



SCHOOL IMPROVEMENT PLAN 2024-2025

Beechwood Primary Academy



Trust Improvement Plan Priorities 2023-2025

1. Pupil Premium Pupils

To improve outcomes for disadvantaged pupils by ensuring that progress and attainment is in line with their peers, as well as those who are not disadvantaged.

2. Teaching & Learning

All pupils are able to make good progress through effective Teaching & Learning,

3. Attainment Groups (focusing on Boys and SEND pupils)

Pupil progress and attainment is robustly monitored and tracked to ensure any underperformance of pupils, or groups of pupils (focusing on Boys and SEND pupils).

4. Attendance

To ensure that the schools meet the Trust Attendance objective of 96%.

5. Equality, Diversity & Inclusion

To ensure all stakeholder are aware of the Trusts vision and values around Equality, Diversity and Inclusion

School Targets 2023-2024

Target Focus	Yearly Target	Review Point 1 Autumn 2023 (Summer 2023 Data)	Review Point 2 Spring 2024	Review Point 3 Summer 2024
GLD (EYFS)	72%			
Phonics Check (Y1)	82%			
Multiplication Check (Y4) % (25/25)	42%			
Multiplication Check (Y4) Mean Average Score	19.8 (2023)			
KS1 Assessments (Y6)				
Reading	69%	39%	49%	59%
Writing	65%	45%	51.6%	58.2%
Maths	73%	61%	65%	69%
Combined	65%			
KS2 Assessments (Y6)				
Reading	74%	60%	64.6%	69.2%
Writing	72%	48%	56%	64%
Maths	73%	51%	58.3%	65.4%
SPaG	72%	50%	57.3%	64.6%
Combined	65%			
Attendance Group				
Whole School	96%	92.7%	93.8%	94.9%
Boys	96%	91.2%	92.8%	94.4%
SEND Pupils	96%	90.2%	92.1%	94%

PP Pupils	96%	89.1%	91.4%	93.7%
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Target Focus	Yearly Target	Review Point 1 Autumn 2023 (Summer 2023)	Review Point 2 Spring 2024	Review Point 3 Summer 2024
Year 1				
Reading	75%	70%	72%	74%
Writing	70%	66%	66%	68%
Maths	75%	70%	71%	73%
Combined	65%	-		
Year 3				
Reading	80%	78%	78%	79%
Writing	70%	64%	66%	68%
Maths	80%	75%	76%	78%
Combined	65%	-		
Year 4				
Reading	75%	68%	70%	72%
Writing	65%	54%	57%	60%
Maths	75%	73%	73%	74%
Combined	65%	-		
Year 5				
Reading	70%	55%	59%	65%
Writing	65%	48%	53.6%	59.2%
Maths	65%	42%	49.6%	56.8%
Combined	65%	-		

School Improvement Plan Priorities 2023-2024

SIP Priority 1:	That high quality Early Years provision ensures that all pupils make expected progress and GLD is in line with Trust figures			
Link to TIP Priorities:	Teaching and learning			
Focused Objective	Specific Actions for Implementation	Personnel/ Date	Intended Impact	Review Point Monitoring/Actual Impact (Review Point , Review Point 2 , Review Point 3)
Provision is of the highest quality	Baselines completed in September 2024.	CM MA Sept 2024	An understanding of pupils current attainment, areas of strength and development identified.	
	Analysis of baseline to establish areas of weakness and strength.	CM MA Sept/Oct 2024		
	EYFS Team meetings		Pupils have targeted support to ensure progress	
	Pupil Progress meetings to discuss pupils, provision and their next steps	Nov 24	Sharing of knowledge, strategies and best practice ensure consistent approach and best possible outcomes.	
	Trust meetings			
	CPD			

	Bristol Standards		<p>Quality of teaching of reading comprehension is consistent.</p> <p>As a result, pupils make accelerated progress in reading – percentage of pupils meeting expected standard in reading at EYFS and end KSI is at least in line with national.</p>	
Use of data and assessment	<p>Use Insight tool to collate data and provide data sheets with the information required:</p> <ul style="list-style-type: none"> • Pupils, at, below and above ARE in Core subjects • Demographic data collected and analysed: <ul style="list-style-type: none"> • PP • NPP • SEN • Not SEN • EAL • B • G 	<p>Oct 24 Dec 24 Feb 25 Apr 25 July 25</p>	<p>That all pupils are given the tools, resources, support and challenge to ensure expected progress is made.</p> <p>That the teaching team are fully aware of their class demographic and can plan, teach and assess accordingly.</p>	

	<p>Next steps and areas for development are analysed which are then used to inform planning.</p> <p>Lesson Observations Learning walks</p> <p>Professional meetings with colleagues across year groups and keystages</p>			
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SIP Priority 2:	<ul style="list-style-type: none"> To ensure quality first teaching is evident to support pupil outcomes to at least be in line with national figures
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Link to TIP Priorities:	Teaching & Learning – focus on key groups (pp, boys, SEND)
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Focused Objective	Specific Actions for Implementation	Personnel/ Date	Intended Impact	Review Point Monitoring/Actual Impact (Review Point, Review Point 2, Review Point 3)
Teachers deliver lessons that are at least good on a daily basis	<p>Classroom Environment monitoring to be completed with expectations made clear to all.</p> <p>Environment learning walk</p>	<p>SRD/CR/NJ Sept 2024</p> <p>Teachers/SLT</p>	<p>So that all classes have the necessary signage and learning aids in the classrooms.</p> <p>Consistency across all year groups and key stages so pupils make a seamless</p>	

			transition between year groups and key stages	
Teachers use the data they gather effectively to ensure progress for all pupils.	For gap analysis to take place following the collection and collation of data (AFL and formal assessment) Attend termly pupil progress meetings	CT	Once gaps in knowledge are identified and planned for pupils will make expected progress and Areas of development, success and challenge identified. Plans put in place to support and share initiatives that are working.	
To introduce and embed the Teaching Top Ten through instructional coaching (StepLab) so that all pupils are able to learn and retrieve effectively, which will raise attainment.	AHOS to complete weekly coaching and feedback meetings to all teachers SLT to assign courses and study modules, focusing on the TT10, on StepLab for teachers	SRD Sept 24 SRD/KR/CR/PA	Teachers are equipped with strategies to utilise in their classroom practice, thus meeting the needs all of students. Disadvantaged students make just as good progress as non-disadvantaged. Evidence of some of the 10 steps of effective adaptive teaching practice are seen in at least 90% of lessons. Where this doesn't happen, this has been identified on	

			StepLab, and appropriate steps put in place. By December 2024 all teachers have at least 10 StepLab recorded visits and feedback with focus on.	
To use step lab coaching program to enable leaders to feedback, challenge and support teachers to teach effectively.	AHOS to complete Coaching Skills Builder course on Steplab and attend the StepLab masterclass SLT to analyse coaching data throughout the term/fortnightly?	SRD /KR Sept 24 SRD/KR/CR/PA Sept 24	KR / SRD to have clear understanding of the StepLab model and what instructional coaching is SLT to see how well the system is functioning as a whole.	

SIP Priority 3:	To raise the progress and attainment of reading for all pupils including PP, boys and SEND pupils			
Link to TIP Priorities:	Attainment and outcomes			
Focused Objective	Specific Actions for Implementation	Personnel/ Date	Intended Impact	Review Point Monitoring/Actual Impact (Review Point, Review Point 2, Review Point 3)

<p>For RWI program to become fully embedded into the reading curriculum</p>	<p>KR to monitor RWI teaching and ensure all sessions are being run correctly.</p>	<p>KR/SRD Sep 2024</p>	<p>For the % of pupils achieving reading at GLD to increase on last years figure and that GLD is at least matching the national figure</p> <p>For pupils to achieve at least in line with national average in reading at the end of KSI</p>	
<p>To support phonics learning at home with parent and pupil.</p>	<p>Parent Forum to discuss use of RWI in school and at home.</p> <p>EYFS to advertise and then deliver RWI sessions to parents (alongside pupils) so that learning can continue at home.</p> <p>Year 1 to advertise and then deliver RWI sessions to parents (alongside pupils) so that learning can continue at home.</p>	<p>Sept 2024</p> <p>Oct 2024</p> <p>October 2024</p>	<p>As a result, pupils make accelerated progress in reading – percentage of pupils meeting expected standard in reading at EYFS and end KSI is at least in line with national.</p> <p>Teaching of phonics is high quality and consistent</p> <p>Pupils exceed the national figures for Y1 phonics assessment</p> <p>Progress in reading and writing is accelerated as pupils apply their phonic knowledge</p> <p>The lowest 20% make accelerated progress so that</p>	

			all children leave KS1 as competent and confident readers.	
For Reading Fluency to become embedded across the school	Using our findings and strategies from the reading fluency project last year Reading Lead to ensure these are being utilised and adhered to in all reading lessons. Potential for reading fluency project intervention to be run again with specific pupils	CT SRD/KR Sept 2024 Sept 2024 CT SRD/KR	For pupils to make accelerated progress and so that the % of pupils at ARE in reading increases. For pupils to achieve at least in line with national average in reading at the end of KS1 and KS2	
Teachers use the data they gather effectively to ensure progress for all pupils.	For gap analysis to take place following the collection and collation of data (AFL and formal assessment) Attend termly pupil progress meetings	CT	Once gaps in knowledge are identified and planned for pupils will make at least expected progress and the % at ARE will increase. Areas of development, success and challenge identified. Plans put in place to support and share initiatives that are working.	