

Beaver Road Primary School

School Improvement Plan

2009 to 2010

Beaver Road Primary School

In January 2006 the Governors worked with the Headteacher and Education Consultant Sir John Jones to develop a strategic framework for the School's future. This is the Governors 2010 Strategic Statement

At Beaver Road

There are no invisible children.

All engage

Many will shine

Some may reach the stars

As a pupil 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.

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The Context for the School Improvement Plan

The Governors Strategic Statement provides the backdrop for school improvement planning.

The Self Evaluation Form (SEF) identifies areas of the School where improvements are needed.

The five key outcomes of 'Every Child Matters' * are at the heart of everything we do at Beaver Road Primary School. The self evaluation form (SEF) is the tool we use to evaluate how successful we are. The questions are those asked by OFSTED to support schools in making valid judgements. These are the same questions our governors use in evaluating our achievements.

The School Improvement Plan is intrinsically linked with the School SEF, School RAISE, the Government's Every Child Matters agenda and the Beaver Road Governors' Strategic Statement

This Plan is intended to be a working document giving direction rather than creating prescription.

Not all the work our School is engaged in can possibly be included in the Plan.

The School Leadership Team, Lead Learners Team and individuals and groups who are leading on priorities will have more detailed and specific action plans.

Descriptions of initiatives and of their effect on the life of the School and the children's learning will be presented to the Governing Body and Committees throughout the year.

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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

	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
Aims	<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 access to transport and material goods</i> <i>To live in households free from low income</i></p>
Achievement & Standards			<p>What are learners' achievement and standards in their work? (and progress) How well do learners achieve in the Foundation Stage?</p>		

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<p>Personal development & well-being</p>	<p>How well do learners make progress in their personal development? To what extent are learners aware of, and do they practise, healthy lifestyles?</p> <p>How good are the personal development and well-being of learners in the foundation stage?</p>	<p>How well do learners make progress in their personal development? To what extent are learners aware of, and do they practise, healthy lifestyles? To what extent do learners feel safe and adopt safe practices?</p> <p>How good are the personal development and well-being of learners in the foundation stage?</p>		<p>How well do learners make progress in their personal development?</p> <p>How well do learners make a positive contribution to the community?</p> <p>How good are the personal development and well-being of learners in the foundation stage?</p>	<p>To what extent are learners aware of, and do they practise, healthy lifestyles?</p> <p>How well do learners prepare for their future economic well-being?</p>
<p>Quality of Provision</p>	<p>How well are learners guided and supported? What is the quality of provision in the Foundation Stage?</p>	<p>How well are learners guided and supported? What is the quality of provision in the Foundation Stage?</p>	<p>How good is the quality of teaching and learning? How well do the curriculum and other activities meet the range of needs and interests of learners? How well are learners guided and supported? What is the quality of provision in the Foundation Stage?</p>	<p>How good is the quality of teaching and learning? How well do the curriculum and other activities meet the range of needs and interests of learners?</p>	<p>How well do the curriculum and other activities meet the range of needs and interests of learners? How well are learners guided and supported?</p>

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The Governors' Strategic Statement and Every Child Matters

	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
	<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>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>
Link with ECM	<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 some of the strategies we have used for 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 • New Outdoor Education initiatives • PSHCE programme • Sex education • Drugs education • Healthy School Award • School Travel Plan 	<ul style="list-style-type: none"> • Appropriate policies • Child Protection procedures • Risk assessments • Use of relevant class and school rules • Strong relationships between staff and pupils • Safety Initiatives e.g. fire safety, water safety 	<ul style="list-style-type: none"> • A stimulating, challenging and appropriate curriculum. • Collaborative Learning (Kagan Structures) • Assessment for Learning • Excellence & Enjoyment • Challenging targets • Promoting attendance • Extensive programme of first hand learning opportunities and Educational visits. 	<ul style="list-style-type: none"> • 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 Councils • Sustainable School • Team work opportunities • Curricular opportunities to research and make presentations • Music tuition • Website • Sports Clubs • Breakfast Club • Art Club • Computer Club • Cookery Club

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School Improvement Priorities 2006-2010 (in line with Governors' 2010 Strategic Statement)

Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
<p>Continue to raise standards in all curriculum areas (ECM 3)</p> <p>Develop and embed collaborative learning strategies (ECM 3,4)</p> <p>Modern Foreign Language - Spanish (ECM 3,5)</p>	<p>Behaviour policy (ECM 1,2,3,4)</p> <p>Healthy School Gold (ECM 1,2,3,4,5)</p> <p>Eco School Gold (ECM 1,2,3,4,5)</p>	<p>Continue to develop and sustain Excellence & Enjoyment (ECM 3)</p> <p>Implement full Foundation Stage curriculum. (ECM 3)</p> <p>Continue training for staff in collaborative learning strategies (ECM 3)</p> <p>ICT 3 year strategic plan with MGL including Effective use of IAWs in all classrooms (ECM 3)</p> <p>Planning monitoring and review clearly linked to pupil tracking data e.g. PIMS (ECM 3)</p> <p>Writing (ECM 3) Develop and sustain strategies for improvement in quantity, variety and quality of extended writing throughout school</p> <p>Develop extended opportunities for Outdoor Education on school campus and beyond (ECM 2,3)</p>	<p>Develop the role of the Assistant Headteacher</p> <p>Develop role and responsibilities of Deputy Headteacher</p> <p>Development and embedding of collaborative, team based working - School Phase and Year Group meetings</p> <p>Implementation and embedding of new performance management policy for all staff</p> <p>Implementation and embedding of new organisational structure - EY, Junior School and Senior School</p> <p>Implementation and embedding of practitioner enquiry through means of Curriculum Enquiry Groups</p> <p>Induction of staff new to School</p> <p>Leadership and management of administrative support</p>	<p>Decoration of hall and all classrooms</p> <p>Refurbishment of adult toilets</p> <p>Refurbishment of children's toilets (1)</p> <p>Development of Reception Area</p> <p>Enhancement and development of all outside play, leisure and green areas (ECM 1,2)</p>

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The School Improvement Plan 2008 – 2009

Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
<p>Writing (ECM 3) <i>Big Write initiative in Sept 2007 begun with whole school INSET</i> <i>Big Write Group set up to develop and sustain initiative</i> <i>Writing Performance Management targets set for all teachers (2 levels of progress)</i> <i>Outcome – awaiting end of school year 2008 assessments</i></p> <p>Spanish (ECM 3,5) <i>Spanish teaching established across Year groups 3,4,5</i> <i>INSET for all staff on teaching Spanish held May 2008</i> <i>Expectation set of all staff learning conversational Spanish from September 2008</i> <i>Curriculum guidelines prepared for all Years leading up to Y3</i> <i>New teaching materials ready for Y3/4 + from Sept 2008</i></p> <p>Foundation Stage (ECM 3) <i>EYFS curriculum and organisation established from Sept 2007</i></p>	<p>Behaviour policy (ECM 1,2,3,4) Policy endorsed by Governing Body. Implemented across the School. PASS returns (pupil survey) demonstrate increasing levels of happiness at school and growth in self confidence. All issues relating to bullying dealt with by HT.</p> <p>School Council (ECM 4) <i>School Council reorganised from September 2007</i> <i>Meets regularly with HT</i> <i>Project on improving school play facilities in conjunction with FOBR established and due for completion July 2008</i> <i>School Council involved in interviews for AHT KS2 post</i></p> <p>Healthy School Gold (ECM 1,2,3,4,5) Eco School Gold (ECM 1,2,3,4,5) School will not pursue these awards. Too time consuming and not always relevant to school's own needs.</p>	<p>International links (ECM 3, 4 and 5) <i>Bid for 8 country 2 year Comenius Partnership completed with HT</i> <i>Coordinator of Partnership – outcome known August 2008</i> <i>Successful bid for 2 year link with Pakistan and Bangladesh schools made to British Council (network includes 3 primary and 1 secondary school) – commence June 2008</i> <i>Developing class to class links with schools in Spain and Ghana.</i></p> <p>ICT (ECM 3,5) <i>The partnership with MGL continues to build up strengths for both children and staff in the use of multimedia in ICT. IAWs are now installed in every classroom including the Nursery and are in daily use.</i></p> <p>Additional Needs (ECM 3) Additional Needs (SEN, EAL, G&T) are now organisationally in the remit of the Deputy Headteacher and are therefore represented at SLT level, as recommended by DFES. DDA complied with</p>	<p>Performance Management <i>New performance management policy was implemented in September 2007 and is now fully operational for all teaching staff.</i> <i>Harmonisation process throughout the LA has been successfully negotiated with Beaver Road TAs (April 2008).</i> <i>A Performance Management policy and organisation for TAs is in preparation for September 2008.</i></p>	<p>Building improvements (ECM 1,2) <i>Lack of available funds has militated against large scale refurbishments and improvements around the school. The focus has had to be on reactive repairs and improvements. Disability access to all areas was successfully completed by December 2007.</i></p> <p>Grounds improvements (ECM 1,2 and 3) <i>Equipment contravening health and safety standards (e.g. benches, tables in poor condition) have been removed.</i> <i>Full grounds maintenance contract now been negotiated and implemented.</i> <i>Environmental garden now established in inner quadrangle.</i> <i>New playground equipment (e.g. play wall, basketball nets, seating) negotiated by School Council and FOBR due to be built June 2008</i></p>

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Evaluation of School Improvement Plan for 2008 to 2009

Achievement and Standards Improvement Plan 2008-2009

Links with National Initiatives: Primary Strategy, Enjoyment and Achievement

Links with Every Child Matters. 10 year Children's Plan, Community Cohesion

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Achieved
Gifted and Talented – develop a new school policy	DHT School staff	Continuous	Additional Needs budget	Gifted and Talented criteria defined Gifted and Talented recognised	Achieved
Big Write – second phase of development	DHT School staff	1 year	Supply INSET	Writing pedagogy continues to develop and improve	Achieved
Teaching and Learning – Kagan Structures	BKn	1 yr +	£1000	Kagan Coaching for staff using Kagan Structures New staff trained in Kagan Structures	Achieved
Transition Reception to Year 1	Emily Pock EY/KS 1 AHT	1 year		Quality EY practice taken through in to Y1 for children to experience smooth transition and enhanced learning	Achieved
Personalised achievement and attainment (pupil tracking)	AHTs DHT Consultant	1 yr +		Early identification of children whose progress is stalling	Achieved

School Improvement Plan 2009 to 2010

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Personal Development and Well-Being Improvement Plan 2008-2009

Links with National Initiatives: Anti-Bullying Campaign, Healthy Food initiatives

Links with Every Child Matters: Be Healthy and Stay Safe

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Achieved
Behaviour policy	Whole school	Whole year		Teaching: deeper understanding of and better skills in dealing with behaviour issues in classroom and around school Learning Mentor established in school	Achieved
Physical Education	Tom Walsh AHT KS2 HT	1 yr +	£5000	Improved teaching and learning PE and Games Improved opps for children through extended outdoor activities	Partially achieved - needs priority in 2009/10 plan

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Quality of Provision Improvement Plan 2008-2009

Links with National Initiatives: Primary Strategy and 'Excellence and Enjoyment'

Links with Every Child Matters: Enjoy and Achieve

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Achieved
Community Cohesion – Additional Needs (e.g. SEN,G&T, EAL, Equality Duties)	DHT	1 year +	£5000 + SEN and EAL budgets	Differentiated and personalised learning in all classrooms Curriculum reflects and promotes community cohesion at school, local, national and global levels	Limited progress achieved – priority for 2009/10
International Links	AHT EYKS1 HT	1 year +	EU British Council £2000	Support development of Modern Foreign Language (Spanish) Extend and enrich curriculum Extend and enrich teachers' experience Children's understanding of world citizenship	Achieved
ICT	Chris W Marg. Fletch MGL		£5000	Introduction and development of use of extended media in ICT – (animations, desk top publishing, podcasting)	Achieved

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Leadership & Management Improvement Plan 2008-2009

Links with National Initiatives: Workforce Remodelling

Links with Every Child Matters: Enjoy and Achieve

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Success Criteria
Assistant Headteachers	AHTs supported By HT	From Sept 08	£1500	NCSL programmes Leadership Pathways and Leading from Middle to improve leadership skills and understanding	Achieved
Middle Leaders	Teach with more than 2 years HT	From April 2008	£1000 TBD	NCSL programme Leading from Middle	Achieved
School Business Manager	SBM	1 year	£500	Improved financial and strategic management leading to best value purchase of services. Increased resourcing to support curriculum	Achieved
New Staff	AHTs DHT	1 term	£2000	Induction of new staff into procedures leading to embedding of culture and ethos of school leading to cohesive approach to teaching and learning	Achieved
Performance Management	HT DH AHTs	1 year +	£1000	Teachers working to PM targets relating to attainment and achievement	Achieved

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Premises Improvement Plan 2008-2009

Activity and proposed action	Achieved
Refurbished pupil toilets	Achieved
Change of cloakrooms in to learning areas and creation of cloakrooms on corridors	Achieved
Painting and decorating corridor areas	Achieved
Painting and decorating Y5/6 block	Achieved
New carpets to all classes	Achieved
New seating furniture Y3 and Y4, and KS2 ICT suite	Achieved
External windows repair	Achieved
Artificial grass area EY	Achieved
Canopy for shade/shelter EY	Not achieved
Refurbishment of Nursery outside play area	Achieved

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Shaping the School Improvement Plan 2009 to 2010

The 2009 RAISE shows evidence that the School not only achieves highly in terms of attainment but also in CVA.

3 year pupil progress (CVA) trends are:

- *All subjects Upward, at a high level*
- *English Upward, at a high level*
- *Maths Upward, at a high level*
- *Science Upward at a high level*

In 2008 our CVA measures are significantly above 100.0, the national mean overall and in each core subject – a situation consistent with 2007 measures in All subjects, English and Maths.

Our percentile rankings for 2008 put progress at Beaver Road within the top 25% of schools nationally across the country.

However we need to sustain standards of both attainment and achievement and ensure that in our high performing school we maintain appropriate levels of challenge in monitoring, reviewing and evaluating the progress of every child.

Our SIP priorities emerge in the context of questions arising out of our RAISE analysis:

- *Is the progress of FSM and Black African children closely monitored and evaluated, appropriate action identified and improvements measured?*
- *Is the progress of SEN children closely monitored and evaluated, appropriate action identified and improvements measured?*
- *Is the progress of boys closely monitored and evaluated, appropriate action identified and improvements measured?*
- *Do cohorts attain and progress consistently throughout each academic year – are all teachers sufficiently aware of children who are stuck, slow moving or falling behind?*
- *Is teaching in each Year Group consistently good or better for all children?*
- *Do children in each Year Group understand how they can improve there own learning?*
- *Are more able pupils fully stretched to achieve their potential?*
- *Is our curriculum and learning environment conducive to the maximum attainment and achievement of every child?*

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and specifically for School Leadership Team:

- *Is Performance Management focussing on delivering enhanced outcomes for all learners?*
- *Is our leadership and management structure ensuring Teaching and Learning is of consistent high quality?*
- *Are leadership and management in our school innovative and delivering success in raising standards and enriching learning opportunities for all?*

The SIP main priorities for 2009 are therefore:

- Develop Personalised Learning to secure aspirations set out in Personalised Learning policy.
- Enhance and extend parental involvement in children's learning across all age groups
- Improve and enrich the teaching of English across all year groups specifically speaking and listening
- Fully embed Kagan Structures (full pupil involvement in and responsibility for learning)
- Continue to improve and extend assessment for learning, pupil tracking and assessment systems to measure effectiveness of teaching and learning and pupils' rates of progress
- Enhance school leadership structure to improve teaching and learning standards across school
- Develop international dimension (enrichment of curriculum for all, including language teaching)
- Introduce the International Primary Curriculum to Years 2 to 6 - Excellence and Enjoyment
- Enhance and enrich PE and Games curriculum and provision.
- Continue to improve learning environment for all children with emphasis on extending outdoor learning opportunities for all children

The School Improvement Plan can be downloaded from Information page on School website www.beaverroad.org.uk

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The School Improvement Plan 2009 – 2010

Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
<p>Personalised Learning (ECM3) <i>Personalised Learning policy continues to be at core of all curriculum developments and improvements</i> <i>Personalised Learning is central part of Performance Management for all teaching staff</i> <i>Effect on attainment and achievement monitored and evaluated by SLT and reported back to Gobs on regular basis</i></p> <p>Pupil tracking and Assessment (ECM3) <i>Further development of Assessment for Learning through use of APP (Assessing Pupil Performance) and IPC Looking at Learning toolkit</i></p> <p>International Primary curriculum (ECM 3,4,5) <i>Introduced in Sept 2009 to accelerate move in teaching and learning towards Excellence and Enjoyment and to prepare for introduction of Rose Report recommendations 2010</i></p> <p>Kagan Structures (ECM1,2,3,4,5)</p>	<p>Community cohesion (ECM 1,2,3,4,5) <i>Development of Community Cohesion policy</i> <i>Extension of parental partnership and contribution to teaching and Learning to all Year Groups across the School (EY/Y1 model)</i></p> <p>PE and Games curriculum (ECM1,2,3) <i>Establishment of high quality PE and games teaching and learning throughout the School</i></p> <p>Kagan Structures (ECM1,2,3,4,5) <i>Continue to use and extend Structures throughout whole school as main support for inclusive education</i></p>	<p>International links (ECM 3, 4 and 5) <i>Second year and conclusion of All about Me, All about You, All about Us Comenius partnership</i> <i>Brokering of new Comenius Partnership for 2020-2012</i> <i>Long term link up with Amaur Ikastola in Pamplona</i> <i>Extension of teaching and learning of Spanish to EY and KS1.</i> <i>Learning of basic vocabulary in 5 languages for all children – e.g. Spanish, French, German, Arabic and one other</i></p> <p>International Primary Curriculum (ECM3,4,5) <i>Introduced in September 2009 to Year Groups 2 to 6</i></p> <p>ICT (ECM 3,5) <i>Successful bid for funding to take school to leading edge in ICT resources and learning – internet and intranet facilities, radio station, and mobile technologies.</i></p> <p>Additional Needs (ECM 3) <i>New SENCO gains national accredited status</i> <i>SEN meets national standards</i></p>	<p>Performance Management <i>All Performance Management linked to personalised learning policy and its successful embedding throughout the School.</i></p> <p>School Leadership Development <i>AHTs prepared for school leadership through engagement with NCSL leadership programmes and strategies.</i> <i>Lead Teachers developed for school leadership futures through engagement with NCSL and local initiatives (e.g. GM Challenge, in-school training led by HT)</i></p> <p>Monitoring of standards of teaching and learning (ECM1,2,3,4,5) <i>Further refinement of pupil tracking and assessment through improved development and monitoring of APP and use of IPC</i> <i>Looking at Learning toolkit</i></p>	<p>Building improvements (ECM 1,2) <i>Phase three of building improvements to include Year 2 classrooms, school halls, shade for outdoor Classroom, toilets refurbishment, new Library, parents/multi-purpose room, cookery room for children</i></p> <p>Grounds improvements (ECM 1,2 and 3) <i>Four Seasons Garden developed as focus for environmental study – webcams, ICT recording facilities</i> <i>Work begins to enhance back field as an Outdoor Classroom for older pupils (Forest School principles)</i> <i>FOBR funded improvements to playground areas</i></p>

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Achievement and Standards Improvement Plan 2009-2010

Links with National Initiatives: Primary Strategy, Enjoyment and Achievement

Links with Every Child Matters. 10 year Children's Plan, Community Cohesion

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Monitoring
Personalised Learning	Staff	Continuing	Curriculum budget	Sustaining and improving high levels of attainment, achievement and progress for all pupils in particular vulnerable pupils	SLT
Pupil tracking and Assessment – APP and Looking at Learning	SLT + Staff	Continuing	Supply INSET Toolkit costs	Ensuring early identification of pupils whose progress has slowed, stalled or declined	P Anderson + SLT
International Primary Curriculum	SLT + Staff	Continuing	£20K over 3 years	Excellence and Enjoyment curriculum established in all Years and classes	P Anderson + SLT and Lead Teachers
Kagan Structures	BKn and SLT	Continuing		Inclusive, collaborative learning ethos further embedded	BKn and SLT

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Personal Development and Well-Being Improvement Plan 2009-2010

Links with National Initiatives: Anti-Bullying Campaign, Healthy Food initiatives

Links with Every Child Matters: Be Healthy and Stay Safe

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Monitoring
Parent Survey	JM	July 2009	£700	To inform Policy	JM
Community Cohesion policy	JM	Dec 2009		Policy will form basis for action to engage parents and families fully in learning of their children across the whole school, building on the successful EY and Y1 model already established	JM
PE and Games	PA	By July 2010	£7K	Every child has access to high quality standards of teaching and learning in PE and Games Improved opps for children through extended outdoor activities	PA
Kagan Structures (see above)					

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Quality of Provision Improvement Plan 2009-2010

Links with National Initiatives: Primary Strategy and 'Excellence and Enjoyment'

Links with Every Child Matters: Enjoy and Achieve

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Monitoring
<p>International Links</p> <p>International Primary Curriculum (IPC) - see above</p>	HT JM	1 year +	£12K from British Council	Children across school involved in activities to enhance and enrich their knowledge and understanding of other European countries	HT JM
ICT	SLT + Staff	Conti nuing	£25K bid in place	Introduction and development of use of extended media in ICT - (internet and intranet broadcasting desk top publishing, podcasting, mobile technologies etc) - working with MGL	SLT
Additional Needs - SEN policy	JM	1 year	£2K	New SEN policy National SENCO standard met National SEN standard met - leading to better provision and care for children on SEN registers and their parents/carers at all levels	SLT JM

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Leadership & Management Improvement Plan 2009-2010

Links with National Initiatives: Workforce Remodelling

Links with Every Child Matters: Enjoy and Achieve

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Monitoring
Performance Management	SLT	1 year +	Supply costs minimal	All staff working to the Personalised Learning agenda	HT + SLT
School Leadership Development	HT	Continuous	£6K	High quality leadership at all levels of the School - direct effect on teaching and learning standards	HT
Monitoring of standards of Teaching and Learning	JM PA + Lead Teachers	Continuous	minimal	Early identification of and action for those children whose progress is slowing, stalled or declining	SLT

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Premises Improvement Plan 2008-2009

Activity and proposed action	Who	Time	Funding	Effect on Teaching & Learning	Monitoring
<p>Building Improvements</p> <p>Phase three of building improvements to include Year 2 classrooms, school halls, shade for outdoor Classroom, toilets refurbishment, new Library, parents/multi-purpose room, cookery room for children</p>	LH	6 months	£60K	Enhanced learning environment for all children Improved learning resources for all children and staff	LH + SLT
<p>Grounds Improvements</p> <p>Four Seasons Garden developed as focus for environmental study - webcams, ICT recording facilities Work begins to enhance back field as an Outdoor Classroom for older pupils (Forest School principles) FOBR funded improvements to playground areas</p>	HT GD SLT	1 year	£10K	Enhanced learning environment for all children Improved learning resources for all children and staff.	HT

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The Duties of the Governing Body in supporting Leadership & Management

In addition to the traditional duties undertaken by governors, the governors of Beaver Road will understand the process of School Self Evaluation and OFSTED by being rigorous and challenging the judgements made by the leadership of the school.

Beaver Road Primary School

Autumn term	Spring term	Summer term
<p>Full Governors</p> <p>STATUTORY TASKS Elect Chair & Vice Chair Establish terms of reference Review existing policies Agree pupil targets and attendance targets Approve final Staffing Structure Review Headteacher performance Review performance management policy</p> <p>RECOMMENDED TASKS</p> <p>Approve School Improvement Plan Induction training for new governors Review racial incidents Review incidents of bullying Register of pecuniary interests</p> <p>SCHOOL SELF EVALUATION (using SEF) Achievement & Standards</p> <p><u>Finance and Buildings</u> Review Asset Management Plan Review budget Health & Safety</p> <p><u>Pay Review Panel</u> Review pay of Head and Deputy and AHTs</p>	<p>Full Governors</p> <p>STATUTORY TASKS Review existing policies Agree budget. Admissions arrangements Agree school prospectus Issue annual report and hold annual meeting</p> <p>RECOMMENDED TASKS</p> <p>Review racial incidents Review incidents of bullying Register of pecuniary interests</p> <p>SCHOOL SELF EVALUATION (using SEF) Personal development and well being Quality of Provision</p> <p><u>Chair of Governors leads</u> Review Headteacher performance Monitor School Improvement Plan</p> <p><u>Finance and Buildings</u> Review premises Set Budget Health & Safety</p> <p><u>Pay Review Panel</u> Review Pay Policy and procedures</p>	<p>Full Governors</p> <p>STATUTORY TASKS Review existing policies Prepare draft SIP Prepare School e-Profile</p> <p>RECOMMENDED TASKS</p> <p>Review attendance of pupils, staff and governors Review racial incidents Review incidents of bullying Financial benchmarking Register of pecuniary interests</p> <p>SCHOOL SELF EVALUATION (using SEF) Leadership & Management Overall Effectiveness</p> <p><u>Chair of Governors leads</u> Review Headteacher performance Monitor School Improvement Plan</p> <p><u>Finance and Buildings</u> Review premises Review budget Health & Safety</p> <p><u>Pay Review Panel</u> Review pay of teachers (not UPS) and support staff</p>

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