

Sutton Benger School Improvement and Development Plan Summary 2016-2017

Area for Improvement 1 – **OUTCOMES FOR CHILDREN AND LEARNERS**

Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils

1. To closely monitor, through the use of standardised scores on a tracking system, and increase the progress in English and Maths of the SEND and AGAT children.
2. To provide targeted support to the 'developing' children in Maths and Writing in order to close the gap between them and their peers.

Area for Improvement 2 - **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.

1. To further develop the use and effectiveness of learning partners, through a collaborative project with Oaksey Primary, in order to maximise their impact on children's progress in their oracy and peer assessment skills.
2. To ensure there is clear differentiation in foundation subjects, such as Science and Humanities, through the use of targeted support and challenge.

SECTION 3: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Including conduct in lessons and around the school, attendance and punctuality, attitudes to others, how well protected from bullying, views of pupils, parents and carers.

1. To develop and monitor the inclusion of a global dimension to teaching and learning across the school.
2. To ensure that the children's involvement in the ethos, values and environment of the school is relevant and effective.

SECTION 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How leaders and managers demonstrate ambition for pupils in their achievement, improve teaching and learning, support/develop staff, and capacity for improvement. Also accuracy of SSE, appropriateness of curriculum, governance, safeguarding, equality of opportunity, parental engagement and partnerships

1. To provide teaching assistants with a range of CPD opportunities in order to maximise the impact they have on the children's learning.
2. To develop and monitor subject leadership roles and how teaching assistants can contribute to these.
3. To maintain the current structure of seven classes; monitoring the impact of the spending on both physical and human resources.
4. To improve the outdoor environment for learning and play.

SECTION 5: EFFECTIVENESS OF THE EARLY YEARS PROVISION

How effectively is this area led and managed? What is the quality of the teaching, learning and assessment? How well does the provision contribute to the children's personal development, behaviour and welfare? What are the outcomes for learners?

1. To develop children's investigative and observational skills.
2. To develop children's communication about their observations.