



School Improvement Plan

2019-20

Authors: Headteacher/Wider Leadership Team
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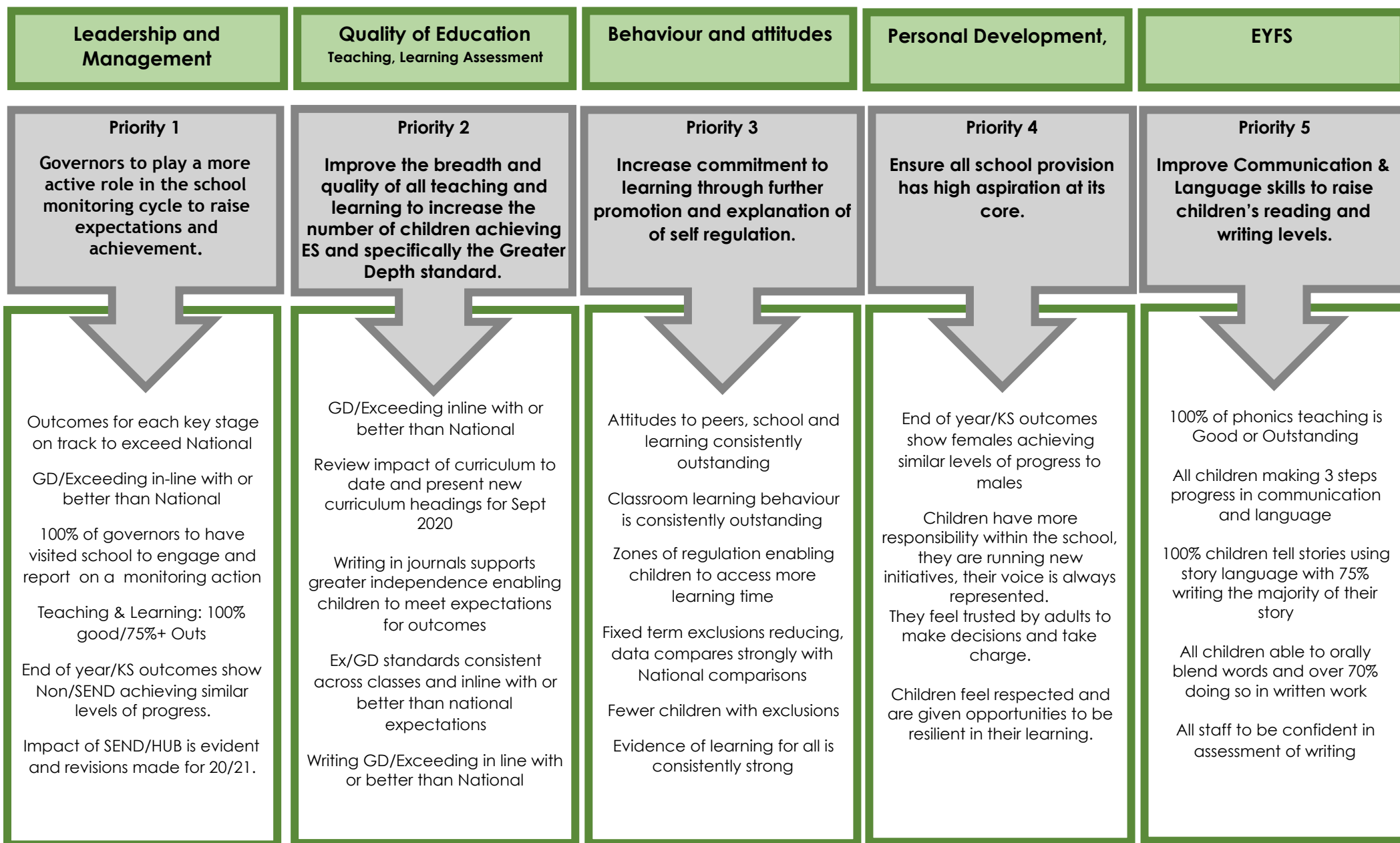
Strategic Vision, 2019/20

Driving practice and systems, striving for Kender to be a **centre of excellence**.

Creating and delivering a rich, progressive, inclusive and evidential curriculum; with **teaching and learning at every opportunity**.

Everyone at Kender going **above and beyond** to continually build on our strengths.

School Improvement Priorities 2019-20



Leadership and Management

including governance

Leads: Keith Barr/Sandra Adefiranye

Priority 1: Governors to play a more active role in the school monitoring cycle to raise expectations and achievement.	What will success look like? <ul style="list-style-type: none"> All governors are clear of progress for their focus area Monitoring cycle is embedded and reasons for it understood by all staff 			
Key Lines of enquiry Actions and who is responsible	Resources including costs	Milestones		
		December 2019	March 2020	July 2020
SLT to continue embedding Monitoring Cycle to ensure sufficient challenge is offered in all lessons.		All staff clear on school expectations Outcomes for each key stage on track to exceed 17/18 On track data shows gap between GD/National is closing	Outcomes for each key stage on track to exceed 17/18 On track data shows gap between GD/National is closing	Outcomes for each key stage on track to exceed National GD/Exceeding in line with or better than National
HT/CofGovs 'Leading Together' INSET	nil	Headteacher and Chair of Governors have planned focus for T&L monitoring	HT/CofGovernors reporting on planned T&L monitoring	HT/CofGovernors reporting on planned T&L monitoring
Governing Body to engage with Peer Review/ support		All governors to take part in training/peer review opportunity. 25% of GB to have visited school to engage and report on a monitoring action Governors to play a role in 'book looks', offering outsiders perspective	50% of GB to have visited school to engage and report on a monitoring action	100% of governors to have visited school to engage and report on a monitoring action

Resource and plan for learning Hub for children with SEND.	See budget plan	Attendance for children with EHCPs in line with other children. Progress:	Attendance continues to match or exceed others. Progress:	Attendance continues to match or exceed others. Progress:
<u>Equalities objectives:</u> Progress KS1 to 2 Reading: Non-SEND 2.29; SEND/EHCP -1.64; SEND -0.64		Reading data analysed to see if gaps between Non/SEN are evident and/or consistent. Planned actions agreed on outcomes of data analysis.	Mid-yr data shows Non/SEND/achieving similar level of progress and gaps being addressed/closed. Impact of SEND/HUB is evident and cost effective.	End of year/KS outcomes show Non/SEND achieving similar levels of progress. Impact of SEND/HUB is evident and revisions made for 20/21.
Review Leadership structure		Roles and responsibilities clarified and recruitment completed	Roles and responsibilities in place and leaders reporting to GB	Roles and responsibilities in place and leaders reporting to GB
Leaders engage with external support to plan for Teaching and Learning Review Day		T&L: 100% good/40%+ Outs	T&L: 100% good/50%+ Outs	T&L: 100% good/75%+ Outs
Continue the ambitious drive for technology enhancing children recalling and remembering their learning		Apple Professional Learning Session - Feedback to staff and implementing ideas.	Introduce the use of Showbie or Seesaw to the school for recording work and developing work flow.	Developing the use of ICT for creative learning to aid recall. X2 Members of staff engaged in Apples Everyone can create programme.
All teachers/leaders becoming Apple Teachers		2 Apple Teachers 1 completed - 1 more to go. 1X SLT	4 Apple Teachers 2X SLT	6 Apple Teachers All SLT

Quality of Education – Intent, Implementation and Impact
including teaching, learning, assessment and outcome for learners

Leads: SLT/M.Wooten

Priority 1:
Improve the breadth and quality of all teaching and learning to increase the number of children achieving ES and specifically the Greater Depth standard.

What will success look like?

- Improved cross curricular teaching
- exciting themes that enable cross curricular teaching
- foundation subjects are embedded with English and Maths (where applicable)
- knowledge and skill is built upon and children are progressing
- improved learning dispositions
- Raise aspirations, raise achievement
- Confident teachers
- confident subject leaders

Key Lines of enquiry

Actions and who is responsible

Resources

including costs

Milestones

December 2019

March 2020

July 2020

<p>With the aim of creating an aspirational curriculum that is fully representative of the school community, how can we improve the teaching and learning in all subjects, so that children's skills and knowledge are developed year on year.</p>		<p>Embed curriculum intent - introduced Summer 19 to all staff. Implementation plan made with short term and long term priorities SLT AND Subject leaders have clear expectations in developing their subject within the school Subject leaders are monitoring planning and teaching SLT monitor all subjects, teaching, learning and planning. End of AUT review teaching and learning, measure impact of teaching Plan for the next term in order to move teaching and learning on.</p>	<p>Continue cycle of monitoring. Review implementation plan check on track. End of Spring review impact student and teacher survey.</p> <p>Curriculum aims are clear and planning/ implementation match aspirational aims.</p> <p>All planning clearly shows level of challenge</p> <p>Expected/Exceeding standards are clear for all subjects and children build on learning, achieving at least ES or better</p> <p>Subject leaders know and can explain key differences between expected and exceeding standards</p> <p>Subject leaders after evidence of ES/Ex for all subjects</p>	<p>GD/Exceeding in line with or better than National</p> <p>Review impact of curriculum to date and present new curriculum headings for Sept 2020.</p> <p>Outcomes across subjects match expectations</p> <p>Challenge evident in all books and lessons</p> <p>Evidence available to support assessment</p>
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<p>KS2 writing moderation summer 2019</p> <p>Moderators found that a very small number of children were writing at greater depth. Through evaluation of whole school writing practices. We have identified these areas of weakness:</p> <p>Children have had little opportunity to write on extended independent pieces.</p> <p>Planning for writing has been tightly structured meaning that children have not been able to use their imagination in writing.</p>		<p>On track data shows gap between GD/ Exceeding and National outcomes is closing</p> <p>Evidence of GD/ Exceeding writing in all classes/key stages</p> <p>All children start to use journals for writing</p> <p>HT to spend time each week with children and writing books</p> <p>HT can identify and find features of GD/ Exceeding writing</p> <p>Above & Beyond certificates to focus on progress in writing.</p> <p>Internal writing moderation takes place.</p> <p>Children on track to achieve Ex/GD standards consistent across classes.</p> <p>Regular book moderation and planning checking: focus on SPaG</p> <p>All teachers following age specific SPaG</p>	<p>On track data confirms GD/exceeding to be in line with National</p> <p>Moderation confirms GD/Exceeding writing compares with other settings/national expectations</p> <p>Writing in journals supports greater independence/ improving outcomes</p> <p>HT finds and celebrates features of GD/ Exceeding writing</p> <p>Progression in number of children receiving A&B certificates</p> <p>Planned cross phase/ borough writing moderation - Ex/GD outcomes compare favourably with chosen settings.</p> <p>Regular book moderation and planning checking: focus on SPaG</p>	<p>GD/Exceeding in line with or better than National</p> <p>Writing in journals supports greater independence enabling children to meet expectations for outcomes</p> <p>Ex/GD standards consistent across classes and inline with or better than national expectations</p> <p>Ex/GD in line with National expectations</p> <p>All teachers following age specific SPaG, consistently pitching with aspirational challenge</p>
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Behaviour and Attitudes

Leads:

Priority 1:

Increase commitment to learning through further promotion and explanation of self regulation.

What will success look like?

- All children reach full potential
 - Children able to self regulate emotions
 - Children are switched on and show good learning dispositions
 - Improved reading outcomes
 - Improved outcomes for all particularly challenge for MA
- Confident, Independent, willing to have a go, take responsibility, respectful, high aspiration, resilient, clear identity and sense of belonging, creative, empathetic, able to collaborate, cooperation, self control, motivated, good role models, compassionate, well rounded citizens.

Key Lines of enquiry

Actions and who is responsible

Resources

including costs

Milestones

December 2019

March 2020

July 2020

Revise school rules and expectations to further enhance readiness for learning, ensuring all children in school everyday

Attitudes and respect consistently good with much that is outstanding.

Attendance for all above 97%; key groups over 96%

Children show outstanding attitudes to learning.

Attendance for all above 97%; children with 100% rising

Attitudes to peers, school and learning consistently outstanding.

Attendance for all above 97%; percentage with 98%+ is highest figure to date

Can the children's learning dispositions be improved through inspiring and aspirational curriculum
Can we raise the children's aspirations through an inspiring and relevant curriculum.?

The idea of how to raise aspiration and increase represented is discussed with staff and SLT.
Teachers plan and prepare lessons that are representative of the school culture and community

MTP reflect the children's experience, locality, and culture.
Inspirational guests that represent the school community are invited to work with the children.
Within the classroom, resources, texts and themes children can see themselves represented.
Children start to believe that they too can achieve anything.

Plans for an aspirational curriculum in Sept 2020 are under way.
Summer project is fully representative of the school culture and community.

<p>The behaviour of a few children disrupts and effects the learning of others, this disruptive and distracting behaviour inhibits children's learning and creates a culture of 'celebrity' (the disruptive child becomes the cool one and other vulnerable children bounce off the behaviour creating a classroom where the inattentive, 'needy' children take over)</p> <p>Resulting is some lost learning time, for including teachers who are unable to maximise teaching and children who are distracted form learning. Through the introduction of 'the Zones of Regulation' and teaching about 'self regulation' we would hope that the children's learning dispositions improve.</p>		<p>Pre assessment -Year group survey - on how children self regulate Year 5 children and SEND HUB are learning to use the Zones of Reg SEMH HUB all 5 schools are researching the use of self regulation to improve and promote positive mental health. SLT joining MARG project to take part in evidence based research into metacognition and self regulation.</p> <p>Fewer children with exclusions</p> <p>Scripts generated and shared with all staff/ children</p> <p>Create spaces to support children in regulating emotions(eg book corners in EYFS/safe spaces in corridors)</p> <p>Recognition boards embedded and used by teachers to promote and secure commitment to learning, Yrs 1 to 6</p>	<p>Review findings of the implementation of the Zones. Share findings with staff team Finding from year 5 zones will,be shared with other MHWB HUB SCHOOLS and other schools in Lewisham.</p> <p>Fixed term exclusions reducing, data compares strongly with National comparisons</p> <p>Behaviour scripts developed and in place to support children becoming better at self-regulation</p> <p>Evidence of learning in books consistent for all children and all classes</p> <p>Designated spaces are available for children to clam down</p> <p>Classroom learning behaviour is consistently good or better in all classes; consistency clear across all year groups</p>	<p>CPD for all staff on the Zones for a whole school roll out in September 2020.</p> <p>Zones of regulation enabling children to access more learning time</p> <p>Reduce exclusions and disruption caused by small number of children.</p> <p>Evidence of learning for all is consistently strong</p> <p>All classes/corridors have designated spaces are available for children to clam down</p> <p>Classroom learning behaviour is consistently outstanding</p>
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Personal Development

Leads:

Priority 1:

Ensure all school provision has high aspiration at its core.

What will success look like?

- Children are independent, confident and seize every opportunity.
- All children can discuss and describe Growth Mindset Characters; explaining what we are aiming for.
- Adults trust the children to make good decisions.
- Parents and the community are engaged with the school and share the schools beliefs and aims.

Key Lines of enquiry

Actions and who is responsible

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including costs

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December 2019

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Equalities objectives:

KS1 to 2: males 2.47 progress in reading; females 1.08

Through monitoring cycle SLT to ensure all females can make similar levels of progress in reading to males.

Increase number of children by the end of year six securing GD in reading and mathematics

High achieving pupils Yr 10/nil cost

Reading data analysed to see if gaps between genders are evident and/or consistent.

Planned actions agreed on outcomes of data analysis.

18% on track for GD

Mid-yr data shows genders achieving similar level of progress and gaps being addressed/closed.

22% on track for GD

End of year/KS outcome show females achieving similar levels of progress to males.

28% at GD

<p>How can we improve our provision and curriculum so that children are always respectful and resilient; understanding qualities and features of a Growth Mindset.</p>		<p>Culture shift in the way that adults interact with children.</p> <p>All children can discuss and describe Growth Mindset Characters</p> <p>Adults begin to change the way they deal with behaviour and develop mutual respect - When the adults change everything changes.</p> <p>Involve parents and the community - Run parent groups to discuss and share our school values, aims and ethos.</p>	<p>Involve parents and the community - Run parent groups to discuss and share our school values, aims and ethos. We do this to get parent buy in so that the children get the same message at home as at school.</p> <p>All children can discuss and describe Growth Mindset Characters; explaining what we are aiming for.</p> <p>Role models and mentors are invited into school on a regular basis.</p> <p>Careers fair for the whole school community.</p>	<p>Children have more responsibility within the school they are running new initiatives, their voice is always represented. They feel trusted by adults to make decisions and take charge. Children feel respected and are given opportunities to be resilient in their learning.</p> <p>All children can discuss and describe Growth Mindset Characters; explaining what we are aiming for and how could assist them in later life.</p>
<p>Pupil voice tells us that children desire more opportunities beyond the school day. In recent school council discussions children have requested more</p> <ul style="list-style-type: none"> 'opportunities to display their talents' 'start a fruit stall' 'develop languages within the school' 'more musical opportunities' 'a wider range of sports' 'more leadership opportunities' 'do assemblies' 		<p>Film making to further enhance children's development of school values/whole school learning themes</p> <p>Above & Beyond used to celebrate achievements and promote children recognising strengths of others.</p>	<p>School to continue to seek opportunities to enhance learning beyond the classroom.</p> <p>Weekly assembly by year 6 head boy and girl.</p> <p>Year 6 start an enterprise eg a fruit stall.</p> <p>Ideas from school council are acted on we create a wider range of clubs.</p>	<p>Children are taking on more responsibility.</p> <p>Their ideas have become a reality.</p> <p>The school offers a wider range of clubs and opportunities.</p> <p>As part of the summer project we link with local architects to raise the aspiration of the children.</p>

Early Years Foundation Stage

Leads:

Priority 1:
Improve Communication & Language skills to raise children's reading and writing levels.

What will success look like?

- Literacy in line with Maths at 87% or better achieving GLD
- Build on improvements made to Exceeding in Literacy 18/19

Key Lines of enquiry Actions and who is responsible	Resources including costs	Milestones		
		December 2019	March 2020	July 2020
Monitor phonics plans and teaching	EYFS lead		100% of phonics teaching is Good.	100% of phonics teaching is Good or Outstanding.
Attention and listening groups weekly				All children making 3 steps progress in communication and language.
Core language skills (phase 1 l and s) embedded in everyday practice and used in weekly phonics		Majority of children are identifying initial sounds.		All children able to orally blend words and over 70% doing so in written work.
Teachers to plan c and l skills through the use of power of reading techniques				100% of literacy sessions have a power of reading element focusing on c and l skills
Activities sent home weekly to support communication and language skills				Parents are engaging with children in themed conversations and activities.
Internal moderation of writing		Staff moderating led by RS ensures teachers are aware of children's levels		All staff to be confident in assessment of writing
Emphasis on the importance of talk and discussions		All children are given opportunities to share interests daily at carpet time and circle time	75% of children confidently take part in sharing their interests and views	100% children are confident to share their interests and views daily

Love of reading promoted through school library trips and buddy readers				100% children actively partaking and engaging in stories.
Talk 4 writing used to promote story telling skills and story language		Children can recall 3 traditional tales.	Children can recall 7 traditional tales.	Children can recall 10 traditional tales and draw on these for story language.
Children encouraged to tell their own stories and write these to promote a love of writing.		Children telling stories for adults to scribe ready to act at story square.	Children beginning to write their stories with some support.	100% children tell stories using story language with 75% writing the majority of their story.