



# **SCHOOL IMPROVEMENT PLAN 2023-2025**

**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%	61%	67%	72%
Phonics Check (Y1)	82%	76%	79%	82%
Multiplication Check (Y4) % (25/25)	42%	30%	36%	42%
Multiplication Check (Y4) Mean Average Score	19.8 (2023)	-		19.8 (2023)
<b>KS1 Assessments (Y2)</b>				
Reading	65%	59%	62%	65%
Writing	65%	53%	59%	65%
Maths	75%	72%	74%	75%
Combined	65%	-		65%
<b>KS2 Assessments (Y6)</b>				
Reading	73%	60%	67%	73%
Writing	73%	44%	59%	73%
Maths	71%	56%	64%	71%
SPaG	72	62%	67%	72%
Combined	65%	-		65%
<b>Attendance Group</b>				
Whole School	96%	91.4%	93.7%	96%
Boys	96%	89.5%	92.8%	96%
SEND Pupils	96%	90.4%	93.2%	96%
PP Pupils	96%	88%	92%	96%

<b>Target Focus</b>	<b>Yearly Target</b>	<b>Review Point 1 Autumn 2023 (Summer 2023)</b>	<b>Review Point 2 Spring 2024</b>	<b>Review Point 3 Summer 2024</b>
<b>Year 1</b>				
Reading	70%	66%	68%	70%
Writing	65%	59%	62%	65%
Maths	70%	64%	67%	70%
Combined	65%	-		65%
<b>Year 3</b>				
Reading	65%	54%	60%	65%
Writing	65%	52%	59%	65%
Maths	75%	71%	73%	75%
Combined	65%	-		65%
<b>Year 4</b>				
Reading	65%	50%	58%	65%
Writing	65%	21%	43%	65%
Maths	65%	50%	58%	65%
Combined	65%	-		65%
<b>Year 5</b>				
Reading	65%	54%	60%	65%
Writing	65%	31%	48%	65%
Maths	65%	62%	64%	65%
Combined	65%	-		65%

## School Improvement Plan Priorities 2023-2024

<b>SIP Priority 1:</b>	That high quality Early Years provision ensures that all pupils make expected progress and GLD is in line with Trust figures			
<b>Link to TIP Priorities:</b>	Teaching and learning			
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact</b> (Review Point, Review Point 2, Review Point 3)
Provision is of the highest quality	<p>Baselines completed in September 2023.</p> <p>Analysis of baseline to establish areas of weakness and strength.</p> <p>EYFS Team meetings</p> <p>Pupil Progress meetings to discuss pupils, provision and their next steps</p> <p>Trust meetings</p> <p><b>CPD</b> Slicc Bristol Standards</p>	<p>HW KG Sept 2023</p> <p>HW KG Sept/Oct 2023</p> <p>9<sup>th</sup> Nov 23</p>	<p>An understanding of pupils current attainment, areas of strength and development identified.</p> <p>Pupils have targeted support to ensure progress</p> <p>Sharing of knowledge, strategies and best practice ensure consistent approach and best possible outcomes.</p> <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"> <li>• Pupils, at, below and above ARE in Core subjects</li> <li>• Demographic data collected and analysed: <ul style="list-style-type: none"> <li>• PP</li> <li>• NPP</li> <li>• SEN</li> <li>• Not SEN</li> <li>• EAL</li> <li>• B</li> <li>• G</li> </ul> </li> </ul> <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>	<p>Oct 23 Dec 23 Feb 24 Apr 24 July 24</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>	
To support phonics learning at home with parent and pupil.	Parent Forum to discuss use of RWI in school and at home.	27 <sup>th</sup> Sept 2023	As a result, pupils make accelerated progress in reading – percentage of pupils meeting expected standard in reading at EYFS	
		Oct 17 <sup>th</sup> 2023		

	<p>ETFS to advertise and then deliver RWI sessions to parents (alongside pupils) so that learning can continue at home.</p> <p>Year 1 to to advertise and then deliver RWI sessions to parents (alongside pupils) so that learning can continue at home.</p>	<p>October 16th 2023</p>	<p>and end KS1 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 all children leave KS1 as competent and confident readers.</p>	

**SIP Priority 2:** For teaching to be at least good in all learning sessions so that all pupils make expected progress and, in some cases, accelerated progress.

For reading initiatives such as RWI, Accelerated Reader, RR to be fully embedded so that all pupils make expected progress and that end of statutory data is in line with national expectations.

**Link to TIP Priorities:** Teaching & Learning

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	Classroom Environment monitoring to be completed with expectations made clear to all.  Staff RWI session expectations made clear  Environment learning walk  Feedback given to individuals  Behaviour policy adhered to all by all which will allow for quality teaching and learning to take place.  Lesson walk thrus/learning walks and observations to take place.	SRD/CR Sept 2023  Teachers/SLT  W/c 2nd October  27 <sup>th</sup> September 2023  w/c 2 <sup>nd</sup> October and general points shared in staff meeting on 27 <sup>th</sup> September 2023  Parent forum 27 <sup>th</sup> Sept 2023  Assembly 25 <sup>th</sup> September 9 <sup>th</sup> October  27 <sup>th</sup> September	So that all classes have the necessary signage and learning aids in the classrooms.  Consistency across all year groups and key stages so pupils make a seamless transition between year groups and key stages  For teachers be able to focus on teaching and learning in the classroom.  Feedback and reflection time allowing teachers to discuss their teaching, what went well and specific learning points	



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)	CT	Once gaps in knowledge are identified and planned for pupils will make expected progress and	
	Attend half termly pupil progress meetings	9 <sup>th</sup> Nov 2023 and then half termly	Areas of development, success and challenge identified. Plans put in place to support and share initiatives that are working.	
For RWI program to become fully embedded into the reading curriculum	Conference staff on their confidence level around the delivery of RWI.	18 <sup>th</sup> Sept	Matching teachers and pupil so that each teacher's skills set is being utilised to the full.	
	Audit of staff skills to take place so that the right staff teach the right groups.	SR (RWI Lead) 25 <sup>th</sup> – 29 <sup>th</sup> Sept 2023		
	Training to be given to the relevant staff following audit	Following audit Oct 2023 Staff training to follow RWI Day on 16 <sup>th</sup> Nov		
	H/T and RWI Lead to attend RWI training – building an expert team, assessment, practice and coaching.	Nov 16 <sup>th</sup> 2023 SR/HOS		
	Audit of resources, resources, process and structure need to e	SR (RWI Lead) Oct 2023		

	consistent across the school.			
For the teaching team to focus on the attainment of key groups within their class/year group.	Use Insight assessment tool to assess groups and demographics.  Pupils grouped and learning is targeted to ensure progress.	W/c 16th Oct  Pupil progress meetings 9 <sup>th</sup> Nov		
For the different reading approaches to seamlessly converge and support and challenge pupils as they progress through their primary school education at Beechwood.	Identify the different reading schemes and their aims.  Establish who is using what, how and when.  Produce a document that demonstrates the progression in reading at Beechwood.		The school has an effective, consistent approach to the teaching of reading  Pupils are able to articulate comprehension answers based on the type of questions asked.	

<b>SIP Priority 3:</b>	<b>For whole school attendance to be in line with national at 96%.</b>			
<b>Link to TIP Priorities:</b>	<b>Attendance</b>			
<b>Focused Objective</b>	<b>Specific Actions for Implementation</b>	<b>Personnel/ Date</b>	<b>Intended Impact</b>	<b>Review Point Monitoring/Actual Impact</b> ( <a href="#">Review Point</a> , <a href="#">Review Point 2</a> , <a href="#">Review Point 3</a> )
For teachers to be aware of the attendance of their class pupils and bring the relevant data to Pupil Progress Meetings.	Obtain class data from Insight.Liaise with SR to ensure accuracy	CT Pupil progress meets 9 <sup>th</sup> Nov 23 Feb24 May 24	That teachers have a close link with their pupils and their attendance. That they begin to spot trends and they see that attendance is a whole school issue.	
All staff are aware and familiar with the school attendance policy	School attendance policy to be shared with parents (website, email) and staff at staff meeting.	SR HOS Staff meeting 11 <sup>th</sup> Oct 2023		
Class teachers to take a significant role in supporting the attendance of pupils in their class.	Attendance mentor (SR) to inform Class teachers when pupils are not in school and the reason why.  Class Teachers to take a lead in involving themselves in how they can assist to helping pupils be in school by contacting parents, checking in and being open to discussion.	Staff meeting 11 <sup>th</sup> Oct  Staff meeting 11 <sup>th</sup> Oct  Pupil Progress Meeting 9 <sup>th</sup> Nov	Greater trust and communication between Class teachers and parents so that pupils want to come to school and attendance rates increase.	
To lower the absence rate for all pupils.	For attendance mentor and SLT to work collaboratively to preempt	Oct 2023 - ongoing	More pupils in school and learning on a regular basis.  Persistent absenteeism to be reduced and below 15%.	

	<p>absence as much as possible.</p> <p>SHOS and SR to meet weekly to review attendance.</p> <p>Absence warnings/1<sup>st</sup>/2<sup>nd</sup> letters to be sent out accordingly.</p> <p>SR and HOS to meet with parents prior to any requested leave to be taken.</p> <p>FSA to liaise with SR, NT and HOS to support attendance of pupils with attendance below 90%.</p>			
<p>To ensure all policies and practices are being adhered to.</p>	<p>For HOS/attendance mentor to meet with Inclusion lead for the Trust on a half termly basis to discuss attendance, check procedures and ensure consistency.</p>	<p>Oct 23 Dec 23 Feb 24 April 24 June 24</p>		