

## Self-Evaluation Statement

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| <b>School name</b>         | Beaver Road Primary                       |
| <b>School type</b>         | Academy                                   |
| <b>Address</b>             | Beaver Road, Didsbury, Manchester M20 6SX |
| <b>Telephone</b>           | 0161 445 9337                             |
| <b>Email</b>               | admin@brps.net                            |
| <b>Website</b>             | www.beaverroad.org.uk/                    |
| <b>DFE No.</b>             | 140314                                    |
| <b>Ofsted URN</b>          | 131939                                    |
| <b>Number on roll</b>      | Nursery – Year 6: 710                     |
| <b>Headteacher</b>         | David How                                 |
| <b>LA</b>                  | Manchester                                |
| <b>Religious character</b> | N/A                                       |
| <b>Last inspection</b>     | September 2011                            |
| <b>Overall grading</b>     | Outstanding                               |

### Contextual details

Beaver Road Primary School is a large, multi-cultural school situated in the heart of Didsbury village. The school has 710 pupils on role from 3 to 11 years of age.

Since the previous inspection the School has continued to strengthen its leadership and teaching staff. The School has developed a Learning Challenge curriculum – an enhancement of the National Curriculum. The School converted to academy status in 2013, forming the Beaver Road Academy Trust.

The School is a National Support School and the Headteacher is a National Leader of Education. The Headteacher has been in post from October 2004

The School has a Deputy Headteacher and Assistant Headteachers for each of the four phases: EY; KS1; lower KS2 and upper KS2.

There are 93 staff. We pride ourselves on the quality of the staff we recruit and develop within our supportive and challenging environment. We have high expectations for all. Excellence and Enjoyment are our watchwords and underpin our practice.

Our children reach high levels of attainment from starting points that are broadly in-line with expectations.

Beaver Road has a very successful record of working with other schools, headteachers, groups of teachers and individual teachers in improving teaching and learning and pupil attainment and achievement. The School is a Board Member of the Manchester Teaching Schools Alliance.

Summary Evaluation

| Outcomes for pupils are outstanding because:  | The quality of teaching, learning and assessment are outstanding because:   | Personal Development, behavior and welfare of pupils are outstanding because:  | Effectiveness of Leadership and management are outstanding because:   |
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| <ul style="list-style-type: none"> <li>○ Throughout each year group and across the curriculum, including in English and Mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</li> <li>○ From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.</li> <li>○ Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.</li> <li>○ For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.</li> <li>○ The attainment of almost all groups of pupils is significantly above national averages.</li> </ul> | <ul style="list-style-type: none"> <li>○ Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</li> <li>○ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</li> <li>○ Teachers provide pupils with incisive feedback, in line with the School's Assessment Policy. The pupils use this feedback effectively.</li> <li>○ Parents are given guidance about how to support their child to improve.</li> <li>○ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</li> <li>○ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the School.</li> </ul> | <ul style="list-style-type: none"> <li>○ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their School.</li> <li>○ Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</li> <li>○ Pupils' impeccable conduct reflects the School's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</li> <li>○ For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</li> <li>○ Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</li> </ul> | <ul style="list-style-type: none"> <li>○ School Leaders and Governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.</li> <li>○ School Leaders and Governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</li> <li>○ School Leaders and Governors have a deep, accurate understanding of the School's effectiveness informed by the views of pupils, parents and staff. They use this to keep the School improving by focusing on the impact of their actions in key areas.</li> <li>○ School Leaders and Governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the School.</li> <li>○ Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the School's work. Safeguarding is effective.</li> </ul> |
| To remain outstanding we need to...   | To remain outstanding we need to...   | To remain outstanding we need to...  | To remain outstanding we need to...   |
| <ul style="list-style-type: none"> <li>○ Ensure we meet the new floor targets for all groups of pupils at the end of KS2</li> <li>○ Ensure a high % of pupils meet the expected standard by the end of KS1 and GLD by the end of EY.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Ensure a consistency of approach and give pupils opportunities to work at greater depth across subjects.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Monitor the effectiveness of our provision to ensure high quality personal development and welfare for all our pupils.</li> </ul>   | <ul style="list-style-type: none"> <li>○ We need to ensure that we are consistent in our use of self-evaluation and using the new Ofsted criteria to help us make judgements.</li> <li>○ Ensure any new staff and governors are fully aware of our standards, aims and ethos.</li> </ul>  |
| Overall effectiveness   |   |  |   |
| <p>We judge our School to be <b>Outstanding</b> because all four main judgments are outstanding and our pupils' SMSC development, including the promotion of British values is a key strength of our work, ensuring our School is an extremely effective and cohesive learning community.</p>   |   |  |   |

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| <b>OUTCOMES for PUPILS</b>   |   |
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| <b>Outcomes for pupils are outstanding because...</b>  | <b>To remain outstanding we need to...</b>  |
| <b>Progress</b>  |   |
| <ul style="list-style-type: none"> <li>○ All the evidence suggests that our pupils make outstanding, progress as they move through the School. Cohorts of children generally come into School broadly in line with national expectations and leave at the end of Year 6 being significantly above the national average. This has been consistent since the previous inspection.</li> <li>○ Every cohort in the School is tracked very carefully against the year group expectations and we are satisfied that each year more and more pupils are on track to meet these year group expectations. Our tracking system has been shifted to accommodate the National Curriculum outcomes for each year group.</li> <li>○ Eight strengths were identified in our dashboard, supporting our view of outstanding outcomes for pupils. There were no identified weaknesses in our 2015 dataset, which supports our overall view, although we are always meticulously analysing our own internal data at a year group, class, group and individual level.</li> <li>○ Progress through KS2 by the 2015 cohort as indicated by value added shows that the School's position is very strong, being significantly above the national average for the third consecutive year and in the 1% top percentile rank. This supports our view that outcomes are outstanding.</li> <li>○ In 2015 the progress indicator 'value added' put the School in the top 1% nationally for Mathematics with a VA of 103.4. In reading the VA was 101.6 and was significantly above national, being in the top 4% percentile rank. In writing the VA was 102.6 and showed a rapid improvement on the previous year. Again the percentile rank is the top 1% of schools nationally. All this shows that progress is both rapid and consistent across subjects and over time.</li> <li>○ The percentage making 2 levels of progress in 2015 in reading, writing and mathematics was above national, and the proportion of pupils exceeding expected progress were well above national at 77% for writing; 72% for maths and 49% for reading. This supports the view that progress through KS2 is outstanding.</li> <li>○ We are confident that the 2016 position will be positive as we have been tracking the progress of each pupil meticulously to ensure we will meet floor targets for the % of pupils meeting the expected standard in all subjects and have a high percentage of pupils working at greater depth in writing.</li> <li>○ The progress made by children in our EYFS from starting points continues to be outstanding.</li> </ul> | <ul style="list-style-type: none"> <li>○ Ensure that progress through KS2 continues to be strong and that we meet floor targets from 2016 onwards, with a high percentage of pupils working at greater depth in writing and attaining high marks in the scaled scores for SATs.</li> <li>○ Ensure progress through EY and KS1 continues to be strong with a high % of pupils from all groups meeting the expected standard by the end of KS1 and attaining GLD by the end of EY.</li> </ul> |
| <b>Standards</b>   |   |
| <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• We have a five year trend of attainment being significantly above national overall.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Ensure standards in Mathematics by</li> </ul>  |

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| <ul style="list-style-type: none"> <li>• Attainment in the separate subjects of maths, reading, writing and EGPS have been significantly above national for the previous three years, demonstrating consistently high level outcomes for pupils.</li> <li>• Our 2015 results show attainment was significantly above national in Mathematics from L4 to L6. Attainment was also consistently above or significantly above national from L3 to L5+ in reading and writing and significantly above national from L4 to L5 in EGPS. This demonstrates high levels of outcomes for all pupils across subjects.</li> <li>• We believe we are in a strong position to maintain high levels of attainment by the end of Key Stage 2 under the new assessment arrangements from 2016, shown by our tracking and book scrutinies.</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• The KS1 standards have been significantly above the national average for the past 5 years overall. Standards were significantly above national in reading in 2015 and for the previous two years and in writing in 2015 and 2013. Maths was above national in 2015 and 2014, having been significantly above national in 2013. This shows strong progress across the curriculum from starting points, although we are monitoring standards in maths.</li> <li>• In 2015 the percentages attaining L2A+ and L3 was significantly above national in reading showing strong progress from starting points.</li> <li>• In writing the percentages of pupils attaining L2C+ to L3+ were significantly above national, demonstrating high levels of attainment and strong progress from starting points.</li> <li>• In Mathematics the percentage of pupils attaining L2B+ was significantly above national, and was above national at L2A+ and L3+. This was not as strong as English, but demonstrates strong progress nevertheless.</li> </ul> <p><b>Year 1 Phonics Check</b></p> <ul style="list-style-type: none"> <li>• In 2015, the percentage of pupils meeting the expected standard was 78% and 1% above national. This maintained the three year trend of being above national, but did show a decline which is an area we are evaluating. Boys performed above national comparatives, but girls and disadvantaged pupils performed below national averages. This shows that we need to monitor the teaching of phonics and the attainment of groups of pupils.</li> </ul> | <p>the end of KS1 are strong under the new assessment arrangements, with a high % of pupils working at greater depth.</p> <ul style="list-style-type: none"> <li>○ Evaluate phonics in Y1 to ensure standards for all groups are high.</li> </ul> |
| <b>Groups</b>  |   |
| <ul style="list-style-type: none"> <li>○ In KS2 in 2015, our girls and our boys performed above, and often well above, the national average for all girls nationally in all tested subjects. This shows no gaps in attainment between genders.</li> <li>○ In 2015 in KS2 our 11 FSM pupils performed well above other FSM pupils nationally in writing, Mathematics and EGPS, and 0.1 below in reading showing we close the gap effectively.</li> <li>○ In 2015 in KS2 the pupils listed with SEN support performed above other SEN pupils nationally overall and above or at national in subjects separately, because of the high quality support and teaching for these pupils.</li> <li>○ In KS1 in 2015, the performance of our girls was above other girls nationally overall and in reading and writing; and matched other pupils nationally in Mathematics. The boys were also above boys</li> </ul>  | <ul style="list-style-type: none"> <li>○ Ensure that any attainment gap between FSM and other pupils closes at KS1.</li> <li>○ Ensure attainment in reading for FSM pupils at KS2 is high and comparable with other subjects.</li> </ul>          |

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nationally overall and in all subjects. This shows high quality outcomes for all pupils, but we need to monitor girls' attainment in Mathematics.

- In KS1 in 2015 the performance of our 10 FSM pupils matched that of other FSM pupils nationally overall and was just below in reading, just above in writing and just below in Mathematics. This shows that we need to ensure high outcomes for FSM pupils across subjects as the gap between our FSM and other pupils was slightly larger than that seen nationally for this cohort.

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| <b>THE QUALITY OF TEACHING, LEARNING and ASSESSMENT</b>  |   |
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| <b>Teaching, Learning and Assessment are outstanding because...</b>  | <b>To remain outstanding we need to...</b>  |
| <b>Teaching over time</b>  |   |
| <ul style="list-style-type: none"> <li>• Analysis of pupils' books tells us that teaching is having a very positive impact on the rapid short and long term progress being made by pupils. The quality of pupils' workbooks shows improvement over a short and long term and this has been the case over the previous years which gives us confidence in knowing that teaching is having a positive impact.</li> <li>• Greater knowledge of Year Group expectations, as set out in the new National Curriculum, has helped teachers appreciate what pupils need to be able to do before the end of each academic year.</li> <li>• Regular scrutiny of work, in a targeted way, has helped to raise staff awareness about the new expectations in relation to teaching judgements. This has really helped to focus staff attention on ensuring books are well presented and that pupils are able to talk about what they have done recently to improve their learning.</li> <li>• Because teachers plan together this sharing of ideas ensures that they use high, engaging, teaching strategies that result in pupils making rapid progress</li> <li>• The pupils benefit from specialist teaching of Sports, Music, Computing and Languages and this ensures the highest quality outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>○</li> </ul>   |
| <b>Teaching Standards</b>  |   |
| <ul style="list-style-type: none"> <li>• The teaching standards are being met by all staff. This is central to the School's consideration when assessing the quality of teaching and during performance management of staff.</li> <li>• For 2015-16, teacher's performance management targets are closely linked to The School Improvement Priorities.</li> </ul>  |   |
| <b>High Expectations</b>   |   |
| <ul style="list-style-type: none"> <li>• Adults' high expectations extend across all curriculum subjects as well as to behaviour and attitudes to learning. The latter contributes to the consistency of pupil behaviour across the school. All adults demonstrate and model very high expectations, both in lessons and around the school. They cultivate very effective relationships with pupils and this enables adults to meet their needs and therefore this enables rapid progress for all groups of pupils.</li> <li>• Teaching in School ensures that the impact is on learning, excellence and enjoyment for all. Teachers for each age group are confident with the national expectations for the Year/s Group/s they teach and that all objectives can link directly to Year Group expectations.</li> <li>• There is evidence that the teachers are moving towards the principle of 'teaching to the top' as</li> </ul>  | <ul style="list-style-type: none"> <li>○ Staff are developing a good understanding of the term 'mastery' and 'greater depth'. We need to ensure that we are interweaving deep learning opportunities on a regular basis in all subjects.</li> </ul> |

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| <p>outlined in the National Curriculum's recommendations, especially in Mathematics.</p> <ul style="list-style-type: none"> <li>• Teaching is highly focused on ensuring that all pupils develop a mastery of key ideas and concepts before moving on to new curriculum content at a sustained pace.</li> <li>• Teachers are very clear about what each pupil needs to do to improve.</li> <li>• This all impacts on high quality outcomes for pupils in all Year Groups and rapid progress.</li> </ul>  |   |
| <p><b>Subject Knowledge – relevant for the age group taught</b></p>  |   |
| <ul style="list-style-type: none"> <li>○ Effective and ongoing CPD at all levels has resulted in adults having effective subject knowledge across the curriculum. This enables adults to offer effective challenge, especially for the most able pupils.</li> <li>○ Teachers plan the curriculum together to ensure a consistent approach and also to share subject knowledge and best practice.</li> <li>○ The balance between practise and consolidation and providing opportunities for deep learning, especially for more able pupils, is most evident and providing a platform for developing scholastic excellence.</li> </ul>   | <ul style="list-style-type: none"> <li>○</li> </ul> |
| <p><b>Assessment – Development</b></p>   |   |
| <ul style="list-style-type: none"> <li>• Teachers always use very clear learning objectives and this enables pupils to understand what they are supposed to be learning. Work is then clearly assessed against these outcomes.</li> <li>• During lessons learners are encouraged to reflect and consider what they need to do next in order to improve. There are planned opportunities for learners to assess their own and other's work.</li> <li>• Pupils are developing an increasing responsibility for assessing their own progress and can relate this to their personal targets.</li> <li>• The teachers demonstrate sufficient subject knowledge to deliver the content, check understanding and to answer questions correctly.</li> <li>• Questioning provides a broad overview of pupils understanding and ensures they are all listening.</li> </ul> |   |
| <p><b>Assessment for Planning</b></p>  |   |
| <ul style="list-style-type: none"> <li>• Focused assessment ensures that pupil's progress is monitored closely and any underachievement is identified and acted upon quickly. The impact on progress in all year groups is evident and intervention strategies are in place to support underachievement.</li> <li>• Effective use is made of information about the prior learning of pupils and this leads to activities being pitched at the right level, leading to learners making excellent progress both in the short and long term.</li> <li>• Teachers are aware of the learners' prior learning and attainment and organise activities that take that into account.</li> <li>• The tasks have been organised well to take account of all abilities.</li> </ul>   | <ul style="list-style-type: none"> <li>○</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Pupils can evaluate their progress against the targets they have. They are able to make secure judgements in relation to how successful they are in meeting their targets.</li> </ul>   |   |
| <b>Feedback and Questioning</b>  |   |
| <ul style="list-style-type: none"> <li>• Adults effectively discuss pupils learning with them while they are working to make sure pupils produce their best work. Pupils respond to the comments teachers write after marking their books, so that they can improve the quality of their work further</li> <li>• Questioning is challenging resulting in pupils asking more questions themselves. This leads to progress being improved.</li> <li>• Teachers are aware of the level of questioning and use this to challenge children by posing range of hierarchical questions. As a result learners are much more aware of their own questioning skills and justify their responses.</li> <li>• Pupils are able to pose challenging questions for others either orally or written; showing an awareness of audience. They are able to build on the answers provided by others by asking appropriate and well considered questions which move their learning forward.</li> <li>• Very good information provided through oral and written feedback helps individuals to accelerate their progress. Written feedback provides very accurate information about the level the learners are working at and these are expressed in a user-friendly way through the feedback.</li> </ul> | <ul style="list-style-type: none"> <li>○ Ensure the marking system is consistent, coherent, and manageable and fully involves children and parents. Ensure children are responsive to marking.</li> <li>○ AHT for KS1 is completing a research project on Questions for her NPQSL. School is responding to the findings of her research.</li> </ul> |
| <b>Basic skills – English, Mathematics and being an active member of British Society</b>   |   |
| <ul style="list-style-type: none"> <li>• The breadth of the curriculum enables pupils to rapidly acquire basic skills and then to apply those skills in a wide range of contexts, developing attitudes and understanding that they will prepare them well for the next stages in their education.</li> <li>• The teaching of reading and Mathematics is highly effective.</li> <li>• Our Learning Challenge curriculum provides opportunities for pupils to practise and develop reading and writing skills, and use their mathematical knowledge in a range of subjects.</li> </ul>   | <ul style="list-style-type: none"> <li>○</li> </ul>   |
| <b>Motivation and Enthusiasm of Pupils</b>   |   |
| <ul style="list-style-type: none"> <li>○ Teachers involve pupils in lessons as often as possible. Pupils often have time to reflect on their learning which deepens their understanding and grasp of difficult concepts.</li> <li>○ Pupils' learning behaviour demonstrate how well motivated they are in lessons.</li> <li>○ Pupils often demonstrate autonomy in lessons and their enthusiasm has a marked impact on their progress across the curriculum.</li> <li>○ They show that they are confident enough to plan clear steps to take to improve their learning and can plan longer activities, breaking them into a manageable number of steps.</li> <li>○ Pupils make constructive judgements about someone else's work and can set targets for completing tasks and work to them.</li> </ul>   | <ul style="list-style-type: none"> <li>○ We need to ensure that all our learners sustain a thirst for knowledge and a love of learning.</li> </ul>  |
| <b>Engagement with Parents</b>   |   |
| <ul style="list-style-type: none"> <li>○ Parents and carers rightly believe this School to be an Outstanding School. They are welcomed into</li> </ul>   | <ul style="list-style-type: none"> <li>○ We need to maintain existing good</li> </ul>   |

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the School, and feel well informed about how well their children are learning and developing. The School involves parents and carers as partners in learning from the very moment their child joins the School, and helps maintain their confidence in the School by providing them with regular and accurate information.

- There is near 100% at Parent consultation evenings. There is high attendance at our Showcase events.
- Parent's concerns are treated seriously and dealt with sensitively in order to resolve any issues. Meetings are held with appropriate staff, including the Headteacher and Deputy Headteacher, until the matter is dealt with to everyone's satisfaction.
- Parents are made aware of the sex education policy and have the opportunity to comment on the way in which sex education is taught by the school.
- There is a very effective Parent Teacher Associations that organizes fundraising and community focused events. The PTA allocates funds for the Schools Council to spend on School Improvements.
- There is a well managed and well resourced that is used frequently by parents and parents seeking information about our School.

practice and to look for new ways of further engaging parents.

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| PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE  |   |
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| Personal Development, Behaviour and Welfare are outstanding because...   | To remain outstanding we need to...   |
| <b>Attitudes</b>   |   |
| <ul style="list-style-type: none"> <li>○ Outstanding behaviour and attitudes contribute to the learning environment and positive School ethos. Pupils' learning behaviours have a marked positive impact on their engagement and often rapid progress in all subjects.</li> <li>○ All staff throughout the School demonstrate courtesy and respect in all aspects of their work. Pupils greatly value this and reflect it in their own behaviour. Pupils have excellent attitudes to their learning. They discuss their work maturely, starting from a young age, and play with consideration for each other.</li> <li>○ The way the pupils interact in and out of class and the high regard the community has for the pupils is a positive reflection of their outstanding behaviour.</li> <li>○ There have been no exclusions because of the high standards of behaviour throughout the School.</li> <li>○ Beaver Road is a healthy and active School. We believe that sport gives our children the necessary attributes to succeed by developing their resilience, determination and quest for a healthy lifestyle.</li> <li>○ The pupils at Beaver Road participate in two hours of Physical Education a week, including an indoor session (dance/gymnastics) taught by their class teacher and an outdoor session (games/leadership) led by our sports coach Mr. Knowles, who is partly funded by the PE and Sports Grant introduced in 2013. Mr. Knowles is currently undertaking an OU course to qualify as a teacher.</li> </ul> | <ul style="list-style-type: none"> <li>○</li> </ul>   |
| <b>Behaviour Management</b>  |   |
| <ul style="list-style-type: none"> <li>○ Consistency of approach and very high levels of pupil engagement and motivation meant that incidences of poor behaviour are extremely rare throughout the School. Any serious incidences are reported in line with School policy.</li> <li>○ Our children are consistently respectful to teachers, teaching assistants, support staff and visitors.</li> <li>○ Pupils, parents, carers and staff understand the systems in place to manage behaviour. They believe them to be fair and skillfully implemented. Occasional reminders are all that is required to remind pupils to sustain their best efforts in lessons, and play safely during break times.</li> <li>○ There is good order when they move around the School, for example, opening doors for adults and each other. In addition coming in and out of the hall for assemblies and PE is done in a calm and ordered way.</li> <li>○ During lunch times they respond well to the routines and procedures that have been adopted for their own safety. At lunchtime pupils follow well organised routines which have been established over time.</li> <li>○ Visitors to the School, including Governors and overseas visitors, also comment favourably about</li> </ul>  | <ul style="list-style-type: none"> <li>○ We ensure that CPD for all staff, in meeting challenging behaviours, is organised when and where appropriate.</li> </ul> |

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| <p>standards of behaviour. In addition, whenever the children go on visits there are positive comments made by members of the public about their behaviour.</p>   |   |
| <b>Bullying</b>   |   |
| <ul style="list-style-type: none"> <li>○ Instances of bullying are very rare. There is no evidence of prejudice-based bullying in School because of the impact of the school ethos and the respect the pupils show for each other.</li> <li>○ Children are regularly reminded of their responsibilities to themselves and others in matter relating to bullying. The Headteacher and Deputy Headteacher adopt a strong line of zero tolerance for persistent bullying.</li> </ul>   | <ul style="list-style-type: none"> <li>○ All staff remain vigilant at all times and are made aware of their own responsibilities and responsibilities of the School Leaders with regards to bullying.</li> </ul>  |
| <b>Safety</b>   |   |
| <ul style="list-style-type: none"> <li>○ All pupils feel safe in this School. Pupils are taught about areas such as internet safety (E-Cadets established), road safety and dealing with people they do not know. They know how to keep themselves safe, and show concern for the safety and well-being of others.</li> <li>○ The extent to which pupils, especially those identified by the School as vulnerable, know and understand factors that impact on their physical, mental and emotional health and safety demonstrates the impact of the School's work in this area.</li> <li>○ The School is aware of the different groups in School and has well set out procedures to ensure each group is well cared for and has as much support as needed to stay safe and healthy. Provision includes PSHE lessons, parental support groups, excellent links with the School Nurse and other health professions, nurture groups for children who need help at playtimes and social interaction groups.</li> <li>○ We are confident that children, age related, would be able to point out any potential hazard within the School grounds and also in their immediate environment. In addition, they would know how to behave appropriately in different areas.</li> <li>○ Children know what to do if they feel at risk from others because of the way the School provides visible information and offers guidance to them.</li> <li>○ Children know what to do themselves if there is a fire because regular fire drills are held and reviewed with children.</li> <li>○ 7am – 7pm Site supervisors are now on site.</li> <li>○ The school has implemented a new electronic system for entry in to and exit from the premises.</li> </ul> | <ul style="list-style-type: none"> <li>○ Continued to enhance safety of the school to its boundary via electronic gates for visitors and delivery.</li> <li>○ High level safeguarding training for School Leaders</li> <li>○ Increasing safety awareness and preparedness for all staff through Safety and Security CPD.</li> </ul> |
| <b>Attendance and Punctuality</b>   |   |
| <ul style="list-style-type: none"> <li>○ The attendance of pupils is well above that seen nationally in all other schools and matches the median trendline for the School's FSM levels. This is because pupils enjoy School and understand its value in preparing them for future learning and success. It also demonstrates the commitment</li> </ul>  | <ul style="list-style-type: none"> <li>○ As an Outstanding School we need to maintain an excellent attendance record. School attendance is</li> </ul>   |

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| <p>that parents and carers have that their children should take full advantage of the excellent opportunities that the School offers for success in learning and life.</p> <ul style="list-style-type: none"><li>○ Annual end-of-year reports evaluate individual pupils' attendance.</li><li>○ Absence or persistent absence rates for all pupils is low in relation to national figures.</li><li>○ Whole School attendance to be 97% or above</li></ul> | <p>monitored on a daily, weekly and half-termly basis.</p> |
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## Beaver Road Primary School

| EFFECTIVENESS of LEADERSHIP AND MANAGEMENT   |  |
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| Effectiveness of Leadership and Management is outstanding because...   | To remain outstanding we need to...  |
| <b>Vision and Ambition – A culture of High Expectation</b>   |  |
| <ul style="list-style-type: none"> <li>○ The SLT are ambitious and set challenging targets for all staff and pupils to ensure that the teaching and learning in School on a day-by-day basis is at least good.</li> <li>○ Leaders at all levels, and staff throughout the School, have an unwavering commitment to the success of the School. All leaders demonstrate and articulate very high expectations for the success of all pupils in the School. As a result, pupils achieve at the highest levels and make rapid progress throughout the School. Teaching is often outstanding and never less than good.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Ensure any new staff and Governors are fully aware of our standards, aims and ethos.</li> </ul>   |
| <b>Self Evaluation</b>   |  |
| <ul style="list-style-type: none"> <li>○ The link between the School's self-evaluation and its School Improvement Priorities is outstanding. The School's Leadership Team deals very well with the information it has with regard to children's attainment and achievement.</li> <li>○ Rigorous monitoring, especially related to pupils' outcomes on both a long and short term, has resulted in improved teaching, learning and assessment being used effectively to provide appropriate learning for all.</li> <li>○ The School uses its role in supporting other schools and training teachers to continually consider ways in which it can do even better.</li> <li>○ Staff throughout the School benefit from the high-quality professional development that results from opportunities to develop experienced teachers and those new to the profession.</li> <li>○ Leaders are able to evaluate their own School more effectively because they ensure that their own practice enables them to bring about real improvements in the Schools they are helping.</li> </ul> | <ul style="list-style-type: none"> <li>○ We need to ensure that we are consistent in our use of self-evaluation and using the new Ofsted criteria to help us make judgements.</li> </ul> |
| <b>Impact on Teaching, Learning and Assessment</b>   |  |
| <ul style="list-style-type: none"> <li>• Beaver Road is an Outstanding School because of the quality of the teaching that goes on day-in, day-out in classrooms. Over several years of innovation, we have developed an approach to Teaching and Learning that we believe secures the best possible learning environment for children to flourish. Every year we publish for all staff a Teaching and Learning booklet. This booklet encapsulates all that we believe is fundamental to secure the very best education for every child.</li> <li>• Planning, teaching and learning are monitored and evaluated robustly. There is scrutiny of pupils' work, data analysis, pupil discussion and lesson observations with feedback given to staff and as a result teaching and learning are becoming increasingly well managed however we are aware that there is variation in the School. The SLT have a key practical role in moving these standards upwards through the monitoring, coaching and mentoring. The SLT have a very positive impact on the school.</li> </ul>    | <ul style="list-style-type: none"> <li>○ We need to ensure that the level of challenge is right for more able pupils, taking full account of the issues of deep learning.</li> </ul>     |

## Beaver Road Primary School

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| <ul style="list-style-type: none"> <li>• The SLT are proactive in monitoring the effectiveness of teaching and learning.</li> <li>• The SLT ensure that resources to support learning and progress are given high priority.</li> <li>• TAs are effectively trained to ensure they understand their role in raising standards and supporting pupil's progress.</li> <li>• The SLT plan training to ensure all staff are able to implement new strategies. These are then carefully monitored to ensure they are impacting on learning and progress.</li> <li>• School systems for the assessment of pupils' learning, planning for their individual needs, and checking that the School is improving, are rigorous and accurate.</li> <li>• School Leaders use their detailed information of each pupil and hold regular meetings about the progress pupils are making, to identify any underachievement early and adjust teaching to ensure the very best progress. The progress that pupils make, and how the School can accelerate this, is central to the work of the School.</li> <li>• Teachers' targets for improvement are specifically linked to improvements in pupils' progress.</li> <li>• The progress of children in EY is outstanding and effective teaching and learning contributes to the progress made from their starting points.</li> <li>• The SLT has a very accurate view of children's backgrounds and knows how best to meet the needs of the groups of children in its care. There are strong links made between the School's analysis of data and the expectations of individual staff.</li> </ul> |   |
| <b>Governance</b>   |   |
| <ul style="list-style-type: none"> <li>• Governors are highly effective in providing both challenge and support for School Leaders</li> <li>• Financial management is of the highest standard.</li> <li>• Governors' accurate knowledge of strengths and weaknesses in the quality of teaching is based on first hand visits to the School, comprehensive and clear information provided by the Headteacher and an integral involvement with the School Improvement Priorities.</li> <li>• Governors monitor the expenditure of pupil premium funding effectively to ensure its impact on pupils' progress. Governors scrutinise assessment data, and confirm the impact of all additional support provided for pupils to secure the very best progress for these pupils.</li> <li>• They ensure that performance management and staff progression are linked to the impact of teaching on pupils' progress.</li> </ul>   | <ul style="list-style-type: none"> <li>○ Ensure Governors can offer challenge and support when analysing data, the new statutory assessment results and internal tracking data produced by the School.</li> </ul> |
| <b>Curricular impact, including SMSCD</b>   |   |
| <ul style="list-style-type: none"> <li>• As an Academy school, Beaver Road is not required to follow the National Curriculum. However the School Senior Leadership Team have decided to incorporate the new National Curriculum in to the Beaver Road school curriculum.</li> <li>• We have adopted the Learning Challenge approach developed by Focus Education and used by many very successful schools.</li> <li>• The Learning Challenge concept is built around the principle of greater pupil involvement in their</li> </ul>   | <ul style="list-style-type: none"> <li>○ Evaluate and monitor the curriculum, especially in Years 2 and 6, to ensure consistency of approach and breadth and balance.</li> </ul>                                  |

## Beaver Road Primary School

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| <p>work, resulting in a meaningful and relevant curriculum that promotes high standards.</p> <ul style="list-style-type: none"><li>• The curriculum is broad and balanced and meets all the National Curriculum requirements. The pupils' SMSC development is a strength of our School.</li><li>• The principles of British values are inherent in all we do. We give a great deal of attention to aspects of fairness and tolerance, especially of the views of others.</li><li>• At Beaver Road we actively seek for links to local sports clubs. Pupils with special talents are encouraged to attend these clubs by Mr. Knowles the sports coach. We currently have links with Manchester City FC, Didsbury Juniors FC, Northern Tennis/Squash Club, Didsbury Cricket Club, Toc H Rugby Club, Sale Harriers, Messing About On The Mersey and Parrswood High School.</li></ul>   |   |
| <b>Safeguarding</b>   |   |
| <ul style="list-style-type: none"><li>• The School meets all statutory requirements. Governors are fully involved in ensuring we fulfil all requirements and review the effectiveness of policies.</li><li>• There is a clear up-to-date safeguarding policy, which is followed by staff. Concerns are dealt with and the outcomes recorded. Children and parents are confident that when they report their concerns to staff, action is taken.</li><li>• The School uses Ofsted guidance to ensure it is doing everything it should to ensure children are safe from harm. Our Governors play an active role in aiding this process and we believe that all regulations and procedures have been adhered to. The central register is thorough and complete and updated regularly.</li><li>• Senior Staff are trained in safe recruitment.</li><li>• The School provides clear, accurate information to pupils on how to keep themselves safe as part of PSHE and in practice when undertaking visits, using ICT or engaging in other activities.</li></ul> | <ul style="list-style-type: none"><li>○ We need to ensure Governors and all staff are aware of new procedures and are fully trained in safeguarding procedures.</li></ul> |

## Beaver Road Primary School

### EARLY YEARS PROVISION

#### The effectiveness of the Early Years provision is outstanding because:

#### To remain outstanding we need to:

#### Progress

- Our early assessments on entry show generally most pupils are attaining at or above expected level for their age.
- From starting points, most children in early years make good progress. The percentage of children achieving a good level of development in 2015 was 71.9% in 2015 which was 5.8% above national showing strong progress from starting points.
- At the end of Reception we aim for all children other than those with cognitive developmental delay to attain a Good Level of Development.

- Maintain the high level of GLD to compare favorably with national.

#### Groups

- Assessment of pupils is ongoing and consistent. We constantly track the progress of all our children against key statements of the Prime and Specific areas of learning.
- In addition, the learning journals aid our analysis of the progress being made. Parents contribute to the learning journals and this supports our parental partnership work.
- Pupil groupings remain fluid and are reviewed and adapted where required.
- The class teacher identifies groups of children in danger of not achieving the ELG and has designed a programme of study to support and facilitate pupil progress.
- Early Years staff hold regular meetings to look at the provision offered and to discuss pupil progress.

- Increase quality adult interactions so as to challenge higher ability pupils even further.

#### Curriculum and Environment

- At Beaver Road we encourage children to become independent and curious learners and our environment is structured to reflect children's varying interests and individual learning styles. We are also very fortunate to have access to a fantastic outdoor classroom. We place equal importance on the indoor and outdoor learning environments.
- Our children benefit from rich, varied and imaginative experiences that meet their needs exceedingly well. As each new experience is introduced, the teachers model, alongside other adults, the language, play and learning they expect.
- This is so that expectations are as high when the children are accessing continuous provision and teaching groups with the TAs. Each area of continuous provision has guidance for all adults in terms of questions and vocabulary that will challenge each ability level.

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## Beaver Road Primary School

### Teaching

- Lesson observations show that teaching is never judged less than good and often outstanding.
- There is a sharing of best practice and consistency of approach across the setting.

### Assessment

- Learning opportunities are well planned and based on accurate assessments and observations carried out by all our staff.
- On-going formative assessment is at the heart of our practice. We observe children, which allows staff to plan experiences and learning opportunities through a highly structured environment in order to deepen children's understanding and drive their learning forward to the next stage.

### Learning

- Within each classroom the children have access to nine areas: Role Play, Writing, Reading, Sand, Creative, Construction, Numeracy, ICT and Continuous Snack. In each area there are activities for the children to complete in order to consolidate and extend prior learning.
- The relationships between staff and pupils and pupil to pupil is strong. There is both a real warmth and buzz to our Early Years setting.
- Children are encouraged to develop their learning through adult directed activities and independent learning opportunities.
- Activities are challenging and stimulating and there a variety of opportunities for learning evident within the setting.

### Behaviour

- A number of our children come from homes where boundaries and routines are inconsistent. We are extremely successful in quickly fostering high levels of self-control, co-operation and respect so that the unit is harmonious and incidents of inappropriate behaviour are rare.
- We use the outdoor classroom well to allow the children to make safe choices with support e.g. how to lift, carry and build with large objects.

### Safety

- Our child protection procedures are robust and rigorously followed so that children thrive in our EY setting. We work with other professionals to keep them safe.
- All adults working in the Early Years area are rigorously scrutinised through DBS checks.
- All medicines that we handle are done within the guidance set out by the DFE and our own LA.
- All aspects related to e-safety are carefully monitored and adjustments are also made to support e-safety in general.
- Children are only released to nominated adults at the end of the School day.

## Beaver Road Primary School

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| <ul style="list-style-type: none"><li>○ All gates leading to the Early Years site are carefully checked on a daily basis.</li></ul>  |  |
| <b>Parents and Carers</b>  |  |
| <ul style="list-style-type: none"><li>○ We understand that for most of our families, informal communication is the most effective.</li><li>○ In EYFS the staff are organised so they are available at the beginning of each morning and the end of the school day to meet with parents and carers.</li></ul> | <ul style="list-style-type: none"><li>○ Further develop our systems and procedures to work with parents, especially those who are hard to reach and reluctant to engage with School.</li></ul> |