

Sutton Benger School Improvement and Development Plan Summary 2017-2018

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 provide targeted support to the SEND and 'developing' children in reading, writing and maths to increase progress in learning and close the gap in attainment between them and their peers. **See subject action plans for quantifiable data targets.*
2. To provide appropriate support and challenge to increase progress for more able learners in reading, writing and maths and enable them to demonstrate working at a greater depth/mastery standard of learning. **See subject action plans for quantifiable data targets.*

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. For children across the school to demonstrate pride in their learning and the ability to articulate this.
2. To raise the profile of the links between Science, DT and Computing and their 'real world' application.

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 work with the children to further develop the outdoor environment for learning and reflection/spirituality.
2. Children develop their understanding of how to keep safe and healthy in their everyday lives and online.
3. Children develop a greater awareness and understanding of current events, cultures and people around the world e.g. through a 'World News' board.

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 maintain the current structure of seven classes; monitoring the impact of spending on both physical and human resources (including the extension to the seventh classroom) and keeping parents and the wider community informed of school events and successes.
2. For teaching assistants to access additional CPD through our collaboration with Oaksey in order to develop their skills and confidence through supported peer observation and feedback.
3. For subject leaders to raise the profile of their subjects for parents through open sessions and workshops; focusing on skills development across the school.

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 evaluate and further improve the quality of teaching and learning in EYFS through regular moderation with Oaksey.
2. To continue to develop a strong link with pre-schools, especially Benger Bears, in order to support the more vulnerable learners and ensure they are 'school ready'.