

School Profile

2005/2006 Beaver Road Primary School

Beaver Road Primary School

Beaver Road, Didsbury
Manchester, Lancashire, M20 6SX
Telephone: 0161 4459337

<http://www.beaverroad.org.uk>

Children's Service Authority: Manchester

Age Range: 3-11

Number of pupils: 658

Head Teacher: David How

Chair of Governors: Karen Bullen

What have been our successes this year?

Our School appointed a new Headteacher who took up post in October 2005.

This year the School has embarked on a three year programme of INSET and in-school development to implement Kagan Structures. The development of cooperative and collaborative learning approaches will lead to more focused learning, more inclusive learning and ultimately to higher teaching and learning standards.

Our School has introduced a new Behaviour Policy based on rights, responsibilities and rules.

Our School has successfully implemented a new organisational structure. Ahead of the projected completion date of January 2008, the School is now organised into Early Years(N,R and Y1), Junior School(Y2,3,4) and Senior School(Y5,6) each with an Assistant Headteacher leading on teaching and learning standards.

The Headteacher and Deputy Headteacher share responsibility for the other strands of the ECM agenda.

Our School has introduced new security measures to enhance the safety of staff and children.

What are we trying to improve?

The Governors have drawn up a challenging strategic statement of how they see the School in 2010.

It is focused on the development of self confidence and responsibility, a sensitive awareness of the world we live in and a commitment to life long learning and global citizenship.

School Improvement Plan 2006/2007

Priorities

1. Foundation Stage curriculum and organisation improved
2. Performance Management reorganised
3. Gifted and Talented Policy completed
4. International links developed
5. ICT Award - as standard for ICT 3 year plan

Continuing Focus

Teaching and Learning - Kagan Structures, introduced and developed
Behaviour Policy embedded

New School Organisation embedded

Pupil Tracking and Data to inform planning embedded

Communications to/with Parents/Carers improved

Buildings - internal improvements

Grounds - improvements for study and leisure

Healthy School Award - towards Gold

Eco School Award - towards Gold

How have our results changed over time?

Beaver Road continues to support improved learning

	2003	2004	2005	Difference
AAT value added	99.5	100.4	100.8	+0.4
CVA	99.9	100.3	100.5	+0.2
English CVA	100.4	99.7	100.4	+0.7
Maths CVA	99.5	100.7	100.6	-0.1
Science CVA	99.5	100.5	100.3	-0.2

These measures are extremely important in establishing the rate of progress made by learners.

CVA highlights the extent of pupil progress.

- Overall CVA measures show a year on year upward trend and a measure significantly higher than average is attained in 2005.
- In 2005 All subject areas record a CVA score on or above the national mean of 100
- English CVA shows a fluctuating but overall level trend.
- Maths CVA shows a fluctuating but overall upward trend, moving from below the national mean in 2003 to significantly higher than average in 2004 and remaining significantly higher than average in 2005
- Science CVA shows a fluctuating but overall upward trend, moving from significantly lower than average in 2003 to broadly in line in 2004 and 2005

How are we making sure we are meeting the learning needs of individual pupils?

The School has taken a significant step forward in 2006 to improve individual pupil tracking by adopting the PIMS system. All staff now have easy access to pupil progress profiles and are expected to show, in their planning, how such information is being used to improve children's learning.

The Headteacher has identified a representative set of pupils from all ability levels across the School, to be researched as part of a Pupil Voice enquiry that to date has included a report from NCSL consultants and the use of PASS, an online enquiry for every child in Year Groups 3-6. Information from Pupil Voice has influenced the new Behaviour Policy with its emphasis on rights, responsibilities and rules. It has helped raise issues about how learning is perceived by children across ethnic, ability and cultural groups that will continue to inform curriculum and organisational decisions over the next few years (e.g. the need for more representation of the growing multicultural dimension of the School through images, music, celebrations).

There is a new SEN Policy and job descriptions for staff responsible for SEN, that will lead to better provision for some of our most vulnerable children.

How do we make sure our pupils are healthy, safe and well-supported?

The School has been re-organised to meet the challenge of the Every Child Matters agenda with key senior staff taking responsibility for the various elements of ECM (e.g. Deputy Headteacher - Health and Happiness, Assistant Headteachers - Enjoyment and Achievement)

The School is working towards the *Gold Standard* as a Healthy School.

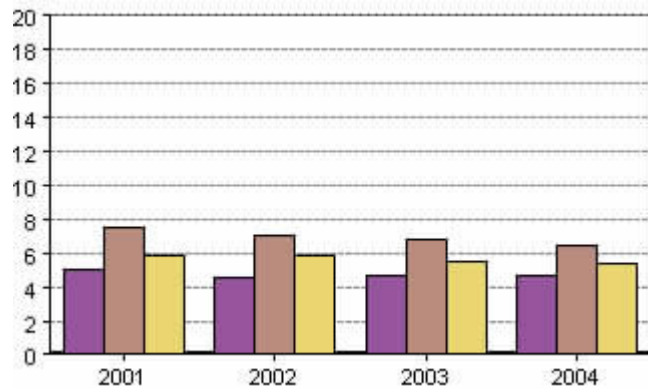
The number of children on the Vulnerable register has been reduced, with the help of Education Welfare Service from 35 to 6.

A new system for School Security was introduced in Spring 2006 after extensive consultation by a committee of the *Governing Body*. There is now controlled access into School for all visitors other than children and staff.

School Council continues to effectively promote the welfare of all children (e.g. new dining and lunchtime arrangements)

How do our absence rates compare with other schools?

This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.



Our School - purple

Local Schools (Local Authority) - brown

All Schools - yellow

What activities are available to pupils?

The School supports extensive and very successful opportunities for musical tuition through its links to the Manchester Music Service.

A variety of sports are supported during and after School including football, netball, swimming, lacrosse, rugby, pentathlete, yoga, and athletics.

There are opportunities for children in Y4 and Y6 to participate in residential outdoor adventure activities in the Lake District.

All pupils benefit from an extensive range of visits as part of the curriculum to art galleries, museums, churches and other religious

buildings and make full use of local environmental projects (e.g. Mersey Valley).

There are links with the Manchester Metropolitan University and Parrs Wood High with students visiting to work with our children (e.g. drama)

How are we working with parents and the community?

The School is working continuously to improve communications with parents and other stakeholders.

A new website has been set up.

Focus Groups have been used to test opinion before policy decisions have been made (e.g. security)

The School publishes full curriculum information for parents each year and holds a number of parent information sessions.

School Governors visit classrooms for organised observation and work in the School (e.g. gardening club)

A termly free newspaper is published.

A School information noticeboard has been commissioned for the playground.

The School is regularly reported on in local newspapers and magazines (e.g. Didsbury Magazine, Reporter) and recently BBC Look North (dining room improvements)

The School makes extensive use of local businesses for services

What have pupils told us about the school, and what have we done as a result?

Pupil Voice is very important in our School.

We have an active School Council that has lobbied for changes to lunchtime and playground organisation leading to significant changes to the Dining Room, staffing at lunchtimes and the timing of breaks.

PASS (Pupil Attitudes to School) survey results show nearly every child is happy with and supportive of their School and praise the staff highly. Some individual pupils have concerns relating to self confidence and self esteem - hence the emphasis in the new Behaviour Policy on rights and responsibilities, and the importance of developing collaborative learning (Kagan) to support the inclusion of all pupils.

A Pupil Voice survey from NCSL consultants shows the children are very supportive of new ideas and actions taken by the Headteacher. They say he is open and approachable

What do our pupils do after leaving this school?

Most pupils move on to the local secondary Parrs Wood High School, who report back that they very quickly assimilate into the school and are well represented in the subsequent successes of the High School in all aspects of the curriculum.

About 15% of the pupils move on to the Independent sector e.g. Manchester Grammar School, Withington Girls, William Hume GS.

What have we done in response to Ofsted?

The OFSTED report of 2001 graded the School as 'good'.

The Governing Body has now a clear strategic role in the future of the School, matched to a 2010 Strategic Statement, and is better organised and led to fulfill that role.

The School in 2006/7 will develop a clear policy on Gifted and Talented pupils.

Over the past 12 months the School has through conversations and discussions with the SIP, continued to develop strengths in self evaluation and would consider itself to be 'good with some outstanding characteristics'.

The SEF has been completed and reviewed twice in the past six months by the School Leadership team following work by the SIP with Governors, and wide consultation by SLT with staff and pupils.

The School Improvement Plan now closely reflects issues raised by the PANDA and analysed in the SEF. Performance Management will, from September 2006, be more rigorously related to both the SEF and School Improvement Plan.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 0161 4459337

Our website <http://www.beaverroad.org.uk>

[School Profile](#) and [ParentsCentre](#) has been developed by the Department for Education and Skills as a resource to support parents.

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