



Vision

Be kind, work hard and love learning, so we are confident individuals, successful learners and responsible citizens.

Aims

Beechfield School will:

Be a centre of educational and social excellence.

Have high expectations and positive relationships so we enable ALL of our pupils from many different backgrounds and cultures to work together to achieve their very best.

Ensure everyone is **kind** and respectful towards themselves, others and their environment, developing good citizens for the future.

Ensure a nurturing ethos that instils a sense of personal responsibility.

Value effort and working hard. Teach resilience and perseverance when faced with challenges and celebrate success when we **work hard** and give our best.

Inspire a **love of learning** through a knowledge rich, well sequenced curriculum. Provide opportunities to learn about issues that affect our lives and communities, to enable all to become independent thinkers.

Priorities

Be kind

- a) A nurturing approach, kindness and respect is fully embedded at the heart of our school.
- b) Learning environment is conducive to learning.
- c) Continue to ensure all children know how to keep themselves safe.
- d) Sustainability is high priority.
- e) Continue to improve attendance and punctuality.
- f) Continue to increase the number of parents and families accessing the school in a remote, social or academic way.
- g) Support parents to support their children at home, e.g. parent workshops for reading, writing, maths, phonics etc. Further develop the use of Google Classroom and videos.
- h) Continue to ensure pupil, parent and staff wellbeing contributes to a positive school culture.

Work hard

- a) All pupils achieve expected end points.
- b) Strategically planned CPD programme for all staff.
- c) Continue to focus on quality first teaching for all pupils.
- d) Whole school Focus on Maths teaching and learning.
- e) Assessment is used effectively to identify unsecured learning and ensure it is built upon rapidly by all staff. Interventions are timely, focussed and have impact.
- f) EAL Quality Mark in process.
- g) End points are embedded for all subjects across the curriculum.

Love learning

- a) Build on the progression in knowledge and skills from EYFS to Year 6 and further develop the curriculum.
- b) Continue to ensure that communication, language, and vocabulary, is embedded across the school/curriculum from EYFS to 6.
- c) Embed skill and knowledge of subject leaders to lead their subjects effectively
- d) Continue to embed the curriculum drivers that underpin the curriculum.
- e) Children have access to a wide range of well planned, purposeful experiences across the curriculum to enrich/enhance their education
- f) Children feel stretched and challenged and speak enthusiastically and knowledgeably about their learning.

Performance indicators

Continue to embed our positive school culture.

1. Continued reduction in behaviour data across the year. Children are kind, **responsible, confident** and experience success. They know how to support/improve their **emotional wellbeing**.
2. Environments in classrooms promote learning. Engagement/excellence is evident in lessons.
3. Children speak confidently about risks they may face and keeping themselves safe on and offline.
4. Eco Council has a high profile. Children can talk confidently and knowledgeably about sustainability.
5. Attendance improved by 0.5% on the previous year. Lateness continues to be addressed & improved.
6. A range of workshops have been planned, held and impact analysed
7. Pupil and parent voice – Parent View, records, minutes and registers evidence contribution to the school community. Parental workshops are held remotely/face to face.
8. Workload reduction is evident and articulated by staff. Staff retention continues to improve. Feedback is positive from Staff Council/surveys.

Children to thrive and improve attainment of end points for all pupils across the school

1. Disadvantaged children attain as well as non-disadvantaged children in school and nationally.
2. Monitoring/feedback shows high quality CPD improves subject knowledge and pedagogy so teaching & leadership (including governance/ECT/RQT) continues to improve over time.
3. Monitoring evidences that staff have a range of strategies to draw upon to support **all** children. 100% of teaching and learning is good or better.
4. Maths attainment increases, progress is accelerated across all classes. KS2 SATs meet at least the national standard in reading, writing and maths.
5. Formative and summative assessment is used effectively. All delivered interventions accelerate learning and close gaps.
6. EAL quality mark achieved.
7. Outcomes/books/pupil voice/learning walks show evidence of **excellence**. Gaps in reading, writing and maths are closing. Children show **aspiration** and know what they need to do to improve further. Now and Next is evident in Maths and English books. END points are met.

To embed a knowledge rich subject specific curriculum

1. EYFS have clear intent and progression in skills in line with 1-6. All children are enthused by learning and can discuss what they have learnt. Children use their books to show they know more and remember more.
2. Monitoring shows academic/subject specific vocabulary is explicitly taught in every subject area across the whole school. Monitoring shows high quality interactions. CL attainment and progress accelerates in EYFS and KS1 Children know and use correctly subject specific vocabulary. Debate and discussion is embedded.
3. Subject leader logs evidence support, training and impact with each leader working with SLT/cross trust collaboration at least half termly.
4. Curriculum drivers are clear throughout the school and can be articulated by the children, staff, SL and parents.
5. There are a wide range of extra-curricular activities (not only sports). P 4 C is embedded. Children have access to a wide range of **enrichment** experiences, these relate to the progression of knowledge and skills.
6. Pupil voice/books/learning walks show children feel challenged, progress is accelerated. Expected end points are met. Children can talk about: this now, this next.