



## Strategic Plan for Improvement 2015-16

Last Ofsted Date: 28 Feb 2011 Grade: **'good'**  
Interim assessment: 'no visit before summer 2015'

### Strategic intent

Strengthen the profile and reputation of Kender to ensure the school is widely respected as a **school of choice** where learners, with wide ranging talents, achieve outstanding outcomes.

Through informed and evidence based practice, deliver a rich, challenging, inclusive and highly effective curriculum.

Work with a governing body using experience and skills to effectively support and challenge, furthering the success of the school.

Create a cohesive community supporting each other in the pursuit of life long learning.

Effectively manage and extend school resources to ensure the school team is ready and able to deliver high standards of learning in the 21st century.

### **Key Aims for outcomes**

1. By the time children leave Kender for Secondary school, over 93% achieve ARE in Reading, Writing and Mathematics, with more than 33% exceeding ARE(tbc when National data is available).
2. At the end of each key phase: 93% ARE; 33% Exceeding ARE
3. Across all year groups 85%+ at ARE and 30%+ Exceeding ARE by the end of the academic year; rising to meet the target for leaving Kender.
4. 100% of teaching, learning & assessment to be good or better and 60% to be outstanding.
5. Attendance to be 96% or better.

### **Equalities objectives**

1. Narrow gaps between outcomes for boys and girls; internal gaps within the school and with National comparitors.
2. Ensure disadvantage is no barrier to successful outcomes.
3. Narrow gap in achievement of Black Caribbean with other pupils.
4. Use Kender Values to promote and secure high levels of cultural understanding and celebration between different ethnic and religious groups within our school community.
5. Review and consider how effectively the school ensures equality of opportunities for all its pupils.

## **Key priorities for improvement**

### **Children's Outcomes**

Raise achievement in all subjects by continuing to develop a 'love of learning' and a Growth Mindset; ensure progress increases and outcomes in writing improve to match maths and reading. And...

### **Teaching, Learning & Assessment**

Introduce and embed new tracking and assessment to raise achievement.

### **Personal Welfare, Behaviour & Safety**

Through new curriculum approaches, including OPAL, raise the quality of behaviour and relationships.

### **Quality of leadership**

Introduce and embed a new Leadership Structure to increase effectiveness of school provision.

### **Social, Moral, Spiritual & Cultural**

Increase parent participation in planned learning events to further extend school ethos and values.

## Children's Outcomes

Raise achievement in all subjects by continuing to develop a 'love of learning' and a Growth Mindset; ensure progress increases and outcomes in writing improve to match maths and reading.

**Current Grade, September 2015: Good with outstanding features**

**Baseline/current position – SARsum'15: The school judges that Achievement is good and may be outstanding. The SIA judges that it is good, but this will have to be confirmed in the light of national comparators.**

Leading: Assistant Headteachers/Iona Rolfe

Governor: Sandra Adefiranye

Focus area	Milestone reached by January 2016	Success criteria to be achieved by July 2016	Monitoring by	Progress/Impact to date
<p>Continue to embed, track and monitor new curriculum.</p> <p>Further develop children's understanding of Growth Mindset as a tool for developing their resilience and abilities to support each other to learn. Use mantras to enhance children's learning.</p> <p>Review and update strategies for teaching fo writing to ensure all teaching is highly effective and children's outcomes are in line with National and match Maths and Reading.</p> <p>Each class target boys, specifically Black Caribbean boys, 'in danger' of not making expected progress for additional support to accelerate progress.</p>	<p>EYFS, KS1 &amp; KS2: on track to meet end of year age related expectations. (Progress and attainment measures to be clarified with new Arbor system.)</p> <p>Attainment and progress to match across all year groups.</p> <p>Variation between classes across year groups to be at a minimum.</p> <p>Teaching of writing is consistent across the school. From monitoring by Subject Leader and Assistant Headteachers teaching of writing is consistently good with much that is outstanding.</p>	<p>EYFS: 75% or better be making expected progress, with Most Able making better than expected KS1: 85/93% making expected with 30/33% making more than expected progress KS2: 85/93% making expected with 30/33% making more than expected progress</p> <p>All classes at end of year expectations or better. Reduce gap between progress of girls and boys, ensuring at or better than national measures.</p> <p>Boys in all classes making 85/93% making expected with 30/33% making more than expected progress.</p> <p>All groups, specifically, Black Caribbean, in all classes making 85/93% making expected with 30/33% making more than expected progress.</p>	<p>Assistant Headteachers and Subject Leaders</p> <p>Subject Leader/Assistant Headteacher</p> <p>Deputy Headteacher</p>	
		<p><b>Target grade by Summer 2016: outstanding</b></p>	<p>Cost:</p>	<p>Judgement on progress RAG rating</p>

## Teaching, Learning & Assessment

<p>Introduce and embed new tracking and assessment to raise achievement.  <b>Current Grade, September 2015: Good with outstanding features</b>  <b>Baseline/current position – SARsum'15: 'Teaching and Learning is good'</b>                      Leading: Assistant Headteachers/EYFS/KS1/KS2                      Governor: Mick Halloran</p>				
Focus area	Milestone reached by January 2016	Success criteria to be achieved by July 2016	Monitoring by	Progress/Impact to date .....
<p>Introduce new curriculum tracking, moderation and assessment for all subjects.</p> <p>High Impact Strategies evident in all learning; maintaining 80/20 balance with children making decisions and applying learning skills.</p> <p>Continue embedding Maths Mastery to sustain and enhance progress. Introduce Mathematics intervention teacher to accelerate progress in year 6 to meet new agreed related expectations.</p> <p>Continue to embed most effective strategies for delivering clear and precise feedback, developing age appropriate self-evaluation/reflection for all children.</p>	<p>Through observations, IRIS, feedback and data teaching of maths, reading and writing is judged as consistently good or outstanding.                      Children covering curriculum - measures to be clarified with new Arbor system.)</p> <p>Variation between classes and subjects is reduced and percentage of children making rapid progress increases across all year groups</p> <p>Begin use of Learning Lessons as an effective tool for raising quality of learning. Moderation and PM cycle shows teachers making swift progress towards targets set.</p> <p>Percentage of outstanding learning increases term on term.</p> <p>From moderation teaching of maths continues to be consistently good with much that is outstanding.</p> <p>Children on track to meet ARE by the end of the school year.</p> <p>Building on progress made last year, Feedback evidenced in children's books is consistently good, with much outstanding.</p>	<p>Measures to be clarified with new Arbor system .</p> <p>All teaching consistently outstanding</p> <p>Teaching of and maths is judged outstanding in all phases.</p> <p>School systems for moderation evidence children's standards consistently at or above local and national comparisons.</p>	<p>Assistant Headteachers/ Headteacher</p> <p>Nicola McCaffrey/Assistant Headteachers</p> <p>Assistant Headteachers/Deputy Headteacher/ Headteacher</p> <p>Deputy Headteacher</p>	

## Personal Welfare, Behaviour & Safety

<p>Through new curriculum approaches, including OPAL, raise the quality of behaviour and relationships.  <b>Grade September 2015: Good</b>  <b>Baseline/current position – SARsum'15: ' An agreed judgement about the behaviour and safety of pupils – Good'</b>            Leading: Anna Jeffrey/Debbie Ellison            Governor: Father Owen</p>				
Focus area	Milestone reached by January 2016	Success criteria to be achieved by July 2016	Monitoring by	Progress/Impact to date .....
<p>Introduce new behaviour mantras to further raise quality of behaviour for learning:            Let our good manners shine for all to see...            Help each other to learn...            Resilient learners...</p> <p>Monitor new curriculum approaches and on going OPAL plans</p> <p>Continue to make effective use of pre-teaching with clear and precise feedback to ensure all children behave as 'Kender Ever Readies'.</p> <p>Embed the OPAL programme to enhance the quality of play and risk assessment/taking across all playtimes.</p>	<p>Mantras evident across the learning week.</p> <p>From monitoring children clear about expectations and behaviour is consistently good with much outstanding.</p> <p>Children know and demonstrate intrinsic understanding of behaviour and learning expectations.</p> <p>Visitors to Kender continue to make comparative judgements; judgements show behaviour in line with or better than AREs.</p> <p>From all observations and evidence gathering children's behaviour is consistently good with much outstanding.</p> <p>New strategies discussed, adopted and supporting children to be 'ever readies'.</p> <p>OPAL action plan being followed.            See OPAL action plan and milestones.</p> <p>Parent participation in planned OPAL events is positive and supportive. Feedback gathered is positive.</p>	<p>Exclusions reduced and low in comparison to historical and comparative data.</p> <p>Improvements in behaviour sustained and continues to be judged as outstanding.</p> <p>Learning Behaviour is judged outstanding.</p>	<p>Behaviour Leader/Assistant Headteachers/ Deputy Headteacher/ Headteacher</p> <p>All school community</p> <p>Governors</p>	

## Leadership & Management

Introduce and embed a new Leadership Structure to increase effectiveness of school provision.  
**Grade September 2015: Outstanding**  
**Baseline/current position – SARsum'15: 'Leadership and management are good. Good capacity.**  
**The school must ensure that all teaching and learning is consistently good and that pupil achievement exceeds the expected levels when compared with national.'**  
 Leading: Leadership Team  
 Governor: Paul Kuczynski

Focus area	Milestone reached by January 2016	Success criteria to be achieved by July 2016	Monitoring by	Progress/Impact to date .....
<p>Introduce and embed revised Leadership Team. Assistant Headteachers presenting to governors; reports fed into HT reports to governors; AHTs/Subject Leaders driving scrutiny and support. Layers of drive and support strengthening.</p> <p>HT released to scan wider horizons for next steps in sustainable school improvement/supporting wider Sch Imp.</p> <p>Further enhance the role of Governors in supporting and challenging the work of school leaders. Introduce Governor Surgeries, a minimum of six visits across the year.</p> <p>Continue to create more opportunities for children to take on additional responsibility. Leadership Opportunities should permeate all aspects of classroom and school life.</p>	<p>New PM and monitoring cycle in place, from monitoring teachers making rapid progress towards targets and children on track to meet ARE.</p> <p>PM cycle to include all TAs with new role as potential for development 2016/17</p>	<p>All children meeting ARE, consistency across classes and subjects.</p> <p>L&amp;M judged outstanding</p>	<p>HT/DHT/AHT/Governors/SIP</p>	
	L&M is good/outstanding.	L&M judged outstanding	HT/DHT/AHT/PLs/SLs	
	<p>Support for other settings helping to sustain good/outstanding provision.</p> <p>Head boy/girl in place by end of second week of new term. House Captains by end of September. 21<sup>st</sup> November/LMentors...</p>	L&M judged outstanding	HT/DHT/AHT/Governors/SIP	
	<p>Governors attend informal introduction to the year ahead; feedback and comments set challenge with support.</p> <p>All governors attend surgeries across the year.</p>	<p><b>Target grade by Summer 2016: Outstanding</b></p>	Cost:	

## Social, Moral, Spiritual & Cultural

<p>Increase parent participation in planned learning events to further extend school ethos and values.  <b>Current Grade: September 2015: Good with outstanding elements</b>  <b>Baseline/current position – Good with outstanding features.</b>                      Leading: Helen Penner                      Governor: Lucy Ume</p>				
Focus area	Milestone reached by January 2016	Success criteria to be achieved by July 2016	Monitoring by	Progress/Impact to date .....
<p>Introduce Learning Wow events for all classes. Extend opportunities for parents/carers to be in school and sharing school practice.</p> <p>Develop a whole school focus on new values. K3Rs and twelve values across the school year.</p> <p>Become a Global Learning Partner</p> <p>Parent groups across the school to increase involvement.</p> <p>Maintain and continue to develop Kender Sporting strategy. Consider recruiting Head of Houses form staff team to support and enhance 'House Culture' with mantras evident across all houses.</p> <p>Explore potential benefits of Kender Time Credit scheme to promote and secure greater access to cultural events.</p>	<p>Attendance at Wow Learning events and planned events for parent participation is high and rising; feedback is positive and supportive.                      On going record to be kept to track improvements.</p> <p>SMSC outstanding</p> <p>Embed Leadership Role for 'Kender Gives'. Coordination of all giving to wider community is understood securely. Comments and feedback show children developing wider appreciation of the needs of others and other communities.</p> <p>All year groups to share learning with parents/carers. Attendance at Curriculum Evenings is higher than previous meetings with highly positive feedback.</p> <p>Phase/Subject Leaders plan parent drop-ins to raise awareness of expectations for all children.</p> <p>New Sports facilities in place. Teaching judged good/outstanding.</p> <p>Attitudes to learning in all house teams reflects school culture and learning mantras.</p> <p>Proposals available for consideration.</p>	<p>SMSC judged outstanding.</p>	<p>Assistant Headteachers/                      Deputy Headteacher/                      Headteacher/Governor</p>	
		<p>SMSC judged outstanding.</p> <p>Attendance at class curriculum events is high and rising; feedback is positive and supportive.</p> <p>SMSC judged outstanding.</p>		



