

SCHOOL DEVELOPMENT SUMMARY SHEET

SCHOOL	Charlton Manor Primary School	DATE	September 2019
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SECTIONS	SUMMARY EVALUATION	
INTRODUCTION	Charlton Manor is an ethnically diverse inner city London school with an average spilt over our 484 pupils. Charlton Manor Primary School is situated in the Kidbrooke with Hornfair ward. As well as this ward it draws a number of pupils from Charlton and Woolwich. The school deprivation indicator shows that the school is in the highest percentile for deprivation when compared nationally. Our mission at Charlton Manor is to empower, care for and support children, with hard work, enjoyment and creativity being at the heart of our teaching.	
AREAS FOR WHOLE SCHOOL DEVELOPMENT	1. Use thorough test analysis to plan and cater for all children particularly focussing on those who are on the cusp of at or above.	
	2. Identify barriers to learning for pupil premium children and act upon them to reduce attainment gaps and ensure good progress for those working below expected.	
	3. Raise Attainment, particularly reading, phonics and spelling.	
	4. To increase the number of children attaining greater depth in reading, writing, maths combined, with a focus on reading.	
ACTION WE ARE TAKING ON OUR AREAS FOR WHOLE SCHOOL DEVELOPMENT.	Key Issue	Progress made
	<ul style="list-style-type: none"> Use thorough test analysis to plan and cater for all children particularly focussing on those who are on the cusp of at or above. 	<ul style="list-style-type: none"> Use Target Tracker to do half termly teacher assessment for all subjects including foundation ones with feedback to class teachers to inform focus groups for the next term. Test score analysis programme highlights those children on the cusp of achieving at age expected or above age expected and feeds into planning for progression. Question level analysis (QLA) is used to identify any trends in areas for development and address these in teaching and learning. Teachers must feed this back to the children to set areas for individual development. Children to be assessed against the objectives on Target Tracker and this used to inform teacher assessments half termly.
	<ul style="list-style-type: none"> Identify barriers to learning for pupil premium children and act upon them to reduce attainment gaps and ensure good progress for those working below expected. 	<ul style="list-style-type: none"> Class audit programme to identify diverse needs. Teachers to be proactive in identifying needs and sharing with the inclusion team to strategize ways to overcome these. Personal targets set with pupils when relevant.
	<ul style="list-style-type: none"> Raise Attainment, particularly reading, phonics and spelling. 	<ul style="list-style-type: none"> Ambitious and aspirational targets are set within the first half term. Targets are reviewed termly with ML and SL in progress meetings. Termly formal observations are carried out by HT and DHT with verbal and formal feedback given. Regular lesson observations, book looks, pupil interviews and planning

			<ul style="list-style-type: none"> by core subject leaders and phase leaders are carried out with feedback given to the class teacher and SLT. Phonics screening booster sessions for year 1 for those identified as needing the additional support. Class focus on spelling patterns with English coordinator supporting strategies. Stamina for reading to be developed through cross-curricular opportunities for reading.
		<ul style="list-style-type: none"> To increase the number of children attaining greater depth in reading, writing, maths combined, with a focus on reading. 	<ul style="list-style-type: none"> Gifted and talented leader appointed and supported by SLT to direct and support initiatives to boost the number of children attaining greater depth. SATs analysis used to inform areas for development specific to reading at greater depth.
1	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships	Strengths	Areas for Development
		<ul style="list-style-type: none"> Clear line management responsibilities CPD opportunities for leaders and governors. Regular meetings with governors 	<ul style="list-style-type: none"> To be clear to all staff accountability and chains of responsibility. Increase participation of governors on relevant courses. To increase contact time between governors and subject leaders.
2	TEACHING ,LEARNING & ASSESSMENT Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.	Strengths	Areas for Development
		<ul style="list-style-type: none"> Cross curricular links Variety of innovative resources Phonics teaching and learning with accurate assessment feeding into teaching and intervention 	<ul style="list-style-type: none"> Reading- gaining information from a variety of sources. Ensuring consistent use of available resources. Maintaining pace of teaching and learning of phonics in year 1
3	PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE Including behaviour in lessons & around the school, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents	Strengths	Areas for Development
		<ul style="list-style-type: none"> Open dialogue with parents/carers working with staff Robust and well-used behaviour, attendance and CP reporting systems with suitable information sharing Children are very aware of health and wellbeing Student voice (council, news teams etc) 	<ul style="list-style-type: none"> Ensure teachers are in the playground early to give time for parents to approach them to share information or book a more appropriate meeting time. Ensuring all concerns are promptly recorded using CPOMS and follow up with relevant actions. Develop children's awareness of the use of social media and its effects on children's wellbeing, including mental health.
4	OUTCOMES FOR CHILDREN Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils	Strengths	Areas for Development
		<ul style="list-style-type: none"> Teacher assessment for tracking and to inform planning for 	<ul style="list-style-type: none"> Shared analysis of assessments with teachers and pupils. Shared analysis of assessments with teachers and pupils.

	progression.	<ul style="list-style-type: none"> • More in depth assessment of foundation subjects.
	<ul style="list-style-type: none"> • Marking and feedback to empower children with their learning. 	<ul style="list-style-type: none"> • Children to take action with support of teachers in response to feedback, including setting personal targets.
	<ul style="list-style-type: none"> • Summer holiday/hunger boosters 	<ul style="list-style-type: none"> • To increase the number of PP and SEND making better than expected progress.
	<ul style="list-style-type: none"> • Identification of children with additional needs for intervention and boosters, be they high or low attaining. 	<ul style="list-style-type: none"> • Greater awareness of the individual needs of learners in the class and this shared between teachers and inclusion team. Relevant actions to be followed through.