



School name and contact number		Beaver Road Primary 0161 445 9337		DfE number		3522017	
Head teacher		David How		Chair of Governors		Paul Barker-Matthews	
QA professional		Andrew Lagden		Date/length of meeting		11 November 2016 (2 hours)	
Meeting attendees and roles		SLT: David How (Headteacher) Chris Warren (Deputy headteacher) Julie-Anne Shaugnessy (Assistant headteacher) Ruth Byrne (Assistant headteacher) Beth Darby (Reception leader) Michael Davenport (Year 4 leader) Siobhan Holmes Gemma Hall (Year 3 leader) Siobhan Holmes (Year 5 leader)					
		Governing Body: Paul Barker-Matthews (Chair)					
Last Ofsted grade and date	Outstanding October 2011	School's current judgement of overall effectiveness	Outstanding	% pupils eligible for FSM 2016/17	10.4%	Pupil premium allocation 2016/17	£96,880
Number of children looked after 2016/17 & in which year groups		11 pupils; Yr1 – 2; Yr2 – 2; Yr3 – 2; Yr4 – 3; Yr5 – 1; Yr6 – 1					

End of KS2 outcomes	Cohort Size: 90	School TA	School actual	Variation	National average	Difference: Sch actual & Nat average
% achieving the expected standard	GPS	N/A	85.6%	N/A	72%	+13.6%
	Reading	72.5%	78.9%	+6.4%	66%	+12.9%
	Writing	72.2%	72.2%	0%	74%	-1.8%
	Maths	76.9%	82.2%	+5.3%	70%	+12.2%
	R,W,M (floor 65%)	66.7%	66.7%	0%	53%	+13.7%

End of KS2 outcomes		School TA	School actual	Variation	National average	Difference: Sch actual & Nat average
% achieving the high standard	GPS	N/A	38.9%	N/A	23%	+15.9%
	Reading	0%	20%	-20%	19%	+1%
	Writing	7%	6.7%	+0.3%	15%	-8.3%
	Maths	0%	34.4%	-34.4%	17%	+17.4%
	R,W,M	0%	4.4%	-4.4%	5%	-0.6%

End of KS2 outcomes		School	National floor standard	Above / Below National Floor Standard
Progress score	Reading	0.2	-5	Above
	Writing	-2.3	-7	Above
	Maths	1.9	-5	Above

End of KS2 outcomes		School	National	Difference: School & National
Average scaled score (Expected standard 100)	GPS	106.9	104	+2.9
	Reading	103.92	103	+0.92
	Maths	105.8	103	+2.8

Behaviour and attendance												
	2014				2015				2016			
	School target	School actual	National		School target	School actual	National		School target	School actual	National	
% absence	4%	3.3%	3.9%		3.5%	3.4%	4%		4%	4.36%	TBC	
% PA	2%	1.3%	2.8%		1.5%	1.1%	2.7%		1.5%	0%	TBC	
	No. of pupils	No. of days	School %	Nat. %	No. of pupils	No. of days	School %	Nat. %	No. of pupils	No. of days	School %	Nat. %
Fixed term excl.	0	0	0%	1.01%	0	0	0%	1.1%	1	2	0.14%	TBC
Permanent excl.	0		0%	0.02%	0		0%	0.02%	0		0%	TBC

Percentage of pupils that achieved at least the expected standard, July 2016								
Cohort size:	GLD	CLL	PD	PSED	Literacy	Maths	U of W	EA & D
EYFS Sch	76.7%	84.4%	85.5%	84.4%	78.9%	82.2%	84.4%	83.3%
EYFS Nat	69.3%	Released	Late Oct					
Difference	+7.4%							

In line with the National Curriculum: % that achieved the expected standard / high standard, July 2016									
	Cohort size	Reading		Writing		Maths		R,W,M Combined	
		Expected	High	Expected	High	Expected	High	Expected	High
Y1	89	81%	0%	78%	0%	74%	0%	76%	0%
Y2 Sch	88	80.7%	17%	78.4%	4.5%	78.4%	14.8%	76.1%	2.3%
Y2 Nat		74%	23.6%	65.5%	13.3%	72.6%	17.8%	60.3%	8.9%
Diff		+6.7%	-6.6%	+12.9%	-8.8%	+5.8%	-3%	+15.8%	-6.6%
Y3	87	75%	16%	81%	8%	74%	17%	69%	2%
Y4	89	75%	22%	61%	13%	65%	24%	54%	8%
Y5	90	78%	23%	67%	20%	71%	24%	65%	11%

Y1 Phonics: % pupils meeting the required standard	Sch: 69.3%	Nat: 80.5%	Diff: -11.2%
Y2 Phonics re-sit: % pupils meeting the required standard	Sch: -59.1%	Nat: 62.3%	Diff: -3.2%

School Self Evaluation: September 2016

Outcomes for pupils: evaluation and supporting evidence
<p align="center">Analysis and evaluation of 2015/16 outcomes for EYFS</p> <ul style="list-style-type: none"> The percentage of children achieving a good level of development (76.7%) was above the national average; this represents an increase from the figure for 2015 (71.9%) The percentage of girls achieving a good level of development (94.7%) was higher than the figure for boys (63.5%) Of the six disadvantaged children, 66.7% achieved a good level of development 54.5% of children with EAL, and none of those with SEND, achieved a good level of development The school continues to evaluate early years provision as outstanding with the main strengths identified being strong leadership, teaching having a focus on encouraging independent learning, the use of formative assessment and effective links with parents Recently children have benefitted from support from a speech therapist attached to the school; additionally, a large number of parents attended a reading workshop
<p align="center">Analysis and evaluation of 2015/16 outcomes for KS1</p> <ul style="list-style-type: none"> There was a decrease in the percentage of pupils reaching the required standard in the Year 1 phonics test, which is now below the national average; the school has started to address this in several ways, including through the organisation of a parents' workshop The percentage of pupils achieving the expected standard was above the national average in reading, writing and mathematics; the percentage achieving the higher standard was below the national average in all three subjects The percentage of girls achieving the expected standard in all three subjects was higher than the figure for boys The percentage of the seven disadvantaged pupils achieving the expected, and higher, standard in all three subjects was below average Of the eight SEND pupils, 37.5% achieved the expected standard in reading and writing and 25% achieved it in mathematics Of the 15 EAL pupils, 60% achieved the expected standard in reading, and 53.3% achieved it in writing and mathematics
<p align="center">Analysis and evaluation of 2015/16 outcomes for KS2</p> <ul style="list-style-type: none"> The percentage of pupils achieving the expected, and the higher, standard was above the national average in reading and mathematics but below it in writing The percentage of girls achieving the expected standard in all three subjects was higher than the figure for boys The percentage of disadvantaged pupils achieving the expected standard in all three subjects was below the figure for other pupils Of the ten SEND pupils, the percentage achieving the expected standard was below the national average for all pupils in all three subjects Of the 18 EAL pupils, 55.6%, 50% and 66.7% of them achieved the expected standard in reading, writing and mathematics respectively The progress scores in reading, writing and mathematics were above the national floor standards RAISEonline indicates that the progress measures for reading, writing and mathematics were +0.19, -2.3 and +1.93 respectively; the figures for disadvantaged pupils in the subjects were -3.01, -3.82 and -0.19 Senior leaders have carefully analysed the data and, in response, have introduced a programme of interventions, particularly to support disadvantaged middle attainers in reading and writing, which include focused assessments and pupil progress meetings as well as the development of the Reading School

School Self Evaluation: September 2016

Outcomes for pupils: Summary statement by QA professional	
There was an extensive and challenging discussion about whether outcomes are accurately judged as outstanding, particularly as some underachievement was identified in the Key Stage 2 results in 2016. Senior leaders have put in place a number of interventions, and it is important that they provide evidence of the impact of them, especially through analysis of current performance data, lesson observations and work scrutiny.	
School self evaluation judgement	Outstanding
QA professional (Based on the evidence seen are you able to confirm the schools judgement?)	Yes
Effectiveness of leadership and management: evaluation and supporting evidence	
<ul style="list-style-type: none"> • The governing body has a wide range of skills and experience and is involved in many aspects of the school; members appear to analyse data effectively to challenge senior leaders • The headteacher, with the SLT, provide strong and committed leadership; they have had a clear impact on improvement in many areas during the last year • Senior leaders have a pro-active approach when addressing areas for improvement; following a detailed analysis of data, several interventions have been put in place to support disadvantaged pupils' learning in reading and writing including the development of the academy as a 'Reading school' • The implementation of 'Clever classrooms' and use of display boards has had a positive impact on pupils' learning, particularly in science • Senior leaders have led developments in teachers' planning with increased use of technology leading to higher levels of pupils' engagement in lessons and improved presentation of work • Subject leaders have become more effective through developments in their subject knowledge and pedagogy and an involvement in whole school issues • In the early years, moderation of observations has led to improvements in childrens' progress • Membership of the Manchester teaching schools' alliance has proved to be a particularly useful way of sharing good practice 	
Effectiveness of leadership and management: Summary statement by QA professional	
The headteacher, with the SLT, provide strong and committed leadership; they swiftly identify areas for improvement and put in place appropriate interventions. Their work appears to have had a positive impact on many aspects of the school over the last year.	
School self evaluation judgement	Outstanding
QA professional (Based on the evidence seen are you able to confirm the schools judgement?)	Yes
Quality of teaching, learning and assessment: evaluation and supporting evidence	
<ul style="list-style-type: none"> • The school judges the majority of teaching as outstanding, with the main strengths identified as being very positive relationships, teachers' excellent subject knowledge and the effective use of reflection in the classroom • There have been recent improvements in the quality of teachers' planning, as well as their questioning skills, in order to ensure that lessons fully challenge all pupils • Relationships with parents appear to be very strong; they are fully involved in the work of the school and there are high levels of engagement in events • The school's teaching and learning handbook explains the expectations for teaching in a very clear and structured way • There are robust systems for monitoring the quality of teaching and learning; lesson observations focus on evaluating the progress made by all groups of pupils, particularly those who are disadvantaged • Moderation of pupils' exercise books and scrutiny of their work are used to evaluate the impact of teachers' marking • Some teachers have been appointed as mentors for twelve, mainly disadvantaged, pupils to provide support for personal issues 	

Quality of teaching, learning and assessment : Summary statement by QA professional

The school has clear expectations for the quality of teaching. The main strengths appear to be teachers' subject knowledge, planning, relationships within the classroom and use of reflection to reinforce learning. There are robust systems for monitoring the quality of teaching which have a focus on evaluating the progress made by all groups of pupils.

School self evaluation judgement Outstanding

QA professional (Based on the evidence seen are you able to confirm the schools judgement?) Yes

Personal development, behaviour and welfare: evaluation and supporting evidence

- There is a very positive ethos within the school, with excellent relationships and pupils showing respect for others' views
- Pupils demonstrate high standards of behaviour because of clear expectations and strong support for them, particularly through the behaviour response plans
- Playtime and dyslexia ambassadors provide additional helpful support for pupils
- There was one fixed term exclusion last year but none since the start of the Autumn term
- Pupils' leadership skills are developed through taking part in discussions and debates; the teacher leading the School Council has ensured a focus on their involvement in whole school issues
- Pupils' enthusiasm for the school is shown by their attendance usually being above national averages; it has fallen slightly in 2016 because of families taking holidays during term time
- There has been recent training for staff on how to deal with pupils' attachment issues
- The school strongly adheres to implementing the Prevent Duty

Personal development, behaviour and welfare: Summary statement by QA professional

Clear expectations and strong support for pupils ensure that behaviour is excellent. Usually, attendance is above average and there are very few, if any, exclusions. The school has a very positive ethos with pupils' personal development being supported in many ways.

School self evaluation judgement of behaviour ○ **School self evaluation of personal development and welfare** ○

QA prof: (Are you able to confirm the schools judgement?) Yes **QA prof: (Are you able to confirm the schools judgement?)** Yes

Key priorities 2016/17 and issues to be addressed/monitored by the governing body

The school's key focus areas for 2016-17 continue to be

- ensuring high levels of pupil progress from year to year
- early identification of, and appropriate intervention for, pupils making less than expected progress, particularly those who are disadvantaged
- involvement of all pupils in identifying and understanding their learning needs and how to improve
- involvement of all parents in identifying and understanding their childrens' learning needs and how to help them improve

The priorities for action for 2016-17 are

- developing the 'Clever classrooms' project
- developing the school as a 'Reading school'
- establishing summative assessment for subject knowledge in science and formative assessment of scientific enquiry
- establishing pupil digital leaders across the school
- developing a scheme for teaching and learning in mathematics

Key focus for SLT to follow up (Including detailed activities)

Key focus:	Ensuring that the evidence in the self-evaluation summary fully supports the judgement of outcomes as outstanding
Activity 1	Aspects of underachievement are fully addressed, and developments monitored and tracked, in the improvement plan
Activity 2	Current evidence – performance data, lesson observations and work scrutiny – supports the judgement and is based on the current Ofsted descriptors for outcomes
Activity 3	Clear evidence of the impact of leadership interventions