

Beaver Road Primary School

School Improvement Priorities

September 2015 to August 2016

Beaver Road Primary School

Governors' Statement

At Beaver Road

There are no invisible children.

All engage

Many will shine

Some may reach the stars

As a Child at Beaver Road

I have a chance to dream and my dreams are fostered.

I have many chances to showcase my talents.

I am encouraged to understand my emotions and manage them.

I am encouraged to develop my social skills and how to use them.

I experience the joy of discovering nature.

I experience the joys and wonders of Manchester and the surrounding region.

I am a school, local, national and world citizen.

I have the right to be respected. I have a duty to respect others.

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The Context for the School Improvement Priorities

The Governors' Statement provides the backdrop for School improvement.

The 5 key outcomes of 'Every Child Matters' remain at the core of what we do at Beaver Road Primary School.

The 2011 Education Act states that OFSTED inspections will focus on:

- Achievement of all pupils
- Quality of Teaching
- Quality of Leadership and Management
- Behaviour and Safety of children

The School Improvement Priorities document is intended to be a short working document giving direction rather than creating prescription.

It is intended to identify the key priorities for action and improvement.

Progress on the actions and their impact are monitored, evaluated and reviewed by:

- School Leadership Team working collaboratively with School staff
- Governing Body Standards and Curriculum Committee

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The 5 key outcomes of Every Child Matters are:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Achieving economic well-being

The Aims of ECM are summarised in this table:

| <i>Be healthy</i> | <i>Stay safe</i> | <i>Enjoy and achieve</i> | <i>Make a positive contribution</i> | <i>Achieve economic well-being</i> |
|--|---|--|--|---|
| <p><i>To be physically healthy</i> <i>To be mentally and emotionally healthy</i> <i>To be sexually healthy</i> <i>To enjoy healthy lifestyles</i> <i>To choose not to take illegal drugs</i></p> | <p><i>To be safe from maltreatment, neglect, violence and sexual exploitation</i> <i>To be safe from accidental injury and death</i> <i>To be safe from bullying and discrimination</i> <i>To be safe from crime and anti-social behaviour in and out of school</i> <i>To have security, stability and be cared for</i></p> | <p><i>To be ready for school</i> <i>To attend and enjoy school</i> <i>To achieve stretching national educational standards at primary school</i> <i>To achieve personal and social development and enjoy recreation</i></p> | <p><i>To engage in decision-making and support the community and environment</i> <i>To engage in law-abiding and positive behaviour in and out of school</i> <i>To develop positive relationships and choose not to bully and discriminate</i> <i>To develop self-confidence and successfully deal with significant life changes and challenges</i> <i>To develop enterprising behaviour</i></p> | <p><i>To engage in further education, employment or training on leaving school</i> <i>To be ready for employment</i> <i>To live in decent homes and sustainable communities</i> <i>To have access to transport and material goods</i> <i>To live in households free from low income</i></p> |

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The Strategic Statement and Every Child Matters

| | | | | |
|---|--|--|---|---|
| <p>All engage Many will shine Some may reach the stars</p> <p>I have many chances to showcase my talents.</p> | <p>I am encouraged to understand my emotions and manage them.</p> | <p>I have a chance to dream and my dreams are fostered.</p> <p>I am a school, local, national and world citizen.</p> <p>I have the right to be respected. I have a duty to respect others.</p> | <p>There are no invisible children</p> <p>I am encouraged to develop my social skills and how to use them.</p> <p>I experience the joys and wonders of Manchester and the surrounding region.</p> | <p>I experience the joy of discovering nature.</p> |
| <p><i>Enjoy and achieve</i></p> | <p><i>Be healthy Stay safe Make a positive contribution Achieve economic well-being</i></p> | <p><i>Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being</i></p> | <p><i>Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being</i></p> | <p><i>Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being</i></p> |

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Promoting the 5 key outcomes of Every Child Matters

The 5 key outcomes of 'Every Child Matters' are at the heart of work at Beaver Road Primary School.

Below are the strategies we have used over the past four years in promoting these outcomes.

| <i>Be healthy</i> | <i>Stay safe</i> | <i>Enjoy and achieve</i> | <i>Make a positive contribution</i> | <i>Achieve economic well-being</i> |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • Timetabled PE and Games each week • Dedicated Sports Coach • Outdoor Education initiatives • PSHCE programme • Sex education • Drugs education • Health education • Inter school and intra school competitions | <ul style="list-style-type: none"> • Statutory and appropriate safeguarding policies • Safeguarding and Child Protection procedures • Risk assessments • Use of relevant class and school rules • Strong positive relationships between staff and pupils • Safety Initiatives e.g. fire safety, water safety | <ul style="list-style-type: none"> • A stimulating, engaging, challenging and inclusive curriculum. • Collaborative Learning (Kagan Structures) • Music for All • Personalised Assessment for Learning • Pupil Progress tracking • Excellence & Enjoyment • Challenging targets • Promoting attendance • Extensive programme of first hand learning opportunities and educational visits. • Learning Challenge curriculum | <ul style="list-style-type: none"> • Excellence and Enjoyment • Appropriate policies • PSHCE programme • School Council • Charity work • Promoting Citizenship • Promoting multi cultural education • Links with local places of worship • International links • Kagan Structures • Environmental garden and gardening | <ul style="list-style-type: none"> • School Council • Team work opportunities • Curricular opportunities to research and make presentations • Music tuition • Website • Charity work • Fundraising • Sports Clubs • Breakfast Club • After School Club • After School and lunchtime activities |

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Self-Evaluation Statement January 2015

| | |
|----------------------------|---|
| School name | Beaver Road Primary School |
| School type | Academy |
| Address | Beaver Rd, Didsbury, Manchester M20 6SX |
| Telephone | 0161 445 7644 |
| Email | admin@beaverroad-pri.manchester.sch.uk head@beaverroad-pri.manchester.sch.uk |
| Website | www.beaverroad.org |
| DFE No. | 352/2017 |
| Ofsted URN | 140314 |
| Number on roll | Reception – Year 6: 712 |
| Headteacher | David How |
| LA | Previously Manchester. 1 November 2013 School converted to Academy. |
| Religious character | n/a |
| Last inspection | As a Primary School (September 2011) |
| Overall grading | Outstanding |

| | |
|---|---|
| Contextual details <p>This is a very large primary School, with nursery provision, in a suburban area of a large city. Just over half the pupils are White British, with the remainder coming from a wide variety of minority-ethnic backgrounds. About a quarter of pupils speak English as an additional language, a high proportion. The proportion of pupils who are known to be eligible for free school meals is a little below average and is falling. The proportion of pupils who have special educational needs and/or disabilities is below average. In September 2014 the School expanded its School Nursery intake to 90.</p> | Attainment on Entry <p>As measured by Early Learning Goals (Manchester Integrated Data Set 2014):</p> <ul style="list-style-type: none">• Pupils are significantly above both local authority and national averages in Literacy and Mathematics.• Pupils are significantly above local authority and above national averages in Communication and Language, Understanding the World and Expressive Arts.• Pupils are above local authority and broadly in line with national averages in Physical Development. |
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Summary Evaluation

| The achievement of pupils is outstanding because.... | The quality of teaching is outstanding because..... | Behaviour and safety of pupils are outstanding because.. | Leadership and management are outstanding because.. |
|---|--|---|--|
| <ul style="list-style-type: none"> o The learning, quality of work and progress of groups of pupils, (EAL, Pupil Premium) particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well. o Standards at the end of KS2 have been significantly above the national average for the past 5 years. o Standards in maths in KS2 have been significantly above average for 5 years. o Standards in both reading and writing in KS2 have been significantly above average for 2 of the past 3 years and standards in the SPAG test were significantly above average in 2013. o KS1 standards have been significantly above for 3 of the past 5 years. o Progress through KS2 as measured by value added data has been significantly above average for the past 3 years. This now puts the School in the top 5% nationally in terms of progress made in KS2 o The percentage of pupils making 2 or more levels of progress was above average for reading, writing and maths. | <ul style="list-style-type: none"> o Almost all teaching is good with a majority being outstanding. o The very high quality of teaching is a great strength of the school and it makes an excellent contribution to standards of achievement and pupils' progress. o The teaching of reading, writing, communication and mathematics is very effective. o Teaching promotes resilience, confidence and independence in pupils. o Teachers use observation, conversation and questioning well during lessons to monitor evaluate and review their teaching and learning strategies to ensure that the meet well the needs of individuals and groups. o Teachers effectively plan the curriculum to build on what has gone on before and finding out what the children already know. o Excellent intervention and support ensures that pupils with special needs make outstanding progress in lessons. o Teachers' levels of expertise are very good enabling them to be flexible in lessons and move away from the plan if the needs justify. | <ul style="list-style-type: none"> o The overwhelming majority of all pupils' behaviour is outstanding and it is a great strength of the school that makes an excellent contribution to the excellent ethos for learning. o Pupils' attitudes towards learning and the high standards of their behaviour in lessons is an outstanding factor in their successful learning. o Pupils' behaviour and attitudes towards others are outstanding. They treat each other well at all times. o Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. o The school is a harmonious, community where people from different faiths and social backgrounds get on well together, care for one and other and learn well to respect differences. o Bullying is not tolerated and on any very rare occasions it happens, quick and effective action is taken by the staff to deal with it. o All groups of pupils feel safe at school and understand what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. | <ul style="list-style-type: none"> o The Headteacher supported by a very effective Deputy Head successfully provide the School with strong and effective leadership based on a clear vision for the future. o The high quality leadership ensures that children behave well and that they are safe in School. o Challenging targets are set each year for pupils' attainment and progress and in all areas of the School's work; these are carefully monitored and used as important means of judging the school's success. o The Headteacher, Governors and SLT have a secure overview of the School strengths and areas for development, based on a very effective strategy for self-evaluation. o Financial planning and financial management are efficient and great care is taken to use all resources efficiently, effectively and economically to raise standards and improve progress. o The School's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well. |
| 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"> o Focus on improving achievement in EYFS. o Improve value added outcomes for reading. o Ensure that pupils entitled to FSM in KS1 attain closer to our non FSM pupils. | <ul style="list-style-type: none"> o Further improve the quality of teacher questioning so that all classrooms have an ethos where pupils are the ones asking most questions. | <ul style="list-style-type: none"> o Ensure that pupils with the potential to be disruptive are carefully managed so they participate fully in lessons. | <ul style="list-style-type: none"> o Improve the leadership and management of middle leaders. |
| Overall effectiveness | | | |
| <p>This is a very effective School which uses all its resources efficiently, effectively and economically to provide an outstanding education for all its pupils. Standards have been high for some time and all the indicators tell us that pupils achieve very well and make outstanding progress.</p> | | | |

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| ACHIEVEMENT | |
|--|--|
| Achievement is outstanding because... | To remain outstanding we need to... |
| Standards | |
| <p>Key Stage 2</p> <p>Attainment</p> <ul style="list-style-type: none"> • The overall average points score in 2014 was 30.5 which was significantly above the national average by 1.8. Overall results have improved slightly by 0.1 since 2013. Results have been significantly above the national average for the past 5 years. • The maths average points score in 2014 was 30.8 and was significantly above the national average by 1.8. Maths results fell by 0.3 in comparison with the 2013 position. Results have been significantly above the national average for the past 5 years. • The Reading average points score in 2014 was 30.5 which was significantly above the national average by 1.5. This shows a 0.7 improvement in comparison with 2013. The results have been significantly above for 3 of the past 4 years. • The Writing average points score in 2014 was 30.0 which was significantly above the national average by 2.1. This shows an improvement of 0.4 in comparison with the 2013 position. Results have been significantly above average for 3 of the past 4 years. • The English grammar, punctuation and spelling (SPAG) average points score in 2014 was 30.7 and was significantly above the national average by 2.1. Results have fallen by 0.3 compared with 2013. • The percentage attaining L4+ was significantly above average for reading and SPAG and above average for maths and for writing. • The percentage attaining L5+ was significantly above average for reading; writing, maths and for SPAG. <p>Groups</p> <ul style="list-style-type: none"> • The performance of the boys was above the girls for the combined maths, reading and writing by 0.5 and well above boys nationally by 2.3. Girls were above girls nationally by 1.4. • The performance of the our 15 FSM pupils was well below our non FSM pupils for the combined maths, reading and writing by 6.5 and well below other FSM pupils nationally by 2.1. • The performance of the our 21 EAL pupils was well below our non EAL pupils for the combined maths, reading and writing by 3.4 and below other EAL pupils nationally by 0.4. • The performance of the our 6 SEN (SA and SA+) pupils was below our non SEN pupils for the combined maths, reading and writing by 8.7 and well below other SEN pupils nationally by 2.2. <p>Progress</p> | <ul style="list-style-type: none"> • Monitor attainment and progress of FSM and EAL pupils. SLT to rigorously tracking progress to ensure that standards are raised to at least the national expectation. • Monitor attainment and progress half-termly of FSM and EAL pupils. AHT for Key Stage 1 to arrange interventions to best match the needs of Key Stage 1 pupils – additional part time teacher added to the team. • The new subject leader for mathematics appointed Sept 2014 is exploring new approaches to mathematics in EYFS (Singapore Maths) |

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- Value added information suggests that progress between KS1 and KS2 was significantly above the average overall and significantly above average for maths, writing and for reading.
- The percentage of pupils making 2 levels progress was above average for reading by 7% above for maths by 5% and above average for writing by 2%.

Key Stage 1

- The overall points scores for 2014 (2014/15 Year 3) was 16.6 which was significantly above the national average by 0.7. The results have fallen by 0.4 compared with the 2013 results. The results have been significantly above the national average for 4 of the past 5 years.
- The reading points scores for 2014 (2014/15 Year 3) was 17.3 which was significantly above the national average by 0.8. The results have fallen by 0.5 in comparison with 2013. Results have been significantly above average for 3 of the past 5 years.
- The writing points scores for 2014 (2014/15 Year 3) was 15.8 which was above the national average by 0.7. The results have improved slightly by 0.1 compared with 2013. The results have been significantly above average for 2 of the past 5 years.
- The mathematics points scores for 2014 (2014/5 Year 3) was 16.6 which was above the national average by 0.4. Results have fallen by 1.0 compared with 2013. The results have been significantly above the national average for 2 of the past 5 years.
- The percentage attaining L2+ was above the national average for reading and writing and in line with the average for maths.
- The percentage attaining L2b+ was above the national average for maths, reading and writing.
- The percentage attaining L3 was above the national average for maths, reading and writing.
- The performance of the boys was below the girls overall by 1.0; but was above boys nationally by 0.6 with girls being above other girls nationally by 0.7.
- Our 13 FSM pupils performed below other FSM pupils nationally by 1.4 overall; they were below other FSM nationally in reading by 0.9; were below others in writing by 0.7; and were well below others in mathematics by 2.5.
- Our 14 EAL pupils performed below other EAL pupils nationally by 0.9 overall; they were below other EAL nationally in reading by 0.5; were below others in writing by 1.0; and were below others in mathematics by 1.1.
- Our 3 SA or SA+ pupils performed at 4.0 below our non SEN pupils and performed at 0.1 above other SEN pupils nationally.
- The term of birth was not significant because Autumn born pupils' performance was above Summer born pupils by no more than is noted nationally.

Year 1 Phonics Check

- 80% achieved the expected standard. This was 6% above the national average of 74%.

Progress

- Taking account of their different starting points, the proportions of pupils making and

- To close the small gap between FSM in writing to at

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exceeding expected progress compare favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.

- Progress across year groups in a wide range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well.
- The overall progress for all subjects made by pupils in 2014 using the value added score was 101.1 which was significantly above the national expectation. This now puts the school in the top 15% of ranking in terms of progress between KS1 and KS2. The position has been excellent over the past 3 years. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs was not known.
- The progress made by pupils in maths in 2014 using the value added score was 101.2 and was significantly above the national average. This now puts the school in the top 18% of ranking in terms of progress between KS1 and KS2. The position has been excellent over the past 3 years. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs was not known.
- The progress made by pupils in reading in 2014 using the value added score was 100.9 and was significantly above the national expectation. This now puts the school in the top 17% of ranking in terms of progress between KS1 and KS2. The position has improved compared with 2013. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs was not known.
- The progress made by pupils in writing in 2014 using the value added score was 101.0 and was significantly above the national expectation. This now puts the school in the top 16% of ranking in terms of progress between KS1 and KS2. The position is similar to the 2013 position. 96% coverage means that 4% of KS1 results of pupils who took the 2013 SATs was not known.
- In **maths** 94% of pupils make expected progress which was above the national average by 5%. In Maths 93% of boys make expected progress which was 3% above the national average. 95% of girls make expected progress which was 6% above the expected progress. 86% of FSM pupils made the expected progress which matched the national average.
- In **reading** 98% of pupils make expected progress which was 7% above the national average. In reading 98% of boys make expected progress which was 8% above the national average. 97% of girls make expected progress which was 6% above the national average. 93% of FSM pupils made the expected progress which was 5% above the national average
- In **writing** 95% of pupils make expected progress which was 2% above the national average. In writing 98% of boys make expected progress which was 7% above the national average. 92% of girls make expected progress which was 2% below the national average. 86% of FSM pupils made the expected progress which was 4% below the national average

least the national average.

Groups

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Key Stage 2 Groups

- Gender - The performance of the boys was above the girls for the **combined maths, reading and writing** by 0.5 and well above boys nationally by 2.3. Girls were above girls nationally by 1.4. In **mathematics** the boys were above the girls by 0.6 and above boys nationally by 1.9. Girls were above girls nationally by 1.7. In **reading** the boys were just above the girls by 0.2 and well above boys nationally by 2.0. Girls were above girls nationally by 1.0. In **writing** the boys were above the girls by 0.7 but well above boys nationally by 3.3. Girls were above girls nationally by 0.9. In the **SPAG test** the boys were well below the girls by 2.0 but well above boys nationally by 2.0. Girls were well above girls nationally by 2.4.
- FSM - The performance of the our 15 FSM pupils was well below our non FSM pupils for the **combined maths, reading and writing** by 6.5 and well below other FSM pupils nationally by 2.1. In **mathematics** our FSM pupils were well below our non FSM pupils by 7.0 and well below FSM pupils nationally by 2.2. In **reading** our FSM pupils were well below our non FSM pupils by 6.1 and below FSM pupils nationally by 1.8. In **writing** our FSM pupils were well below our non FSM pupils by 6.0 and below FSM pupils nationally by 1.3. In the **SPAG test** our FSM pupils were well below our non FSM pupils by 3.0 but above FSM pupils nationally by 1.3.
- EAL - The performance of the our 21 EAL pupils was well below our non EAL pupils for the **combined maths, reading and writing** by 3.4 and below other EAL pupils nationally by 0.4. In **mathematics** our EAL pupils were well below our non EAL pupils by 3.6 and below EAL pupils nationally by 0.8. In **reading** our EAL pupils were well below our non EAL pupils by 3.4 and just below EAL pupils nationally by 0.2. In **writing** our EAL pupils were well below our non EAL pupils by 3.1 but above EAL pupils nationally by 0.4. In the **SPAG test** our EAL pupils were well below our non EAL pupils by 2.2 but above EAL pupils nationally by 0.3.
- Mobile Pupils - There were 83 pupils (non mobile) in the cohort of 89 that had been at our school throughout Years 5 and 6. The performance of the our non mobile pupils was above other non mobile pupils nationally for the **combined maths, reading and writing** by 1.7. In **mathematics** our non mobile pupils were above other non mobile pupils nationally by 1.7. In **reading** our non mobile pupils were above other non mobile pupils nationally by 1.3. In **writing** our non mobile pupils were above other non mobile pupils nationally by 1.9. In the **SPAG test** our non mobile pupils were well above other non mobile pupils nationally by 2.0.
- SEN - The performance of the our 6 SEN (SA and SA+) pupils was below our non SEN pupils for the **combined maths, reading and writing** by 8.7 and well below other SEN pupils nationally by 2.2. In **mathematics** our SEN pupils were well below our non SEN pupils by 9.9 and well below SEN pupils nationally by 3.1. In **reading** our SEN pupils were well below our non SEN pupils by 7.4 and below SEN pupils nationally by 1.6. In **writing** our SEN pupils were well below our non SEN pupils by 7.8 and below SEN pupils nationally by 1.1. In the **SPAG test** our SEN pupils were well below our non SEN pupils by 6.4 but above SEN pupils nationally by 1.6.

Action:

- Rigorous evaluation, pupil by pupil, of above data to establish reasons for performance
- Implement, review and evaluate improved strategies to overcome identified barriers to learning – part time qualified teachers employed to provide pre-learning interventions
- HLTA appointed to act as Learning Mentors to aid FSM in achieving academic and personal targets.
- Set up a high level Reading Task Group to overhaul approaches to reading across the school over the next 2 years.
- New calculation policy introduced to improve consistency.
- Rapid Recall introduced to raise mental Maths attainment.
- Reading Recovery – specialist teacher to be trained ready for September 2015.

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Key Stage 1 Groups

- Gender - The performance of the boys was below the girls overall by 1.0; but was above boys nationally by 0.6 with girls being above other girls nationally by 0.7. In Reading the boys were below the girls by 1.0; but above boys nationally by 1.0; girls were above other girls nationally by 0.9. In Writing the boys were well below the girls by 2.3 but above boys nationally by 0.4; girls were above girls nationally by 1.2. In Mathematics the boys were just above the girls by 0.2 and were above boys nationally by 0.4; girls were just above other girls nationally by 0.1.
- There were 13 pupils entitled to FSM in this cohort. Care must be taken when analysing small numbers. Our 13 FSM pupils performed below other FSM pupils nationally by 1.4 overall; they were below other FSM nationally in reading by 0.9; were below others in writing by 0.7; and were well below others in mathematics by 2.5. Our FSM pupils performed well below our non FSM pupils by 3.9 in all subjects; were well below our non FSM pupils by 3.8 in reading; were well below by 3.2 in writing and were well below by 4.7 in mathematics.
- EAL- There were 14 pupils with EAL in this cohort. Our 14 EAL pupils performed below other EAL pupils nationally by 0.9 overall; they were below other EAL nationally in reading by 0.5; were below others in writing by 1.0; and were below others in mathematics by 1.1. Our EAL pupils performed well below our non EAL pupils by 2.3 in all subjects; were well below our non EAL pupils by 2.4 in reading; were well below by 2.4 in writing and were well below by 2.1 in mathematics.
- SEN - There were 4 pupils on the SEN list in this cohort of which 3 were SA or SA+. Our 3 SA or SA+ pupils performed at 4.0 below our non SEN pupils and performed at 0.1 above other SEN pupils nationally. In reading they were 0.3 above other SEN pupils nationally; they were 0.2 above other SEN pupils nationally in writing; and 0.2 below other SEN pupils nationally in maths.
- Term of Birth - The term of birth was not significant because Autumn born pupils' performance was above that of Summer born pupils by no more than noted nationally.
- Autumn born pupils' performance was above the Summer born pupils by 1.6. The gap nationally is 1.5 in favour of Autumn born pupils. Our Autumn born pupils performed above other Autumn born pupils nationally by 0.5. Our Spring born pupils were above other Spring born pupils by 0.7, and Summer born pupils were above other summer born pupils nationally by 0.4.

Reading

- The teaching of reading and literacy is very good and ensures that standards in reading are high. It is a strength of the school. Reading is given a very high priority and our strategy is successful. At every stage pupils' reading is taught well and a very large majority of pupils become good readers for their age and ability.
- Reading is given a high priority in school to ensure that every child becomes a proficient reader.
- In the Early Years Foundation Stage and KS1 a wide and appropriate range of reading

- Set up a high level Reading Task Group to overhaul approaches to reading across the school over the next 2 years.

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| <p>strategies are used including synthetic phonics.</p> <ul style="list-style-type: none">• Pupils read widely and often. Attainment in reading at KS1 is significantly above national averages at 2a+ and 3+. Only a very small number of pupils do not reach national expectation in reading. | |
| Basic Skills | |
| <ul style="list-style-type: none">• Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.• Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly in a wide range of different subjects across the curriculum, areas of learning in the Early Years Foundation Stage.• Pupils develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills across the curriculum that will ensure they are exceptionally well prepared for the next stage in their education. | |

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| TEACHING | |
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| Teaching is outstanding because... | To remain outstanding we need to... |
| Expectation | |
| <ul style="list-style-type: none"> • Teaching is outstanding because teachers have high expectations of pupils. This is seen in lesson planning where there is clear differentiation for all groups of learners. Tasks are challenging and more able pupils are given additional challenges to ensure that they make rapid progress. • The teaching of maths from Year 4 to 6 ensures that all pupils are taught at the appropriate level. • Teachers plan the curriculum to build on what has gone on before and finding out what the children already know. This ensures that inconsistencies in understanding are identified and addressed, and that when pupils are secure in their knowledge they are moved on swiftly. | <ul style="list-style-type: none"> • Ensure that the level of challenge remains high throughout lessons so that more able pupils are consistently being challenged. |
| Expertise | |
| <ul style="list-style-type: none"> • Teachers have excellent subject knowledge which challenges and often inspires pupils. Resources including new technology make a marked contribution to the quality of learning as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and plan effectively to build on these. • Teachers' professional expertise is very good across the curriculum and in all key stages. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use their expertise very effectively to deepen pupils' knowledge and understanding and to teach them the skills needed to learn for themselves and become increasingly independent learners. • Teaching consistently deepens and improves pupils' knowledge, skills and understanding and focuses on the important key skills that children need to thrive and do well. • Teaching of reading, writing, communication and mathematics is very good across the school. • In EYFS, KS1 and KS2 the use of a very effective range of teaching styles and strategies in lessons across the School sustains pupils' concentration and motivates their learning. • In EYFS, KS1 and KS2 pupils are given responsibility for their own learning and they are fully involved in assessment and target setting. This involvement makes a very good contribution to our ethos and to the quality of our provision. | <ul style="list-style-type: none"> • Ensure that all staff are confident and comfortable with the proposed changes to the new National Curriculum and the School's enhanced curriculum – the Learning Challenge Curriculum - in readiness for September 2015. • Ensure that all staff are confident and comfortable with changes to assessment procedures in readiness for September 2015 • Ensure that all staff are confident and comfortable with the interrelationship between assessment and planning |

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| Strategies | |
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| <ul style="list-style-type: none"> • Teaching Assistants make a strong contribution to the high quality of teaching and learning. They are used effectively to deliver classroom support and intervention programmes that contribute to high standards and achievement. • Appropriate, regular home learning is set to enhance the quality of learning. • Children with SEN are supported by a high adult child ratio. This approach has had a highly positive impact on the results. Pupils with SEN are well supported both in and out of lessons. The good level of differentiation ensures that School Action pupils have work that is well matched to their needs and make good progress. Pupils with a statement of SEN are supported by high-quality, well-trained teaching assistants who provide exactly the right balance between support and letting the pupil do the work for themselves. The progress of these pupils is very good as a result. | <ul style="list-style-type: none"> • Ensure that all TAs are able and confident to provide different levels of support to all pupils. |
| Basic skills | |
| <ul style="list-style-type: none"> • In EYFS, KS1 and KS2 pupils are given responsibility for their own learning and they are fully involved in assessment and target setting. Children have personalised assessment meetings with their class teachers in KS2. This involvement makes a very good contribution to our ethos and to the quality of our provision. As a result progress is outstanding in reading, writing and mathematics. These skills are used consistently across the curriculum so that pupils become secure in applying their skills in new situations. Research skills are developed particularly well through the topic based approach. • The teaching of reading and literacy is good. It is a strength of the School. Reading is given a very high priority and our strategy is successful. At every stage pupils' reading is taught well and a very large majority of pupils become good readers for their age and ability. • Reading is given a high priority in School to ensure that every child becomes a proficient reader. • In the Early Years Foundation Stage and KS1 a wide and appropriate range of reading strategies are used including synthetic phonics. | <ul style="list-style-type: none"> • Ensure that all staff are using and reviewing as a key part of their teaching and learning, the non-negotiable Learning Essentials (Teaching and Learning 2015) |
| Motivation and Enthusiasm of Pupils | |
| <ul style="list-style-type: none"> • Lessons observations have shown that pupils concentrate exceptionally well in lessons because they are interested and motivated to learn. This is because teachers plan activities that build on pupils' prior knowledge and they incorporate children's interests into the planning. Talk for write has had an impact on pupils writing and their love of writing. They are motivated and keen to participate in these writing activities and this is therefore having an impact on their progress. • Pupils often work in Kagan groups for a variety of lessons, this enables them to work together and collaborate. When Kagan approaches have been used successfully they have resulted in lessons being graded as 'outstanding'. | <ul style="list-style-type: none"> • Ensure that all our children continue to build a love of learning and a thirst for knowledge. |
| Feedback and Questioning | |

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| <ul style="list-style-type: none"> • We encourage pupils to ask questions to foster their curiosity and enthusiasm for learning. Questioning and discussion promote learning with notable impact on the quality of learning. • Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. • A recent review of the marking policy ensures that constructive feedback is regularly given to a pupil which is of high quality, leading to high levels of engagement and interest. • Regular feedback is given to all pupils during the teaching and learning process as part of an on-going, high quality, learning dialogue between the teachers, support staff and pupils, this ensures pupils know how well they are doing and what they need to do next to improve. | <ul style="list-style-type: none"> • The quality of teacher questioning be further enhanced – Key Stage 1 AHT has taken responsibility for high-quality questioning as a school improvement project as part of the NPQSL |
| Assessment | |
| <ul style="list-style-type: none"> • The School has a very effective policy and strategy for assessing, recording and reporting pupils' progress that meets well the needs of all pupils including those with special educational needs. • A focus on assessment for learning has had a positive impact on teachers' planning which is clearly focused on learning outcomes and success criteria. Pupils benefit from shared understanding of objectives, the increased use of self and peer evaluation and the personalisation of learning. • The School assessment policy is used well by all staff to set challenging tasks and targets for learners and to explain to learners what they need to do to improve. • Self and peer assessment has strengthened pupils' knowledge and understanding of what the next steps are in their learning and pupils are able to articulate these. • The School's processes for assessment for learning are robust with internal moderation of teacher assessment informing pupil attainment which is tracked and analysed to identify under achievement in reading, writing, maths and science. This informs the intervention provision map for reading, writing and maths. • Individual targets in writing and more recently maths are shared with pupils. They make explicitly clear pupils' next steps for learning. | <ul style="list-style-type: none"> • Ensure that the new and revised assessment procedures are fully in place for September 2015 |
| Overall Impact | |
| <ul style="list-style-type: none"> • The very large majority of teaching in Foundation Stage, KS1 and KS2 ranges from good to outstanding. There is significant evidence of outstanding teaching in both Key Stages. As the new curriculum is fully implemented, good teaching with outstanding features is moving towards a secure outstanding. • Teaching in the Early Years Foundation Stage, KS1 and KS2 promotes excellent development of pupils' spiritual, moral, social and cultural education. | <ul style="list-style-type: none"> • Ensure that there is zero tolerance for any teaching that is less than good (Teaching and Learning booklet 2015-2016) |

Beaver Road Primary School

| BEHAVIOUR AND SAFETY | |
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| Behaviour and safety are outstanding because..... | To remain outstanding we need to... |
| Attitudes | |
| <ul style="list-style-type: none"> • Pupils arrive at lessons keen to learn. They get straight down to work and concentrate for the whole lesson. They are keen to tackle challenging problems and work exceptionally well both independently and in groups. Through the use of Kagan Structures, children work exceptionally well as a group. They listen well to each other's views but are keen to challenge each other in a constructive and supportive manner. • Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. The excellent behaviour of pupils makes a very important contribution to the excellent ethos of the School. Pupils get on very well together in lessons and at social times and these good relationships underpin learners' achievement and progress. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. There is almost no disruptive behaviour and so pupils' learning and progress is very good. Learners support each other and show high levels of concern and care for others. Pupils are polite, kind, well-mannered and cheerful. • Their' attitudes towards learning and the high standards of their behaviour in lessons is an outstanding factor in their successful learning. The excellent behaviour of pupils makes a very important contribution to the ethos of the School. • The School is a harmonious, community where people from different faiths and social backgrounds get on well together, care for one and other and learn well to respect differences. The School Council, Kagan Structures and the use of circle times provide all pupils with an excellent opportunity to take responsibility and participate in decision making. The outcomes contribute to the quality of teaching, learning and curriculum. This process is a valuable part of our ethos. | <ul style="list-style-type: none"> • Ensure that all our children continue to build a love of learning and a thirst for knowledge so that it is impacting positively on the progress they make. |
| Views | |
| <ul style="list-style-type: none"> • Parents, carers, staff and pupils are highly positive about behaviour and safety. • Through formal consultations and through personal contact, parents tell the Headteacher that they are pleased with the high standard of pupils' behaviour. They also believe that School is a safe place for their children. Pupils say that others behave very well and that they feel safe in School. | <ul style="list-style-type: none"> • Ensure that we continue to listen to our parents and to take account of anything reasonable that they recommend. |
| Behaviour Management | |
| <ul style="list-style-type: none"> • The overwhelming majority of all pupils' behaviour is outstanding and it is a great strength of the School that makes an excellent contribution to the excellent ethos for learning. • Their behaviour is exemplary both in and out of lessons and they show a level of maturity beyond their years. There have been no permanent exclusions for the past eight years. • There are excellent improvements of behaviour over time for individuals with particular | <ul style="list-style-type: none"> • Ensure that we continue to engage all our pupils, especially those experiencing barriers to learning, inspiring and sustaining a love of learning across the School. |

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| <p>behaviour difficulties. Pupils with severe behaviour difficulties have individual behaviour plans which support them, particularly in their times of 'crisis'. On the rare occasion when pupils need to have additional interventions concerning their behaviour, we access external services such as EPS. Should this be the case, parents are partners in the support the school offers. Thus the needs of vulnerable children are assessed and individuals are provided with tailored support.</p> <ul style="list-style-type: none"> • As stated in the last Ofsted report 'the excellent behaviour' means no teaching time is wasted on classroom control'. Recent lesson observations confirm this high standard of behaviour is still very evident. • We have a strong Behaviour policy which all staff follows and is reviewed annually by staff and Governors. • The Schools' behaviour policy clearly states expectations of all pupil behaviour together with the resultant consequences and sanctions, provides an ethos where positive role models are praised and good behaviour reinforced and rewarded. • Staff are consistent in their approach towards the behaviour and personal development of all children in their care. • Pupils have a good understanding of the Behaviour policy and the way in which it operates and respond positively to the consistent approach by staff. The success of the Behaviour policy is shown through the rarity of exclusions. | <ul style="list-style-type: none"> • HLTA appointed to act as Learning Mentors to aid FSM in achieving academic and personal targets. |
| <p>Bullying</p> | |
| <ul style="list-style-type: none"> • Pupils demonstrate a marked aversion to any kind of discrimination and are quick to challenge it, either themselves, or by contacting a member of staff. An effective anti-bullying policy and strategy protects pupils from bullying. Bullying is not tolerated and on any very rare occasions it happens, quick and effective action is taken by the staff to deal with it. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. • Groups representing a wide range of pupils are confident that issues they raise, including a rare instance of bullying will be dealt with promptly and effectively by the School. Due to the School having a highly effective approach to tackling bullying, pupils actively try to prevent it from occurring. • There are very few reports of bullying in School. Any rare incidents are fully investigated and dealt with promptly. Parents are informed of any serious incidents and every effort is made to resolve differences and steps are taken to ensure channels of communication are kept open for as long as it takes for the matter to be resolved. In this School there is zero tolerance towards harassment, racism and bullying. | <ul style="list-style-type: none"> • Continue with our present effective policies. • Through our new Computer Education curriculum fully engage both pupils and parents in issues relating to e-safety (E-Cadets) • Providing all parents with a safe and secure login for pupils to use at home - Espresso |

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| Safety | |
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| <ul style="list-style-type: none"> • Pupils make a very positive contribution to a well ordered, safe School. Pupils know the importance of feeling safe and happy in school. This includes the use of the Internet. The Internet user policy is regularly updated and again children are invited to sign an acceptable use agreement. As a result pupils are aware of the dangers of the internet and are happy to share any rare incidents of inappropriateness with staff. We participate in the annual e-safety week, including theatre groups attending to explore issues. We have held an E Safety presentation for parents and information is on the School website. We have held full training on e-safety for all staff and Governors. • Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective on their own safety and that of others. | <ul style="list-style-type: none"> • A new electronic entry and exit system in place for September for all adults – staff and visitors |
| Attendance and Punctuality | |
| <ul style="list-style-type: none"> • Almost all pupils' attendance is excellent (96.9%) and it is better than the national average. Punctuality is high. | <ul style="list-style-type: none"> • Continue to reduce the proportion of pupils who are persistently absent and/or late. |

Beaver Road Primary School

| LEADERSHIP AND MANAGEMENT | |
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| Leadership and Management are outstanding because..... | To remain outstanding we need to.... |
| Drive | |
| <ul style="list-style-type: none"> • The Headteacher supported by a very effective Deputy Headteacher successfully provide the School with strong and effective leadership based on a clear vision for the future. They are ambitious for the School and are committed to securing the highest standards and to continuous improvement in all areas of the School's work. This results in high expectations and the setting of challenging targets at all levels. • The staffing restructure which was introduced in September 2012 has significantly enhanced the responsibilities and effectiveness of the TLR post holders to Team Leaders of year groups, working in close partnership with their AHTs. • Subject Leaders (TLRs) have been appointed for Reading, Writing, Mathematics, History, Geography, Science, Computer Education, Art, Music and RE. • The SLT and Governors demonstrate high levels of ambition for pupils and improvements in their achievement through the vision and commitment set out in the Schools' Governors' Statement. This is reinforced by their commitment and hard work to ensure that all pupils benefit from an excellent education. • The Assistant Headteachers are all completing nationally accredited leadership programmes. They support the Headteacher and Deputy Headteacher ensuring the ethos of the School is sustained throughout their phases. • The Headteacher is a National Leader of Education. | <ul style="list-style-type: none"> • Ensure that Pupil Premium pupils attain closer to our non-PP pupils. • To appoint, when possible, a PE specialist to further enhance indoor PE across the school. |
| Impact on Teaching and Learning | |
| <ul style="list-style-type: none"> • Challenging targets are set each year for pupils' attainment and progress and in all areas of the school's work. These are carefully monitored and used as important means of judging the school's success. • The Headteacher, Deputy Headteacher and Assistant Headteachers (SLT), supported by middle leaders (Team Leaders and Subject Leaders), are successful in monitoring, evaluating, reviewing and improving teaching and learning. Leaders demonstrably work hard to monitor, improve and support teaching. As a result, teaching is improving with most being good and a majority being outstanding. • The SLT provide outstanding support for staff development. The School has put into place an effective policy and strategy for staff development which are matched carefully to the educational priorities. • The School is a National Support School | <ul style="list-style-type: none"> • Ensure all teachers are kept abreast of the changes to judgements about teaching that arise from revised Ofsted frameworks. |

Beaver Road Primary School

| Self Evaluation | |
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| <ul style="list-style-type: none"> • The Headteacher, Governors and School Leadership Team have a secure overview of the School strengths and areas for development, based on a very effective strategy for self-evaluation and they ensure that these are incorporated in the School Improvement Plan. Each year the Headteacher, SLT and Governors set out School Improvement Priorities that are based on the outcomes of the self-evaluation process. The SIP sets out clearly, the educational priorities for bringing about improvement. • The budget is targeted on the educational priorities and each year it is carefully balanced. Financial planning and financial management are efficient and great care is taken to use all resources efficiently, effectively and economically to raise standards and improve progress. • An excellent self-evaluation strategy has been put into place to ensure continuous, effective monitoring evaluation and review. The educational priorities for improvement and raising standards are identified and agreed by the Governors. The School finance plan is written each year to deploy the budget and resources to address the educational priorities that will bring about progress and improvement for pupils. • The very high quality of leadership provided by the Headteacher, Deputy Headteacher and Assistant Headteachers together with Year Team Leaders, ensure that strategies for school improvement are very effective. The SLT ensures excellent capacity and capability for sustaining improvement. Leaders planned actions are based on accurate self-evaluation to overcome weaknesses have been concerted and effective. | <ul style="list-style-type: none"> • Continue to support senior and middle leaders in the development of their leadership skills through participation in nationally approved leadership training programmes. |
| Governance | |
| <ul style="list-style-type: none"> • The Governors were very proactive in the School's decision to move to Academy status. As such they have re-organised and are now a new Body. Governors are fully involved in the life and leadership of the school and have an impact on outcomes. They are aware of the strengths and weaknesses of the School. • Challenging targets are set each year in all areas of the School's work these are agreed by the governing body and then they are carefully monitored and used as important measures for judging the school's success. • The Governing Body has a high level of professional expertise. All are utilised to good effect as a matter of routine. • Governors meet their statutory responsibilities. They are pro-active and committed to the School aims and value as evidenced in their support of agreed School policy and procedures. • The Governing Body is very well-organised and thorough in its work and carries out its monitoring role through: sub committees, full Governing Body meetings and | <ul style="list-style-type: none"> • Ensure that all Governors fully understand governance and its application to an Academy school. • Ensure that all Governors fully commit to appropriately sharing the workload of the Governing Body |

Beaver Road Primary School

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| <p>Governors link with key subject or aspect areas. All Governors use this membership to scrutinise the work of the School.</p> <ul style="list-style-type: none"> Governors ensure the budget is targeted on the educational priorities. Each year the budget is carefully balanced to ensure that money is spent wisely. The Governors involvement in financial planning and financial management ensures great care is taken to use all resources efficiently, effectively and economically thus meeting the requirements for FMSiS. Governors ensure Performance Management Strategy has been successfully implemented and has strong links to the School Improvement Priorities. Governors diligently complete the Performance Management process for the Headteacher with the guidance of an external consultant. | |
| <p>Curricular impact</p> | |
| <ul style="list-style-type: none"> Teachers plan the curriculum to build on what has gone on before and finding out what the children already know. Research skills are developed particularly well through the topic based approach. The School's curriculum: provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. The curriculum is bespoke to the School and developed around the needs and experiences of our children. The curriculum has vastly improved since the previous inspection and is underpinned by clear basic skills, with clear continuity and progression. At the heart of the curriculum is the need to provide children with real, first hand experiences to enrich and stimulate further learning. As a result, children enjoy a stimulating and memorable curriculum which is underpinned by high standards. Social, moral, spiritual and cultural is well embedded and underpins all of the School's work. Within the curriculum, opportunities for cultural diversity, community cohesion and citizenship are sought. The impact of this is that children have much greater awareness of cultures other than their own. | <ul style="list-style-type: none"> Ensure that all changes and adjustments made to the curriculum enhance, enrich and extend pupils' learning opportunities and sustain high quality teaching and learning. |
| <p>Parents</p> | |
| <ul style="list-style-type: none"> The School has highly successful strategies for engaging with parents and carers. The School is committed to parental involvement. The School places high priority on seeking the views of learners, parents/carers and other stakeholders. We are a listening School in which the views of the School community are valued and contribute to School improvement. E.g. School Council conducted regular pupil surveys and also collect views of learners through class meetings. School Councillors | <ul style="list-style-type: none"> Continue to work to extend and enhance the involvement and inclusion of all parents and carers in identifying and understanding their children's learning needs and how to help them improve – termly reports and parents |

Beaver Road Primary School

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| report back direct to the Governing Body in the Summer Term. | evenings. |
| Safeguarding | |
| <ul style="list-style-type: none"> • The School's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive and do well. • The principles of The Children Act underpin all our work to ensure that in all we do children flourish in a supportive environment for learning. The School's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern. • Leaders have implemented effective procedures for the safeguarding of pupils and have successfully met all current government requirements, for example, child protection procedures, risk assessment and critical incident plan. All staff are fully trained in safeguarding and safeguarding is a major part of all new staff induction procedures. • There is a single central record of the checks made which is kept up-to-date and meets fully all statutory requirements. Safety and security checks are carried out in line with DCSF requirements and records are kept. There are a high number of staff with training in first aid including EYFS. | <ul style="list-style-type: none"> • SBM will be fully trained in all aspects of HR including safeguarding. • A new electronic entry and exit system in place for September for all adults – staff and visitors. |

Beaver Road Primary School

The School **Key Focus Areas** continue to be:

- Progress and rate of progress of all pupils from Year to Year and not just from Y2 to Y6
- Early identification by Class Teachers of, and appropriate intervention/action for, pupils making less than expected progress during a Year or between Years, particularly where those children are Pupil Premium supported
- Involvement and inclusion of all pupils in identifying and understanding their learning needs and how to improve
- Involvement and inclusion of all parents and carers in identifying and understanding their children's learning needs and how to help them improve

The School **Priorities for Action** 2015 - 2016 are:

- The further development and establishment of assessment procedures that support and enhance outstanding teaching and learning
- Establishing our School as a 'Reading School' – National Literacy Trust 'Developing your whole-school Reading culture'
- Establishing high quality Science teaching and learning for all children
- Establishing high quality Computer Education across the School
- Mathematical problem solving

Beaver Road Primary School

Action Plan format

Focus:

| <i>Action</i> | <i>Budget</i> | <i>Impact on Teaching & Learning</i> | <i>Monitoring</i> |
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Beaver Road Primary School

Progress on School Improvement Priorities will be **monitored** by:

- School Leadership Team in collaboration with Team Leaders, Subject Leaders, Class Teachers, Teaching Assistants and Support Staff
- Governing Body Standards and Curriculum Committee

Progress on School Improvement Priorities will be **evaluated** by the School Leadership Team through analysis of:

- Attainment data
- Pupil Progress data
- National and Local benchmarking data
- School Council
- Views of children
- Views of staff
- Views of parents and carers
- Lesson observations
- Planning and work scrutiny
- Performance Management systems
- School Budget reports

The School Improvement Priorities will be **reviewed** in Summer Term 2016 by the School Leadership Team.

The 2015-2016 School Improvement Priorities will be discussed and approved by Standards and Curriculum Committee in Summer Term 2015 and endorsed by the Governing Body at their first full meeting in Autumn Term 2015.