

Beaver Road Primary School

School Improvement Priorities

September 2016 to August 2017

Beaver Road Primary School

Governors' Strategic 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' Strategic 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.

From 2015 OFSTED inspections will use all the available evidence to evaluate what it is to be a child and learner in the School. Inspectors will consider whether the standard of education is good or outstanding. If it is not at least good, they will consider whether it requires improvement or is inadequate. Inspectors will also make graded judgements on the following:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

This 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. Subsequent action plans for each of the Priorities will give more detail.

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:

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

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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>Enjoy and achieve</p>	<p>Be healthy Stay safe Make a positive contribution Achieve economic well-being</p>	<p>Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being</p>	<p>Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being</p>	<p>Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being</p>

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Promoting the 5 key outcomes of Every Child Matters

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

Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<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 • SRE • 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, asbestos 	<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 • Second Language teaching • 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 • PTA

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Overall summary of 2015 RAISE (independent analysis by Focus Education November 2015)

- EYFS: The percentage of pupils achieving a good level of development was in line with the national average.
- Phonics: Year 1: The 3 trend in Year 1 phonics results shows a slight decline with the 2013 position being the strongest in 3 years. Standards have been above average for the past 3 years.
- There were 91 pupils in the cohort with 78% achieving the expected standard. This was 1% above the national average of 77%.
- Phonics: Year 2: There were 89 pupils in the cohort with 93% achieving the expected standard. This was 3% above the national average of 90%.
- Key Stage 1: The 2015 levels in Reading were above the national average at L2c+ (94%) by 4%, were above the national average at 2B+ (90%) by 8% but significantly above the national averages at L3 (48%) by 16%.
- In Writing the results were significantly above the national average at L2c+ (96%) by 8%, significantly above the national average at 2B+ (88%) by 16% and above the national average at L3 (21%) by 3%.
- In Mathematics the results were just above at L2c+ (94%) by 1%, significantly above the average at 2B+ (90%) by 8% and above the national average at L3 (31%) by 5%.
- The performance of the boys was well below the girls overall by 2.0; but was above boys nationally by 0.5 with girls being above other girls nationally by 1.6.
- Our 10 FSM pupils performed in line with other FSM pupils nationally overall; they were just below other FSM nationally in reading by 0.2; were above

Attainment

- In 2015 the percentage attaining L4+ in maths (94%) was significantly above the national average by 7%. The percentage attaining a good level 4 (4b+) was 91% which was significantly above the national average by 14%. The percentage attaining L5+ (63%) was significantly above the national average by 22%. The percentage attaining L6 (28%) was significantly above the national average by 19%.
- In 2015 the percentage attaining L4+ in reading (92%) was above the national average by 3%. The percentage a The school serves a mixed catchment area with attainment on entry expected to be in line with the national expectations;
- The current Year 6s attainment was above that of the last Year 6 on entry into Year 3.
- The current Year 6 had fewer pupils in the low attaining band at the end of Year 2 than nationally and more in the higher band compared to the national average.
- Attaining a good L4 (L4b+) was 88% and above the national average by 8%. The percentage attaining L5 (65%) was significantly above the national average by 17%. 2% of pupils attained Level 6.
- In 2015 the percentage attaining L4+ in writing (95%) was significantly above the national average by 8%. The percentage attaining L5 (65%) was significantly above the national average by 29%. 10% attained Level 6.
- In 2015 the percentage attaining L4+ in SPAG (94%) was significantly above the national averages by 14%. The percentage attaining a good Level 4

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others in writing by 0.4; and were just below others in mathematics by 0.2.

- Our 16 EAL pupils performed below other EAL pupils nationally by 0.4 overall; they were just above other EAL nationally in reading by 0.1; were below others in writing by 0.4; and were below others in mathematics by 1.0.
- The term of birth was not significant because Autumn born pupils' performance was above that of Summer born pupils by not much more than noted nationally.

(L4b+) was 90% and significantly above the national average by 17%. The percentage attaining L5 (79%) was significantly above the national average by 24%. 17% of pupils attained Level 6.

Groups

- The performance of the boys was above the girls for the combined maths, reading and writing by 0.3 but well above boys nationally by 3.0. Girls were well above girls nationally by 2.3.

The performance of the 11 FSM pupils was well below our non FSM pupils for the combined maths, reading and writing by 3.7 but above other FSM pupils nationally by 1.0.

The performance of the 14 EAL pupils was well below our non EAL pupils for the combined maths, reading and writing by 3.5 but above other EAL pupils nationally by 0.4.

Progress

- Value added information suggests that progress between KS1 and KS2 was significantly above the average overall and for maths, reading, writing separately.
- 100% of pupils made 2 levels progress in writing; 98% did so in reading and 99% did so in maths.

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LA Quality Assurance Report February 2016



MANCHESTER
CITY COUNCIL

Spring Term 2016 Quality Assurance Visit: Primary Schools

School name and contact number	Beaver Road Primary 0161 445 9337		DfE number	3522017	
Head teacher	David How		Chair of Governors	Andrew Harty	
QA professional	Andrew Lagden		Date/length of meeting	19 January 2015; 3.5 hours	
Meeting attendees and roles	SLT: David How (Headteacher) Chris Warren (Deputy Headteacher) Sarah Turner (Assistant Headteacher KS2) Jo Burrows (Assistant Headteacher KS1) Julie Anne Shaughnessy (Assistant Headteacher EYFS)				
	Governing Body: Paul Barker-Mathews				
% of pupils eligible for FSM 2015/16	12.7%	Pupil premium allocation 2015/16	£ 104 000	Number of children looked after 2015/16 & which year groups	4 notified (Reception and Years 1, 2 and 4)
Last Ofsted grade and date	Outstanding October 2011	Current judgement of overall effectiveness against the September 2015 Manchester school self-evaluation framework	School	QA prof. (Based on evidence provided)	
			Outstanding	Outstanding	

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End of KS2 outcomes							
	National Averages						National floor standards 2015
	2013		2014		2015 provisional		
L4+ R, W & M combined	75%		79%		80%		65%
	expected	more than expected	expected	more than expected	expected	more than expected	Expected progress national median 2014 (2015 TBC)
Reading progress	88%	30%	91%	35%	91%	33%	94%
Writing progress	91%	30%	93%	33%	94%	36%	96%
Maths progress	88%	31%	89%	35%	90%	34%	93%

End of KS2 outcomes							End of KS2 projections	
	School averages						2016	
	2013		2014		2015			
L4+ R, W & M combined	89%		90%		91%		82%	
	Made expected progress	More than expected	Made expected progress	More than expected	Made expected progress	More than expected	Will be at age related expectations	Will have exceeded ARE
Reading	93%	39%	98%	40%	98%	49%	80%	15%
Writing	100%	47%	95%	47%	100%	77%	83%	20%
Maths	96%	65%	94%	55%	99%	72%	83%	20%

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Behaviour and attendance: national averages			
	2013	2014	2015
% overall absence	4.8%	3.9%	% (TBC Spring 2016)
% persistent absence	3.6%	2.8%	% (TBC Spring 2016)
Fixed term exclusions	0.87%	1.02%	% (TBC Autumn 2016)
Permanent exclusions	0.02%	0.02%	% (TBC Autumn 2016)

Behaviour and attendance: school averages									
	2013			2014			2015		
	Actual	Target		Actual	Target		Actual	Target	
% overall absence	4.6%	4.0%		3.3%	4%		3.4%	3.5%	
% PA	4.2%	3.5%		1.3%	2%		1.1%	1.5%	
	Number of pupils	School %	Number of days	Number of pupils	School %	Number of days	Number of pupils	School %	Number of days
Fixed term exclusions	0	0%	0	0	0%	0	0	0%	0
Permanent exclusions	0	0%	0	0	0%	0	0	0%	0

Percentage of pupils who achieved age related expectations in July 2015										
	GLD	CLL	PD	PSED	Literacy	Maths	U of W	EA & D		
EYFS	71.9%	87.6%	94.4%	94.4%	77.5%	78.7%	80.9%	86.5%		
	Reading		Writing		Maths		R,W,M combined		GPS	
	L2C+	L2B+	L2C+	L2B+	L2C+	L2B+	L2C+	L2B+		
Y2	94%	90%	96%	88%	94%	90%	94%	88%		
	L4C+	L4B+	L4C+	L4B+	L4C+	L4B+	L4C+	L4B+	L4C+	L4B+
Y6	92%	88%	95%	88%	94%	91%	92%	88%	94%	90%

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Percentage of pupils who achieved the school's own end of year expectations in July 2015				
	Reading	Writing	Mathematics	R,W,M combined
Y1	83%	86%	76%	76%
Y3	83%	80%	80%	80%
Y4	85%	81%	76%	76%
Y5	68%	60%	68%	60%

Analysis and evaluation of 2015 EYFS outcomes: all pupil groups including CLA & those supported by the pupil premium

- 71.9% of children achieved a good level of development, which was above the national and LA averages
- The percentage achieving a good level of development has been in line with, or exceeded, both national and local averages for the past three years
- 87.6% achieved the prime early learning goals and 69.7% the specific learning goals; both figures were above national averages
- In all areas of learning children achieved above national and LA averages; the exception was in understanding of the world where they achieved below the national average but above the LA average
- The academy has analysed performance in understanding of the world and has changed the content to provide more opportunities for children to explore the world, and their immediate surroundings, and is monitoring planning to ensure that appropriate time is given to this aspect of learning
- There were five disadvantaged children; four achieved the prime learning goals, one achieved the specific learning goals and one achieved a good level of development
- Disadvantaged children appear to have made very good progress during Reception; they had significantly below average starting points and were not expected to meet age related expectations in all areas of learning by the end of Reception
- Many interventions were put in place to ensure that they were supported to achieve the prime and specific learning goals

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Analysis and evaluation of 2015 KS1 outcomes: all pupil groups including CLA & those supported by the pupil premium

- The test results in **reading** were above the national average at L2C+ (94%) by 4%, above the national average at L2B+ (90%) by 8% and above the national average at L3 (48%) by 16%; results have been above average in the past three years
- In **writing** the results were above the national average at L2C+ (96%) by 8%, above the national average at L2B+ (88%) by 16% and above the national average at L3 (21%) by 3%; the results have been above the national average in two out of the last three years
- In **mathematics** the results were just above the national average at L2C+ (94%) by 1%, above the national average at L2B+ (90%) by 8% and above the national average at L3 (31%) by 5%; the results have been above the national average in the past four years
- Overall, the performance of boys was below that of girls; the performance of both boys and girls was above national averages
- There were ten disadvantaged pupils; in all subjects their performance was below that of other pupils but in line with that of this group nationally
- There were sixteen pupils speaking English as an additional language; in all subjects their performance was below that of other pupils and this group nationally
- There were two pupils having special educational needs; in all subjects they performed below other pupils but in line with that of this group nationally

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Analysis and evaluation of 2015 KS2 outcomes: all pupil groups including CLA & those supported by the pupil premium

- Attainment at L4+ in **reading** (92%) was above the national average by 3%, at L4B+ (88%) it was above national average by 8%, at L5 (65%) it was above the national average by 17% and 2% of pupils achieved L6; results have been above the national average in four of the past five years
- Attainment at L4+ in **writing** (95%) was above the national average by 8%, at L5 (65%) it was above the national average by 29% and 10% of pupils achieved L6; results have been above the national average in four of the past five years
- Attainment at L4+ in **mathematics** (94%) was above the national average by 7%, at L4B+ (91%) it was above the national average by 14%, at L5+ (63%) it was above the national average by 22% and at L6 (28%) it was above the national average by 19%; results have been above the national average in the past five years
- The performance of boys was above that of girls for combined reading, writing and mathematics; the performance of both boys and girls was above national averages
- There were eleven disadvantaged pupils; in combined reading, writing and mathematics, their performance was below that of other pupils but above that of this group nationally
- In reading, their performance was below that of other pupils and just below that of this group nationally, in writing, it was below that of other pupils but above that of this group nationally and in mathematics it was below that of other pupils but above that of this group nationally
- There were fourteen pupils speaking English as an additional language; in combined reading, writing and mathematics, their performance was below that of other pupils but above that of this group nationally
- There were 79 non-mobile pupils that had been at the academy throughout Years 5 and 6; in combined reading, writing and mathematics, their performance was above that of this group of pupils nationally
- There were fifteen pupils having special educational needs; in all subjects their performance was below that of other pupils
- There were fourteen pupils speaking English as an additional language; in combined reading, writing and mathematics, their performance was below that of other pupils but above that of this group nationally
- There was one pupil designated as CLA; in combined reading, writing and mathematics, his/her performance was above that of other pupils and this group nationally
- The value added score for overall progress between Key Stages 1 and 2 was 102.8 which was above the national average and puts the academy in the top 1% of schools; the position improved when compared to 2014

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Evaluation against the September 2015 updated Manchester School Self-Evaluation & Ofsted Frameworks

Effectiveness of leadership and management: evaluation and supporting evidence	
<ul style="list-style-type: none">• There is a strong leadership team with its members working very well together to implement the academy's vision and having a detailed picture of the main strengths and areas for improvement• Discussions with a member of the governing body indicates that governors have a wide range of experience, a high level of involvement in the work of the academy and a pro-active role in challenging senior leaders• Strong leadership of teaching is demonstrated by a booklet clearly setting out the academy's high expectations which are based on the Kagan structures• A wide range of robust monitoring and evaluation procedures, coupled with mentoring, coaching and professional development opportunities, ensure that high standards of teaching are maintained• The curriculum is based on the Learning Challenge approach, which fully involves pupils in their work; high numbers of them participate in sporting and musical activities	
Summary statement by QA professional	
Leadership is outstanding because leaders demonstrate a clear commitment to setting high expectations which, together with innovative teaching and curriculum approaches, have led to outstanding pupil outcomes	
School self-evaluation judgement	
	Outstanding
QA professional judgement (<i>based on the evidence provided</i>)	
	Outstanding

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Quality of teaching, learning and assessment: evaluation and supporting evidence	
<ul style="list-style-type: none"> • The majority of teaching is currently evaluated as being outstanding because of excellent relationships, teachers having a very good subject knowledge and increasingly encouraging the use of reflection to promote learning • Opportunities provided for teachers to plan together promote consistency with pupils benefitting additionally from specialist teaching in several subject areas • The academy feels that the use of assessment information by teachers with pupils increasingly assessing their own progress, together with highly effective questioning, ensures that work challenges all pupils • There are excellent levels of engagement with parents, with high numbers of them attending events such as those organised by the Parent Teacher Association • The academy ensures robust performance management procedures, using the Teachers' Standards, with targets being linked to the academy improvement plan 	
<p>Summary statement by QA professional</p> <p>The academy's evaluation that teaching, learning and assessment are outstanding appears to be accurate because its many strengths, the full involvement of parents and robust performance management ensure outstanding pupil outcomes</p>	
School self-evaluation judgement	Outstanding
QA professional judgement <i>(based on the evidence provided)</i>	Outstanding

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Personal development, behaviour and welfare: evaluation and supporting evidence	
<ul style="list-style-type: none"> • The academy has a very positive learning environment and ethos where pupils and staff demonstrate very high levels of respect for each other at all times • There are very clear expectations for high standards of behaviour which are understood by pupils and have led to many positive comments from visitors to the academy; there have been no exclusions in the last three years • Pupils particularly enjoy taking part in the debates and discussions organised by the School Council and benefit from participation in the wide range of sports sessions led by a specialist coach • Attendance is above average; this reflects the high levels of enthusiasm for, and commitment, to the academy by both pupils and parents 	
<p>Summary statement by QA professional</p> <p>This aspect is outstanding because the academy's very positive learning environment promotes excellent behaviour and attitudes with high levels of pupil participation in the many opportunities provided</p>	
<p>School self-evaluation judgement of behaviour</p> <p>Outstanding</p>	<p>School self-evaluation of personal development and welfare</p> <p>Outstanding</p>
<p>QA judgement <i>(based on the evidence provided)</i></p> <p>Outstanding</p>	<p>QA judgement <i>(based on the evidence provided)</i></p> <p style="text-align: center;">Outstanding</p>

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Outcomes for pupils: evaluation and supporting evidence	
<ul style="list-style-type: none"> Results at Key Stage 1 in 2015 were above the national average, with improvements seen since 2014 Results at Key Stage 2 in 2015 were above the national average; the percentage achieving L4+ in combined reading, writing and mathematics increased slightly when compared to 2014 The percentages of pupils making expected, and more than expected, progress were above national averages At Key Stage 2 there were eleven disadvantaged pupils and fourteen speaking English as an additional language; they did not do as well as other pupils but they did perform above the national averages for these groups The gap between the attainment of disadvantaged pupils and others narrowed in most subjects between 2014 and 2015 The academy tracks pupil progress through regular meetings which include a discussion on the performance of disadvantaged pupils, with intervention provided as appropriate; teachers' appraisal include targets for the performance of vulnerable pupils It is currently predicting that 82% of pupils will meet age related expectations in 2016, with additional support being provided for a weaker cohort The academy has developed new assessment arrangements which are based on seven grades used for assessing the work of all year groups; support is being provided for staff and information for parents is available on the website 	
<p>Summary statement by QA professional</p> <p>The academy's judgement that outcomes are outstanding appears to be accurate; there was an extensive discussion on this aspect, based on the descriptors in the current Ofsted evaluation schedule, with a focus on evaluating the evidence provided for the performance of disadvantaged pupils</p>	
School self-evaluation judgement	Outstanding
QA professional judgement <i>(based on the evidence provided)</i>	Outstanding

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Effectiveness of the Early Years Provision – Quality and Standards: evaluation and supporting evidence	
<ul style="list-style-type: none"> • Most children appear to make strong progress, with 71.9% of them achieving a good level of development in 2015, which was above the national average • Leaders have a strong picture of the main strengths and areas for improvement and are willing to try new ideas; they are also currently providing additional support for ‘Understanding of the world’ • Teaching is evaluated as being at least good, and often outstanding, with a focus on encouraging independent learning in both indoor and outdoor areas • Formative assessment procedures allow staff to track progress against areas of learning and plan challenging activities for all groups of children • The academy ensures that there are very effective communications with parents, particularly on a daily basis, in order to support children’s learning 	
<p>Summary statement by QA professional</p> <p>This aspect is outstanding because the leadership has had a clear focus on securing high standards of teaching, very effective links with parents and strong outcomes for children</p>	
School self-evaluation judgement	Outstanding
QA professional judgement <i>(based on the evidence provided)</i>	Outstanding

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The School Key Focus Areas 2016-2017 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, children making less than expected progress during a Year or between Years, particularly where those children are Pupil Premium supported
- Involvement and inclusion of all children 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 2016-2017 are:

- Clever Classrooms – from research into practice. There is clear evidence from research (Clever Classrooms, HEAD Project, University of Salford 2015), that the physical characteristics of primary schools impact on pupil's learning progress in reading, writing and mathematics.
- Developing our School as a Reading School – National Literacy Trust 'Developing your whole-school Reading culture' Year 2.
- Establishing summative assessment for subject knowledge in Science and formative assessment of Scientific Enquiry throughout the year.
- Establishing Digital Leaders (children) in Classes and Year Groups across the School.
- Mathematics – a scheme for Teaching and Learning.

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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
- Governing Body Finance and Resources 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 2016-2017 School Improvement Priorities will be discussed and approved by Standards and Curriculum Committee in Summer Term 2016 and endorsed by the Governing Body at their first full meeting in Autumn Term 2016.

The School Improvement Priorities will be **reviewed** in Summer Term 2017 by the School Leadership Team.

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Suggested Action Plan format

Focus:

Action	Budget	Impact on Teaching & Learning	Monitoring

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