## Identified School Improvement Priorities **2022-2025**

# BEAM COUNTY PRIMARY SCHOOL DEVELOPMENT PLAN 2022 - 2025

## School Vision

“Creating a lifelong love of learning.!” (Vision Statement)

“Striving, Inspiration, Community” (Our values)

Striving, Creativity, Teamwork, Independence, Experiential, Respect. (Our virtues)

## School Context (2022)

BEAM COUNTY Primary School is situated within the Beam ward/electoral division, which is in the constituency of Dagenham and Rainham. The school location deprivation indicator is in quintile 4 (more deprived) of all schools. The pupil base is also in quintile 4 (more deprived) of all schools in terms of deprivation. We are a larger-than-average-sized primary school where just over three-quarters of the pupils are from minority ethnic heritages. The largest of these groups are those of Black African heritage, who make up about one-third of the school's population. More than three-quarters of the children in the school speak English as an additional language, which is well above average, with some of those at the early stages of learning the language. 31% of other languages, comprise of Bengali (24.5%), Yoruba (10.3%) and Romanian (8.7%). the proportion of pupils with SEND support is well above national average. This is because we have a very strong local reputation for our SEND provision and parents from outside our catchment choose our school above their local school. We also have a group of children who would normally be educated in specialist provision, but parents choose to keep them in our setting. The school is set within a large area of outstanding natural beauty, next to Beam Parkland. Most of our pupils live within our community. Currently 15.1% of our pupils come from out of Dagenham; 15.8% for nursery.






















## Context of the School Development Plan.

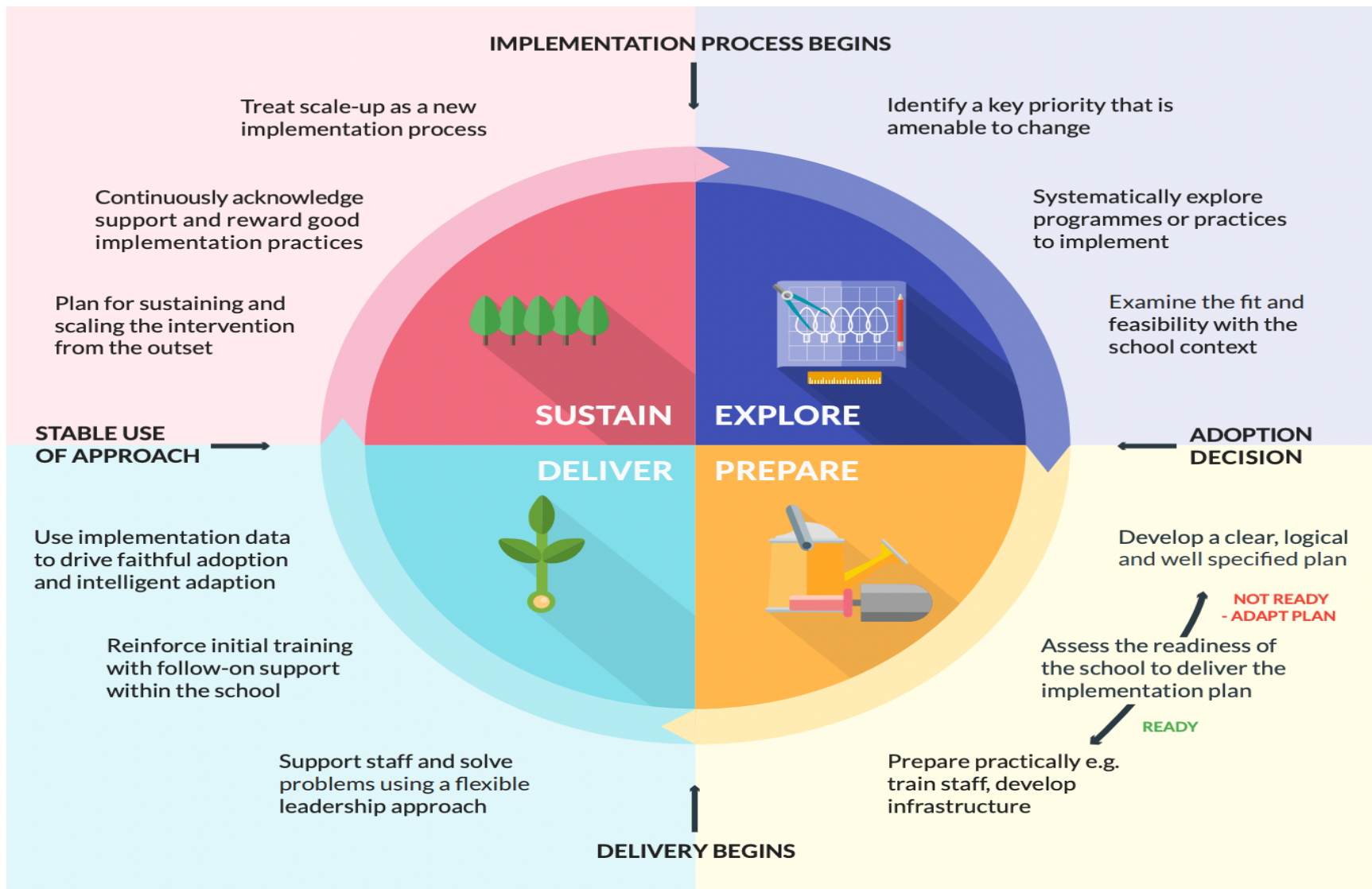
This Plan was written after consultation and input from the staff, governors, and pupils. The consultation was carried out through INSET days, staff meetings and pupil voice meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan.

The plan is formulated as part of the school's self-evaluation procedures.

The duration of this plan is from September 2022 to July 2025 – based on the EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION Guidance Report. Please also read Implementation Process cycle.

Progress against the plan will be reported in each Headteacher's **This plan is an overview.**

Focus Area	Cost
<b>Quality of Education (Intent, Implementation and Impact, cultural capital, Assessment, Teaching and learning)</b>	
 To clearly identify the Intent and Implementation for our curriculum and ensure it meets the needs of all our learners and that the intent aligns with our updated vision, values and virtues.	£1000
 To ensure all subject leaders have a clear understanding about their subject across school – cross school moderation and review network.	£1000
 To develop an appropriate and consistent approach to maths across school.	£10,000
 To embed metacognition within the curriculum.	
 To embed the Fischer Frey model for learning.	
 To establish the school as a Forest School	
 To redesign our Wave 3, SEND curriculum and assessment procedures. (See also Behaviour & Attitude, Personal Development and Building and Maintenance)	
<b>Leadership and Management</b>	
 1. To clearly define roles and responsibilities across school and ensure clarity between the phase group leaders and curriculum leads.	£0
 2. To implement new digital appraisal and CPD systems to support a work life balance for staff; and to develop professional practice.	£400
<b>Behaviour and Attitude</b>	
 1. To embed our school values and identify our foundation for growth (to create a lifelong love of learning). To use this to improve and develop our school behaviour – Ready, Respectful, Safe.	£800
 2. The development of a whole school approach to SEND provision applying the Engagement model. Using the expertise of external providers and work with our review network of schools.	£10,000
 3. To further improve attendance across school.	£500
 4. To ensure that Race and Social Justice underpins our ethos and attitudes.	
<b>Personal Development</b>	
 1. To enhance enrichment opportunities and experiences linked to curriculum delivery (Cultural Capital).	£15,000
 2. To enhance lunch time play provision so that pupils develop their self-regulation so that they become more competent and independent.	
<b>Early Years Education</b>	
 1. To improve transition from EYFS to Key Stage 1	£0
 2. To enhance indoor & outdoor provision for EYFS and Nursery	£5,000
 3. To embed the new EYFS curriculum	
<b>Building and Maintenance</b>	
 1. To enhance the learning environment	£50,000
 2. To develop and enhance the school library – The Georgette Library.	
 3. To redevelop and build the Atlantis and Apollo rooms.	



**Figure 1: Implementation can be described as a series of stages relating to thinking about, preparing for, delivering, and sustaining change.**

Key headline strands for the classroom:

- emergent (future relevant) cultural capital
- applied transformative agency: reasoning, metacognition, analytical scepticism and ‘independence’ of mind
- dimensions of trust: collaborative learning, classrooms as communities of enquiry, Mastery Maths, Gradual Release
- active participation: engagement/immersion (adaptive teaching) in collective endeavours
- growth in ‘ethical optimism’: narratives of hope, justice, agency and transformation

Key headline strands for Personal Development:

- growth in ‘self-regard’: openness, kindness, trust, ‘skilled’ with empathy, emotional literacy
- growth in ‘self-regulation’: immersive participatory activity, ‘interdependence’, leadership – roles and responsibilities within the school,

Pupils will benefit from ...	ACTIONS	SUCCESS CRITERIA	PERSONNEL & RESOURCES	RATING
a reliable ICT infrastructure	Review of the new DfE ICT standards) as soon as funding permits	Elementary to have conducted a site review, At the time of writing the meeting has booked.	Elementary PT School Business Manager ICT lead	NEW
being in a sustainable environment	having a nominated ‘lead’ and sustainability plan for 2025 to comply with DfE requirements  join UK Sustainable Schools Network (UKSSN)	‘lead’ and plan in place  membership application accepted & best practices shared	Headteacher PT School Business Manager	NEW