

SCHOOL DEVELOPMENT SUMMARY SHEET

SCHOOL	Charlton Manor Primary School	DATE	September 2016
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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	<ol style="list-style-type: none"> 1. Extend the higher order skills within reading, writing and Maths throughout the school to stretch all children, particularly the more able. 2. Raise attainment through rigorous performance management procedures and progress meetings, particularly in Phonics and GPS. 3. Close the gap between PP and Non-PP 4. Develop middle leaders so that they analyse information about pupils' progress in enough detail to target support more effectively-Ofsted focus 	
ACTION WE ARE TAKING ON OUR AREAS FOR WHOLE SCHOOL DEVELOPMENT.	Key Issue	Progress made
	<ul style="list-style-type: none"> • Extend the higher order skills 	<p>Groups introduced to specifically extend higher ability children:</p> <ul style="list-style-type: none"> - Mandarin lessons - Gardener's enterprise project - The news team - Sweet Pickings school shop - Cultural abroad visits (France, Germany and China) - Sport councils and house captains - School council representatives. - Chelsea Flower Show reporters - Radio and foodtube <p>Waiter team (children from 4,5,6) introduced on shift work to cover and interact within a whole school approach via interview.</p>
	<ul style="list-style-type: none"> • Raise Attainment, particularly phonics and GPS 	<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 • Termly formal observations are carried out by HT and DHT with verbal and formal feedback given. • Regular progress meetings with ML and SL • Regular informal observations by core subject leaders and phase leaders are carried out. • Extra GPS and phonic short focussed sessions introduced weekly. • Continue to develop the practical approach to maths in order to extend the knowledge in using and applying skills. • Continuing with weekly afternoon

			guided maths sessions focussing on key skills.
		<ul style="list-style-type: none"> Close the gap between PP and Non-PP 	<ul style="list-style-type: none"> Raise profile of PP children Focus during observations, book scans, progress meetings, pupil interviews. Promote accelerated progress to close the gap. A particular attention on PP white British boys.
		<ul style="list-style-type: none"> Develop middle leader 	<ul style="list-style-type: none"> Change to structure of SLT with introduction of new deputy and 2 assistants. Former middle leaders leaving to take managements positions in other schools. Introduction of a management coach to help advice and assist new and existing leaders. Promotion of role due to development from class teacher to core subject leader.
1	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, e.opp, safeguarding, and partnerships	Strengths	Areas for Development
		<ul style="list-style-type: none"> Revised SMT structure 	<ul style="list-style-type: none"> Continue to be reflective practioners through the coaching
		<ul style="list-style-type: none"> Clear line management responsibilities 	<ul style="list-style-type: none"> To develop confidence in roles undertaken by new members of staff.
		<ul style="list-style-type: none"> Regular meetings with governors 	<ul style="list-style-type: none">
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"> Revised curriculum and timetable to suit needs to pupils and school 	<ul style="list-style-type: none"> GPS
		<ul style="list-style-type: none"> Cross curricular links Variety of innovative resources 	<ul style="list-style-type: none"> Greater depth in writing Blending sounds in phonics
		<ul style="list-style-type: none"> Safeguarding and children knowledge of who to go to Children are very aware of health and wellbeing Student voice (council, news teams etc) 	<ul style="list-style-type: none"> To develop a greater level of global awareness. .
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"> Data of reaching attainment 	<ul style="list-style-type: none"> To increase more able pupils
		<ul style="list-style-type: none"> Marking and feedback 	<ul style="list-style-type: none"> Continue to ensure pupils who join mid phase reach target
		<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 level.