

Beaver Road Primary School

School Improvement Priorities

September 2014 to August 2015

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 and
- Governing Body 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

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.

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 • 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) • 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 • Sports Clubs • Breakfast Club • After school and lunchtime activities

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Identifying School Improvement Priorities 2014 to 2015

The School Improvement Priorities for 2014-2015 have developed out of further detailed analysis by the School Leadership Team and Governors of pupil attainment and progress data, planning and work scrutiny, lesson observations and performance management discussions and outcomes. The School Leadership Team and Governors have also considered the implications of both the New National Curriculum and the corresponding Government changes to the Assessment system.

What did September 2011 OFSTED tell us about our School?

Overall effectiveness – how good is the school Grade 1 Outstanding

The school's capacity for sustained improvement Grade 1 Outstanding

What did OFSTED say we needed to improve further?

- Linking work in writing more tightly to the work done in reading
- Extending pupils' opportunities to use drama and discussion to sort out their ideas to make writing more exciting and interesting

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What did the Integrated Data Set 2013 tell us about EYFS?

The good level of development for children at Beaver Road in 2013 was 61.1%. This was significantly higher than the national and local average, 52% and 46.6% respectively.

The number of children achieving Expected or Exceeding in Reading was significantly higher than both local and national averages, 80% of children at Beaver Road achieved the early learning goal compared with the national average of 64.2%.

80% of children at Beaver Road achieved Expected or Exceeding in Number compared with 61.9% locally.

83.3% of children at Beaver Road achieved Expected or Exceeding in Shape, Space and Measure compared with 67.2% locally.

The percentage of children achieving Expected or Exceeding in all three Prime areas of learning was higher than the local average.

The percentage of children achieving Expected or Exceeding across the five Specific areas of learning was significantly higher than the local average.

Overall children at Beaver Road performed better across all 17 aspects compared with local data.

The good level of development for Asian Pakistani children at Beaver Road was below the local average.

The performance of boys was below girls in both the prime and specific areas of learning.

The 6 FSM pupils achieved significantly fewer early learning goals. There was a significant gap between the performance of EAL pupils and non EAL pupils. 33.3% of EAL children achieved a good level of development compared with 61.1% of non EAL pupils, a difference of -27.8%.

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The achievement of EYFS pupils is **outstanding**

To remain at **outstanding** we need to:

- Ensure that FSM pupils in EYFS attain closer to non- FSM pupils in order to narrow the gap.
- Narrow the gap between boys and girls attainment at the end of EYFS
- Increase the percentage of EAL children achieving GLD.

The quality of EYFS teaching is **outstanding**

To remain at **outstanding** we need to:

- Ensure that the level of challenge remains high throughout lessons so that more able pupils are consistently being challenged.
- Ensure that children's interest and characteristics of learning are taken into account when planning activities.
- Constantly monitor and improve the quality of teacher questioning so that all classrooms have an ethos of enquiry and research

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What did 2013 Raise online tell us about our School?

KS1

Overall points scores for 2013 were significantly above national average. The results have improved compared with 2012. The results have been significantly above for 3 of the past 5 years

The reading points scores for 2013 are significantly above the national average. The results have improved in comparison with 2012. Results have been above average for 5 consecutive years and significantly above for 2 of the past 5 years.

The writing points scores for 2013 were significantly above national average. The results have improved compared with 2012. The results have been significantly above the national average for 2 of the past 5 years.

The mathematics points scores for 2013 were significantly above national average. Results have improved compared with 2012. The results have been significantly above the national average for 2 of the past 4 years, having been significantly below in 2009.

The percentage attaining L2+ was significantly above the national average for reading and above average for writing and maths.

The percentage attaining Level 2b was significantly above the national average for reading and writing and maths

The percentage attaining Level 3 was significantly above the national average for reading and maths

The performance of the boys was below the girls overall but was above boys nationally with girls being above other girls nationally

11 FSM pupils performed below other FSM pupils nationally overall; were below other FSM nationally in reading and maths and well below other in writing

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13 EAL pupils performed above EAL pupils nationally overall; were well, above other EAL nationally in reading and above others in writing and mathematics

7 SA or SA+ pupils performed well below non SEN pupils and performed below other SEN pupils nationally

The term of birth was not significant because Autumn born pupils' performance was above Summer born pupils but not much more than noted nationally

Year 1 Phonics Check – 83% achieved the expected standard – 14% above the national average of 69%

Key Stage 2

The overall average points score in 2013 was significantly above the national average. Results cannot be checked for trend because methods of assessing have changed over the past 2 years

The maths average points score in 2013 was significantly above the national average. Maths results have remained the same in comparison with 2012. Results have been significantly above average for 5 years

Reading average points score in 2013 was significantly above national average. This shows a dip in comparison with 2012 but the results remain very strong

Writing average points score in 2013 was significantly above national average. This remains the same in comparison with 2012. The results remain very strong

The SPAG average points score in 2013 was significantly above the national average

The percentage attaining Level 4+ was significantly above the national average for maths, writing; and for SPAG and above average for reading

The percentage attaining Level 5+ was significantly above average for reading, writing, maths and SPAG

The performance of boys was above girls for combined maths, reading and writing and well above boys nationally. Girls were above girls nationally

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The performance of 26 FSM pupils was well below our non FSM pupils for the combined maths, reading and writing but above other FSM pupils nationally

The performance of 18 EAL pupils was well below our non EAL pupils for combined maths, reading and writing but above other EAL pupils nationally

The performance of 11 SEN pupils was well below our non SEN pupils for the combined maths, reading and writing but just above other SEN pupils nationally

Value added information suggests that progress between KS1 And KS2 is significantly above average for maths and writing and above average for reading

The percentage of pupils making 2 levels of progress was above the average in reading by 5% for writing by 9% and for maths by 8%.

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What does our School Self-Evaluation Statement (SES) December 2013 say?

The achievement of pupils is **outstanding**

To remain at **outstanding** we need to:

- focus on improving achievement in EYFS
- improve value added outcomes for reading
- ensure that FSM pupils in KS1 attain closer to non FSM pupils

The quality of teaching is **outstanding**

To remain at **outstanding** we need to:

- constantly monitor, assess and improve the quality of teaching to ensure that all pupils continue to develop a love of learning and a thirst for knowledge
- ensure that all TAs are strong enough to provide appropriate levels of support to all pupils
- ensure the level of challenge remains high throughout lessons so that more able pupils are consistently being challenged
- ensure the less able and those facing barriers to learning, are fully included in all lessons and in the overall life of the School, having every opportunity to shine and showcase their talents
- ensure that all staff are confident with the new Learning Challenge curriculum

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The behaviour and safety of pupils are **outstanding**

To remain at **outstanding** we need to:

- ensure that all our children continue to have a love of learning and a thirst for knowledge, so that it is impacting on the progress they make
- ensure that any pupils who present a barrier to learning for other pupils, are carefully managed in order that they fully participate in lessons and in the life of the School
- ensure we continue to listen to parents and carers and to take account of their opinions and recommendations
- reduce the proportion of pupils who are persistently absent or late

Leadership and management are **outstanding**

To remain at **outstanding** we need to:

- continue to support and develop the leadership and management knowledge, skills and understanding of middle leaders (Team Leaders and Subject Leaders)
- continue to support and develop School Leadership Team members in preparation for school leadership
- ensure all governors are committed and that the work of the governing body is distributed appropriately and effectively

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The School **Key Areas for Action** will therefore 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** are:

- Introduction and development of the Learning Challenge curriculum
- Introduction and development of new assessment procedures
- Introduction and development of Computational Thinking
- Dyslexia Quality Mark accreditation
- Establishment of the new 90 place School Nursery

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

- School Leadership Team in collaboration with Team Leaders, Subject Leaders and Class Teachers
- Governing Body 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 2015 by the School Leadership Team.

The 2014 – 2015 School Improvement Priorities was discussed and approved by Curriculum Committee in Summer Term 2014 and endorsed by the Governing Body at their first full meeting in Autumn Term 2014.