

<b>School development Plan</b>	<b>School:Charlton Manor Primary</b>	<b>Headteacher:Timothy Baker</b>	<b>Date:Sept 2016</b>
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School Improvement Focus	Development area	Progress / strengths	Areas for further Development
<b>Areas for whole School Development</b>	1.Extend the higher order skills within reading, writing and Maths throughout the school to stretch all children, particularly the more able.	<b>Groups introduced to specifically extend higher ability children:</b> <ul style="list-style-type: none"> <li>- Mandarin lessons</li> <li>- Gardener’s enterprise project</li> <li>- The news team, radio and food-tube</li> <li>- Sweet Pickings school shop</li> <li>- Cultural abroad visits (France, Germany and China)</li> <li>- Sport councils and house captains</li> <li>- School council representatives.</li> <li>- Chelsea Flower Show reporters</li> <li>- Waiter team (children from 4,5,6) introduced on shift work to cover and interact within a whole school approach via interview.</li> <li>- Film production club</li> </ul>	
	2. Raise attainment through rigorous performance management procedures.	<ul style="list-style-type: none"> <li>• Ambitious and aspirational targets are set within the first half term.</li> <li>• Targets are reviewed termly with ML and SL</li> <li>• Termly formal observations are carried out by HT and DHT with verbal and formal feedback given.</li> <li>• Regular progress meetings with ML and SL</li> <li>• Regular informal observations by core subject leaders and phase leaders are carried out.</li> </ul>	
	3. Close the gaps between Pupil premium and non-pupil premium with a particular focus on white British boys.	<ul style="list-style-type: none"> <li>• Raise the profile of our pupil premium children by identifying them and making sure that all class teachers are aware.</li> <li>• Middle leaders (particularly Maths and English) to have these children as a focus during observations</li> </ul>	

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		<p>of lessons, pupil interviews, book scans.</p> <ul style="list-style-type: none"> <li>• Senior leaders to track the progress of our pupil premiums children more closely to ensure that accelerated progress closes the gap.</li> </ul>	
	4. Develop middle leaders so that they analyse information about pupils' progress in enough detail to target support more effectively.	<ul style="list-style-type: none"> <li>• Change to structure of SLT with introduction of new deputy and 2 assistants.</li> <li>• Former middle leaders leaving to take managements positions in other schools.</li> <li>• Introduction of a management coach to help advice and assist new and existing leaders.</li> <li>• Promotion of role from class teacher to core subject leader.</li> <li>• All middle leaders are given the opportunity to attend suitable courses to help develop skills and knowledge of management.</li> </ul>	
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<b>Review of progress from previous Inspection key Issues (2013)</b>	1. Ensure that when pupils start in a new class in September, they are given work at the right level, so that they can move ahead quickly with their learning and build more rapidly on their previous good achievement.	Teachers meet with previous teachers to ensure they are aware of the levels of attainment. The teachers meet with new class before the summer term. New English and Maths books are given to the children at Easter and these accompany the children to the next year. Booster classes are carried out during the summer for targeted children.	Targets met in year 2013/14 see key areas for school development for current areas for
	2. Teachers explain to pupils more precisely the new things they will learn and pupils know how to gauge their own progress in all subjects.	Teachers tell the children clearly at the beginning of each lesson the learning objective and the success criteria. Pupils are given time to look at marking and respond to it. The pupils are given time to discuss their understanding and progress with talk partners.	

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	<p>3.In lessons based on topics, teachers' planning pays more attention to the skills pupils should learn in each of the National Curriculum subjects covered within that topic, and pupils are made more aware of these skills</p> <p>4. Ensure that middle leaders analyse information about pupils' progress in more detail so that they know where pupils are succeeding and where they need to be supported to improve.</p>	<p>The curriculum has been reviewed so that it is more creative and engages the learners. It also identifies clearly the skills that the children will be learning and how this can be supported through the wealth of resources and trips that the school engages in. Children are clear about the skills they will be learning.</p> <p>Middle leaders analyse the tracking system which monitors closely all pupils including cohorts. Information is used half termly during progress meetings to inform next steps and increase the rate of progress for each child.</p>	whole school development.
School Improvement Focus	Development area	Progress / strengths	Areas for further Development
<b>Effectiveness of Leadership and management</b>	1. To develop the middle leaders to ensure teacher accountability for progress within their class/year/subject/phase/whole school.	<ul style="list-style-type: none"> <li>• Regular phase meeting</li> <li>• Regular progress meetings with phase leader and SL.</li> <li>• Rigorous performance management meetings 3 times a year with HT and DHT with progress meetings with phase leader in between.</li> <li>• Book scrutinises</li> <li>• Pupil interviews</li> <li>• Formal and informal lesson observations</li> <li>• Holistic approach to verbal and formal feedback.</li> <li>• Learning environments (working walls) regular monitored</li> <li>• Relevant and appropriate resources are available</li> <li>• Regular trips to compliment learning</li> <li>• Monitoring weekly and termly plans</li> </ul>	<b>Section 1</b>

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		<ul style="list-style-type: none"> <li>• Curriculum coverage monitored</li> <li>• Up to date actions plans completed by each teacher for their subject area.</li> </ul>	
	2. Continue to review, evaluate and develop the curriculum so that it provides challenge, balance and enjoyment.	<ul style="list-style-type: none"> <li>• Topic based curriculum to provide practical and real life experiences to apply and put into practise the skills taught.</li> <li>• Engaging curriculum is purposeful and relevant.</li> <li>• Regular monitoring of timetables to ensure key focuses are addressed (phonics, GPS)</li> <li>• Innovative, award winning resources are high quality and maintained to ensure children receive high quality, purposeful learning.</li> </ul>	
	3. To develop the roles of middle management to provide cascade training and mentoring so that all staff are familiar with good practice and expectations.	<ul style="list-style-type: none"> <li>• Vibrant CPD with evaluation form to demonstrate impact for school.</li> <li>• Middle leaders ensure phase meeting focus on what needs to be in place to move on learning.</li> <li>• All staff aware of what is needed to achieve an outstanding lesson.</li> <li>• Relevant support and mentoring from leaders</li> <li>• TLC role used throughout school.</li> </ul>	
	4. Governors to monitor new staff and hold the head teacher to account more rigorously. Governors to hold head teacher to account to ensure all child protection procedures are in place and applied when appropriate.	<ul style="list-style-type: none"> <li>• Governors are assigned a curriculum area and have regular meetings.</li> <li>• Governors meet regular with head teacher to ensure any CPD issue have been addressed.</li> <li>• Also governors monitor the progress and</li> </ul>	

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		<p>welfare of pupil premium children through head teacher reports to governors.</p> <ul style="list-style-type: none"> <li>• Governors rigorously challenge the head teacher during regular meeting about LAC and identified vulnerable children including those at risk of radicalisation as well as attainment</li> <li>• Governors to challenge head teacher and deputy to ensure high order skills are being delivered throughout the school.</li> </ul>	
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<b>Quality of Teaching Learning and Assessment</b>	1. To increase the number of children exceeding national expectations in Reading, Writing and Maths by the end of each key stage.	<p>a) Reading continues to be a devolvement area with a particular focus on comprehension and inference skills. This in line with more explicit and direct GPS and phonic sessions will ensure that pupils achieve their full potential and will raise attainment.</p> <p>b) Extra GPS and phonic short focussed sessions introduced weekly in line with our school target for the year.</p> <p>c) Writing continues to be linked to a creative curriculum where children are being given more real-life experiences and opportunities to immerse themselves in outside as well as using immersive technologies inside e.g radio and interactive room.</p> <p>d) Maths is a big focus with contextualised practical application of new skills and consolidation of existing skills. Guided maths continues to be a strength enabling children to</p>	<b>Section 2</b>

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		visit key skills more frequently through practical application to gain a deeper understanding.	
	2. To continue to ensure the drive towards outstanding learning.	<p>Middle and senior leadership team continue to monitor teaching and learning.</p> <p>Middle managers continue the drive to increase incidences of outstanding teaching and lead this for their phase/subject.</p> <p>Regular observations to monitor teaching and learning. An additional post created for a Teaching and Learning coordinator who is released on a regular basis to monitor teaching and model quality lessons.</p> <p>Steps to success has been successfully implemented to ensure that children have a clear and precise knowledge of what they need to do in each and every lesson in order to progress.</p>	
	3. To monitor and analyse progress and attainment using Target Tracker by class teachers particularly of the significant groups and those receiving intervention and pupil premium.	Teachers are trained on Target Tracker software so that progress and attainment can be tracked after level assessment becomes obsolete. This ensures data is analysed effectively and support put in place for pupils. Regular assessments made with half termly assessments being reported to SMT to ensure expected progress is being made and being tracked closely by the phase leaders to ensure the gap is closed between disadvantaged children and other pupils.	

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<b>Personal Development, Behaviour and Welfare</b>	1. Governors to hold the head teacher to account to induct new members of staff/volunteers in the school policies and procedures of the school particularly Safeguarding, includes the Prevent duty.	Regular progress meetings with SLT and SMT to ensure all pupil groups make expected or accelerated progress.  There is an increase in the number of volunteers throughout the school. The induction process is clear and time is given to meeting with them. Safeguarding remains a clear priority to ensure children's safety and welfare is monitored. Meetings are held with parents as well as staff around e-safety.	<b>Section 3</b>
	2. To develop the various student bodies, News team, School council, eco team, cooking team etc to engage in a real way the school community and have an impact on the wider community.	The children have acquired great skill in empathy, working together and supporting each other. They help build esteem in each other and actively seek opportunities to serve the school with clubs, assemblies or helping with the many initiatives running such as waiting on tables at lunch, shop keeping etc. The children contribute in a huge way to the running of the school through the school Newspaper, Youtube channel, conservation and health. The school has a strong ethical ethos and want to make a difference to their futures. The children enjoy interacting with the community and welcome elderly vulnerable adults each week for dinner. They have also helped prepare and serve Christmas Dinner for the elderly residents of Greenwich.	

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	<p>3. To continue to develop the successful health focus in our school by supporting other schools locally, nationally and internationally in developing a healthy ethos in order to help combat the obesity epidemic.</p>	<ul style="list-style-type: none"> <li>• Supporting local authorities</li> <li>• Links with schools in Essex, Cornwall, Kent, European countries and the far east</li> <li>• Involved in conferences internationally as well as teacher training institutes.</li> <li>• Effecting and moulding future teachers.</li> <li>• Working in an advisory capacity with the department of education and public health England.</li> </ul>	
	<p>4. To continue to raise awareness of National and Global issues and deepen the sense of responsibility and respect within the children.</p>	<p>The children’s drive to tackle obesity and lead on healthy eating and exercise as well as issues such as endangered species is quite clear in their attitudes to each other and the staff. They are continually looking for ways in which to highlight issues including marching for bees, producing Youtube videos about cooking and including stories in the ‘Manor Life’.</p> <p>Thursday morning assembly times are delivered in class to address current local and global issues as well as a strong drive in the teaching of PSHE.</p>	



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<b>Outcomes For Pupils and Other Learners</b>	1. To increase the number of more able pupils achieving higher than expected levels in Reading, Writing and Maths.	<p>Progress is closely monitored through target Tracker. Phase Leaders hold meetings regularly focussed on raising attainment. Progress meetings ensure that teachers are clear about their objectives and are progressing towards their PM targets. Many opportunities created within and out of school to challenge the more able pupils.</p> <p><b><u>KS2</u></b>  Year on year the number of children achieving L4+ in RWM combined in Year 6 has increased significantly:  <b>School</b> 75% (2013), 83% (2014), 93% (2015),  <b>National</b> 79% (2014), 80% (2015)</p> <p>Those achieving a “Good” Level 4+ in RWM combined:  <b>School</b> 58% (2013), 71% (2014), 88% (2015).  <b>National</b> 67% (2014), 69% (2015).</p> <p>In the 2016 results those achieving expected level of progress at year 6 in RWM was 62% compared to the national figure of 53%. Those achieving the higher standard is 7% school compared to 5% national.</p> <p><b><u>KS1</u></b>  Year on year the number of children achieving L2+ (2c) in RWM combined in Year 2 has increased significantly:  <b>School</b> 93% (2014), 95% (2015),  <b>RBG</b> 87% (2014), 88% (2015)</p> <p>Those achieving a “Good” Level 2+ (2b) in RWM</p>	<b>Section 4</b>

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		<p>combined:  <b>School</b> 83% (2014), 82% (2015).  <b>RBG</b> 79% (2014), 81% (2015).</p> <p>In the 2016 results those achieving the expected standard at year 2 in RWM was 78% compared to the Royal Borough of Greenwich at 72% and the national at 60%. Those achieving greater depth was 28% compared to Royal Borough of Greenwich at 18% and the national at 9%.</p> <p><b><u>Early Years</u></b>  The good level of development was:  <b>School</b> 84% (2014), 90% (2015), 86% (2016)  <b>RBG</b> 73% (2014), 77% (2015), 79% (2016)  <b>National</b> 60% (2014), 66% (2015), 69% (2016)</p>	
	2. To continue to ensure those pupils arriving new to the school mid phase make expected or more than expected progress. Including those arriving through the FAP.	<p>The inclusion team identify and implement support based on need for each mid phase admission including those arriving through FAP. Class teachers ensure they know the ability of each child. Children settle in quickly and make good to outstanding progress. See Case Study Evidence File.</p>	
	3. Continue to ensure that all pupils make at least expected progress and continue to increase the number of pupil premium and SEND children making better than expected progress.	<p>Each pupil is tracked closely. Cohorts are analysed carefully and where needed extra support put in place. Pupils make very good progress. Homework club and after school clubs support learning.</p> <p>Summer booster/holiday hunger sessions are put in place where there is an identified need to boost the attainment of maths, English and science, to tackle holiday hunger, to monitor child protection issues and concerns and to ensure children maintain learning patterns who may be a risk.</p>	

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