



## Strategic Plan for Improvement 2017-18

Last Ofsted Date: April 2016 Grade: 'good'; Leadership, Pupil Welfare & EYFS 'outstanding'

### Strategic Outcomes

**Outcome 1:** achieve outstanding outcomes for all learners.

**Outcome 2:** continue to develop and extend our curriculum to ensure children have a well-rounded and holistic education.

**Outcome 3:** recruit, develop and retain highly professional people.

**Outcome 4:** develop and sustain effective strategic partnerships to improve outcomes at Kender

**Outcome 5:** manage all resources in a prudent manner, achieving best value for money whilst seeking additional streams of revenue

### Aims for outcomes 2017/18:

- By the time children leave Kender for Secondary school, 70% of children achieving Age Related Expectations in Reading, Writing and Mathematics, which is anticipated to be at least in line with or better than National figure; 20% exceeding ARE, similarly inline with or better than National figures.
- Across all year groups 70%+ at ARE and 20%+ Exceeding ARE by the end of the academic year; rising to meet the target for leaving Kender.
- Progress measures for all subjects are in line, or better than National figures.
- Outcomes for boys are equal to those achieved by girls; children identified as disadvantaged achieve in line with other children within the school and compared to National comparisons.
- 100% of teaching, learning & assessment to be good or better and 50% to be outstanding.
- Attendance to be 96% or better

\

**Priority one: Achieving Academic Mastery** in English and Mathematics

Key leads: Iona Rolfe, Mike Baker and Daniel Acheampong – research and characterise mastery Learning  
Governor link: Gurpreet Singh and Isaac Sackey

*In challenging all children, and especially the most able, the pursuit of Academic Mastery should be a realistic and realisable ambition. Opportunities will be taken to extend our understanding of Mastery across all subjects. This will enable all children to flourish and more able children to be extended in their learning through suitable challenge.*

**Priority two: Digitally literate children; digitally effective teachers; a digitally efficient school**

Key Lead: Keith Barr, Alice Luxmoore with support from SLT  
Governor link: Rosemarie James and Paul Kuczynski

*Review and renew our digital technology, spending time researching the most effective and efficient technology to enhance learning and leadership.*

**Priority three: Independent Learning through Enquiry Cycles**

Key task: revise, update Science curriculum & assessment  
Key leads: Viktor Bengtsson and Robert Vinnicombe  
Governor link: Abdessamed El Haouari

*Using the work undertaken by English and Mathematics leaders, extend use of enquiry cycles to further promote effectiveness and love of learning.*

**Priority four: A holistic curriculum:**

A curriculum promoting core skills; critical thinking, problem solving, collaboration, communication, creativity, imagination and citizenship.

Key leads: Anna Jeffery and Nicola McCaffrey  
Governor link: Rowan Smith

*Providing time and support to develop and enhance a Curriculum that encourages children to work together, listen to each other, support each other and develop a love of learning.*

\

### **Priority five: Leadership for Life**

Key lead: Robert Vinnicombe and Jenny Brown

Governor link: Fr Owen Beament

*To further ambition and aspiration, a focus on leadership skills for all children will enabling us to create more opportunities for further student leadership, personal development and collaboration.*

*For adults, CPD programmes will enhance knowledge and understanding of essential skills for their future in pedagogy or leadership.*

Social, Moral, Spiritual & Cultural – underpins everything we plan, provide and deliver for the children.

### **Specific work projects:**

**A two year development project:** embed and develop assessment and data reporting for all NC subjects; starting with Science 17/18

**Senior Leadership Team to develop a Leadership Framework for Kender School.**

### **Lewisham Learning, Peer Review, Trust or beyond**

Development of a short, medium and longer-term strategy for the future of Kender school.

Key Lead: KB/AL

Governor link: Mick Halloran

**Priority one: Achieving Academic Mastery** in English and Mathematics

Key leads: Iona Rolfe, Mike Baker and Daniel Acheampong – research and characterise mastery Learning

Governor link: Gurpreet Singh and Isaac Sackey

*In challenging all children, and especially the most able, the pursuit of Academic Mastery should be a realistic and realisable ambition. Opportunities will be taken to extend our understanding of Mastery across all subjects enabling children to flourish.*

Focus area	Milestone reached by January 2018	Success criteria to be achieved by July 2018	Monitoring by	Progress/Impact to date
<p>Use new Assessment Policy and GL assessments to identify children who are More Able</p> <p>Use Peer Review to gain further insight into Mastery in English and Mathematics, learning more about schools approaches to Mastery</p> <p>Leadership Opportunity for a teacher to research and review school policy and practice</p> <p>Deliver INSET on Mastery in English and Mathematics</p> <p>Plan for a Moderation Week with other local schools, developing exemplars of expected+ and Mastery standards for Eng, Maths &amp; Science</p>	<p>Policy approved and being embedded. GL assessments completed and data being used to support children's progress; More Able from all classes identified; on track to be in line with National Expectations – 12-15%</p> <p>SLT trained for Peer Review; agree dates for Peer Review at Kender and two other schools. Share SSAT Framework for Exceptional Leadership, using BegDevEmb to chart progress towards Transforming</p> <p>Create Leadership role for developing school overview of Greater Depth/Academic Mastery</p> <p>INSET: planned, prepared &amp; delivered; feedback is positive</p> <p>First week in November, moderation across key subjects; exemplars collected and presented in digital format with some hard copies</p>	<p>Children achieving Academic Mastery/GDS is rising and in line with or better than National comparisons: 2017, KS1 11% RWM 2017, KS2 RWM</p> <p>Outcomes from Peer Review shared and next steps being implemented; work planned from SSAT framework enabling MA to make accelerated progress</p> <p>Further strategies for increasing children working at Greater Depth identified including potential for projects with other schools to benchmark and moderate Mastery across subjects</p> <p>Teachers better able to plan and deliver learning for More Able</p> <p>Exemplars for Academic Mastery/GDS in place for RWM &amp; Science; subject leaders have plans for updated when further progress is made</p>	<p>SLT GB:</p> <p>SLT GB:</p> <p>SLT GB:</p> <p>Subject Leaders GB:</p>	
		<p><b>Target grade by Summer 2018: outstanding</b></p>	<p>Cost:</p>	<p>Judgement on progress RAG rating</p>

**Priority two: Digitally literate children; digitally effective teachers; a digitally efficient school**

Key Lead: Keith Barr, Alice Luxmoore with support from SLT

Governor link: Rosemarie James and Paul Kuczynski

*Review and renew our digital technology, spending time researching the most effective and efficient technology to enhance learning and leadership*

Focus area	Milestone reached by January 2018	Success criteria to be achieved by July 2018	Monitoring by	Progress/Impact to date .....
<p>Invite Touch/Apple to present potential options for ICT provision from April 2018</p> <p>Review and update digital learning platforms for English and Mathematics. Plan for using technology in support of creative subjects</p> <p>Review leadership of ICT and Digital Effectiveness</p> <p>Audit quality and effectiveness of school's digital presence, including the effectiveness of the school website</p> <p>Wider number of staff can add to and enhance the quality of information/support available via the website</p> <p>Create resource banks for key subjects; make better use of SSAT membership resources</p>	<p>Outcomes of presentation shared with staff and Governors; strategic plan being developed for replacement of hardware from April 2018</p> <p>100% of children have access to platforms in school and at home – Matheletics/Spellathon; Yr six children regular access to early morning lessons, some with targeted support. All children access to technology for creative subjects – see ARTSMARK</p> <p>HT to cover subject leadership from 17/18; SLT to consider plans moving forward</p> <p>Audit complete and key actions shared with staff and Governors</p> <p>Meeting organised with E4 and alternative website providers, plan for evolving website in place</p> <p>INSET delivered; website being updated by office team, subject leaders and teachers</p> <p>Feedback from staff: resource banks/SSAT resources being used and supporting teaching and learning</p>	<p>Hardware in place to deliver learning, feedback from staff and children is positive</p> <p>Children across classes on track to be in line or better than National standards Evidence of technology supporting creativity</p> <p>New leader of ICT in place or a plan agreed and approved by SLT/Governors</p> <p>Actions being implemented</p> <p>Parents accessing the website more frequently as a one-stop source of school information</p>	<p>KB: GB: R.James</p> <p>SLT: GB: R.James</p> <p>SLT: GB: R.James</p> <p>KB/AL: GB: R.James</p> <p>KB/AL: GB: R.James</p>	
		<p><b>Target grade by Summer 2018: Outstanding</b></p>	<p>Cost:</p>	<p>Judgement on progress RAG rating</p>

### Priority three: Independent Learning through Enquiry Cycles

Key leads: Viktor Bengtsson and Robert Vinnicombe

Governor link: Abdessamed El Haouari

*Using the work undertaken by English and Mathematics leaders, extend use of enquiry cycles to further promote love of and effectiveness of learning.*

Focus area	Milestone reached by January 2018	Success criteria to be achieved by July 2018	Monitoring by	Progress/Impact to date .....
<p>Deliver INSET on Learning through Enquiry Cycles</p> <p>Revisions to English and Mathematics Learning being embedded – see INSET delivered by IR/MB summer 2017</p> <p>Review and update Science Policy</p> <p>Investigate Science Quality Mark to support curriculum delivery and achievement</p> <p>Research, develop and draft Assessment Cycle for Science</p> <p>Development of using enquiry cycles in the arts</p>	<p>INSET delivered; feedback from teachers – 100% understand and can plan for enquiry cycles</p> <p>Enquiry cycles being used as teaching strategies across subjects</p> <p>Parent workshop sharing and promoting Enquiry Cycles planned and delivered</p> <p>100% teachers following guidance from INSET; impact shared via Pupil Progress meetings</p> <p>Draft policy written and available to be shared with staff/governors</p> <p>Complete application for Science Quality Mark; consider next steps...</p> <p>Assessment cycle produced and ready for staff/Governor approval</p> <p>Children engaged in independent and active learning – feature of Artsmark Gold</p>	<p>Children, specifically boys, making accelerated progress and achieving standards in line with or better than National</p> <p>Workshop planned and delivered; feedback from parents is positive</p> <p>KS1: predicted results on track to be in line with outcomes from 2017</p> <p>KS2: predicted results to be better than National 2017</p> <p>Policy approved, ready for implementation Sept' 18</p> <p>Quality Mark achieved</p> <p>Assessment cycle in place</p> <p>Arts Mark Gold achieved</p> <p><b>Target grade by Summer 2018: outstanding</b></p>	<p>SLT GB:</p> <p>Subject Leaders GB:</p> <p>Subject Leader GB:</p> <p>Subject Leader GB:</p> <p>Cost:</p>	<p>Judgement on progress RAG rating</p>

**Priority four: A holistic curriculum:**

A curriculum promoting core skills; critical thinking, problem solving, collaboration, communication, creativity, imagination and citizenship.

Key leads: Anna Jeffery and Nicola McCaffrey  
Governor link: Rowan Smith

*Providing time and support to develop and enhance a Curriculum that encourages children to work together, listen to each other, support each other and develop a love of learning.*

Focus area	Milestone reached by January 2018	Success criteria to be achieved by July 2018	Monitoring by	Progress/Impact to date .....
<p>Planning learning that delivers effective, engaging and sustained challenge for the More Able.</p> <p>PSHE/SMSC themes- Autumn changes, Spring growth, Summer Journeys</p> <p>Embed Values across the school, encouraging independent learning</p> <p>Apply Arts Quality Mark to support curriculum delivery and achievement. Development of the arts through Artsmark award to further promote active learning</p> <p>Teacher development to promote classroom environments that are actively engaging children in their learning.</p>	<p>Attendance figures over 96% for all classes; 97% for the school Pupil progress meetings show children on track for end of year outcomes Planned changes to the curriculum being embedded</p> <p>Classes using the headings as basis for PSHE/SMSC learning 100% of children know the themes; learning outcomes are of high standard – see display</p> <p>Values display in all classrooms; planned programme of assemblies; children's behaviour and attitudes promote and celebrate school values. Children working collaboratively, independently, focussed and involved in their learning – showing resilience, readiness and respect</p> <p>Artsmark award is applied for and targets being worked on. SLT to promote investment in value of arts.</p> <p>CPD for teachers – see planned list from Artsmark training</p>	<p>Attendance consistent at 97%; pupil voice and feedback shows learning is engaging and challenging. Outcomes in books judged outstanding.</p> <p>Themes embedded, all children accessing outstanding learning in PSHE evident in display</p> <p>Values evident around the school.</p> <p>Lesson observations feedback shows children working collaboratively, independently and involved in their learning</p> <p>Artsmark – Gold Achieved</p> <p>Feedback is positive and supportive.</p> <p><b>Target grade by Summer 2018: Outstanding</b></p>	<p>AJ/SLT GB:</p> <p>AJ/SLT GB:</p> <p>NM/ AJ/SLT GB:</p> <p>AJ/SLT GB:</p> <p>Cost:</p>	<p>Judgement on progress RAG rating</p>

## Priority five: Leadership for Life

Key lead: Robert Vinnicombe and Jenny Brown

Governor link: Fr Owen Beament

*To further ambition and aspiration, a focus on leadership skills for all children will enabling us to create more opportunities for further student leadership, personal development and collaboration.*

*For adults, CPD programmes will enhance knowledge and understanding of essential skills for their future in pedagogy or leadership.*

Focus area	Milestone reached by January 2018	Success criteria to be achieved by July 2018	Monitoring by	Progress/Impact to date .....
<p>SLT share SSAT Framework for Exceptional Leadership, using BegDevEmb to chart progress towards Transforming</p> <p>AHTs deliver INSET for teachers</p> <p>Opportunities sought for accredited study and Secondment/Support/Opportunities Identified</p> <p>Find and develop further opportunities for student leadership. Develop Student Voice and Global Citizens programme</p> <p>Create leadership role of Disadvantage Champion for 17/18</p> <p>SLT begin process of creating a Kender Leadership Framework; gather examples to support thinking and planning</p>	<p>Peer Review completed, evidence that 'exceptional education' is embedding</p> <p>INSET delivered; feedback from teachers is positive</p> <p>SLT to link with other schools for potential opportunities; details to be consider with precision and care if potential identified</p> <p>Canteen Champions/Kender waiters use these examples for further opportunities</p> <p>Development of holistic curriculum children participating in learning, shaping their learning journeys</p> <p>Pupil Progress meetings – gap between PP and non-PP is reducing and PP on track to make expected progress</p> <p>Leadership Team to begin reading Full ON Learning to start process of framework development; headings and stages for framework identified</p>	<p>Feedback from exhibition, summer performances show exceptional learning</p> <p>Teachers prepared for new leadership challenges</p> <p>Plans in place</p> <p>Higher % of children taking challenge of leadership</p> <p>Evidence of pupil voice in books and children's learning – see exhibition</p> <p>Gap between PP and non-PP closed or closing</p> <p>Framework in place; feedback from staff is positive</p>	<p>SLT GB:</p> <p>SLT GB:</p> <p>AJ/ SLT GB:</p> <p>SLT GB:</p>	
		<p><b>Target grade by Summer2018:Outstanding</b></p>	<p>Cost:</p>	<p>Judgement on progress RAG rating</p>