School Development Plan 2026 to 2027



Kender Primary School, Kender Street, New Cross, SE14 5J

www.kender.lewisham.sch.uk

www.kendernursery.co.uk

DfE Number: 209 4654

Headteacher: Keith Barr/Robert Vinnicombe(DHT) **Chair of Governors**: Karen Bates

School Improvement Partner: Rachel Waite

Kender is a culturally rich and fully inclusive community school committed to providing **high standards** of learning for all children in an inspirational, stimulating and supportive environment. Each child's self esteem is fostered by positive relationships with peers and staff, allowing children to develop their full potential academically, socially and physically.
We strive to have our parents, teachers and community members actively involved in our children's learning, **developing successful citizens,** now and for the future.

Our vision is for Kender children to become successful citizens and members of their community

They will …

- Be independent, motivated, and enthusiastic learners
- Be polite, confident, and role models for others
- Be resilient, courageous, and willing to take risks
- Be kind, honest, and compassionate
- Collaborate and take responsibility for learning and behaviour
- Show respect and uphold high standards of behaviour & attitudes
- Maintain well-being and manage emotions effectively
- Have high aspirations and be ready for their next steps

Strategic Intent

Excellence in Teaching. Inclusion in Practice. Engagement for Success.

Strategic Vision, 2026/27					
	Problem Statement/ Priority Development	**Key inputs & activities** **'By doing these things…'**	**Short-term outcomes** **'…and lead to…'**	**Longer term outcomes** **'…and contribute to..'**	**Goals & vision** **'..thus contributing to..'**
Key strategic development:					
Inclusion	**The Government White Paper and Ofsted's evolving inspection framework have reinforced the expectation that schools demonstrate a strong commitment to inclusive practice. To meet these expectations and improve outcomes for all learners, the school requires a clear, strategic approach to embedding inclusion across all aspects of its provision.** **Leading: B. Brown & H. Gilday**	• Develop and publish a whole-school Inclusion Strategy by **31 December 2026**, • Deliver an Inclusion Development Day to evaluate current practice, engage stakeholders, and identify priorities for future improvement planning. • SENDCos/HTorDHT attend LA briefings • Staff Meetings to share updates • Review staffing & systems	Increased staff understanding of inclusive practice and their roles in delivering the strategy. Greater consistency in inclusive teaching, leadership, and decision-making across the school.	Improved access, participation, and outcomes for all pupils, particularly those with additional needs or vulnerabilities. A sustained culture of inclusion embedded within school policies, practices, and everyday experiences.	**A fully inclusive school community where every pupil feels valued, supported, and able to achieve their potential.** **Strong alignment with national expectations and continuous improvement in inclusive practice, leading to enhanced educational outcomes for all learners.**

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Achievement	**Embed and consistently implement the Teaching and Learning Policy across the school to ensure high-quality, evidence-informed classroom practice and improved student outcomes.** **Leading: S. Lamb & R. Morris**	• Deliver a series of staff meetings to embed the T&L policy. • • Take feedback from monitoring over the autumn term to help develop the programme. • Aut: Modelling & Feedback • Spr: Questioning & Practice • Summ: Challenge & Explanation	Consistent implementation of the Teaching and Learning Policy across all classrooms. Improved quality and consistency of teaching and learning practices. Increased use of evidence-informed teaching strategies. Improved student engagement, progress and attainment. Greater consistency in assessment, feedback and lesson planning. Improved monitoring of teaching quality and its impact on student outcomes.	A consistent, high-quality approach to teaching and learning embedded across the school, ensuring all students experience evidence-informed, inclusive and effective classroom practice. Sustained improvements in student achievement, progress and engagement, with teaching approaches responsive to students' needs and supporting positive outcomes for all learners. A culture of professional collaboration, reflective practice and continuous improvement, where staff use evidence, assessment and feedback to evaluate and strengthen teaching quality over time.	**Supports the school's vision of achieving high standards through consistent, evidence-informed classroom practice that promotes equity, inclusion, high expectations and improved outcomes for every student.**

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Achievement & Inclusion	**Review and update school assessment processes, ensuring all systems show progress of all learners.** **Link review with the Inclusion Strategy.** **Leading: R. Morris.**	• Review current assessment processes to ensure they accurately capture, monitor and demonstrate the progress of all learners, including those with SEND and other additional needs. • Update assessment systems and practices to ensure progress is tracked consistently for every learner, identify gaps in achievement, and inform targeted interventions and support. • Align assessment processes with the Inclusion Strategy to ensure inclusive assessment practices recognise individual starting points, celebrate progress, and support equitable outcomes for all learners.	• See Subject Leader action plans	• See Subject Leader action plans	**Ensure every learner is recognised, supported and challenged to achieve their potential through robust, inclusive assessment systems that accurately track progress, identify barriers to learning and inform targeted provision, aligning with the Inclusion Strategy to promote equity, achievement and success for all.**

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Leadership & Management	**Assess the impact of the White Paper and Pupil Places** **Leading: Governors & Headteacher**	• Working Party… • See GB minutes	• See GB minutes	• See GB minutes	**Continuing stability and success of Kender Primary School.**
Maintenance development:					
Achievement	**20% to 30% of children do not read regularly at home… reading & Oracy…** **Leading: M. Greenfield & English Team**	• Work with English Team to dovetail Little Wandle with Reading KS2 • Review Reading at Kender • Gather Pupil Voice on home reading • Reading Lead for a Year of focus • Revamp school library • Continue to embed Oracy and framework for Oracy	Evaluate the effectiveness of Little Wandle and its transition into KS2 reading provision. Identify strengths and areas for development in reading provision across Kender. Establish clear priorities and actions to improve reading consistency, pupil progress and attainment across the school.	A coherent, progressive whole-school approach to reading is established from EYFS through KS2, ensuring effective transition from Little Wandle phonics to the development of fluency, comprehension and wider reading skills. Sustained improvements in pupils' reading attainment, fluency and comprehension, with all pupils developing confidence, independence and a lifelong love of reading.	**Developing confident, fluent, enthusiastic and independent readers. Promoting lifelong love of reading.**

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Achievement	**Maths fluency** **Leading: M. Nelson & Maths Team**	• Deliver Maths fluency staff meeting • Monitor assessment data • Observe and monitor teaching of maths fluency • Review impact after a full term	• See Subject Leader action plans	• See Subject Leader action plans	**Develop confident, capable and resilient mathematicians who demonstrate fluency, accuracy and flexibility in their thinking, enabling all children to access challenging learning, achieve their full potential and apply mathematical skills successfully in everyday life.**
Achievement	**School readiness** **Leading: H. Green & A. Jeffery**	• Plan & deliver NELI programme in Nursery & Reception	See NELi delivery plan	See NELi delivery plan	See NELi delivery plan

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Achievement	**Spanish has become the MfL offer at Kender** **Leading: L. Raiy**	• Launch Spanish September • Spanish Day summer term'26 • MfL Spanish planned and taught across all YrGrps • Spanish labels evident across all classrooms and school shared spaces	Spanish is established as the school's Modern Foreign Languages (MfL) offer, with clear curriculum plans and progression across year groups. Staff have access to appropriate resources and guidance to deliver engaging, high-quality Spanish lessons. Children develop initial Spanish vocabulary, pronunciation and conversational skills, building confidence and enthusiasm for language learning.	• See Subject Leader action plans	**Supports the school's vision of providing a broad, ambitious and inclusive curriculum that develops pupils' cultural awareness, communication skills and understanding of the wider world, preparing them to become confident, successful global citizens.**

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Behaviour & Wellbeing	**Keep PLAY at the forefront of the Kender learning experience** **Reduce recurring absence, to decrease % of Persistent Absentees.** **Leading: K. Barr**	• Monitor introduction of new dress for play uniform • Being prepared for outdoor wet play - see Play Strategy • Newsletter as vehicle for key renders for all parents • Be prepared for rainy autumn term • Host visitors to explain and strengthen our PLAY provision • Monitor attendance, identifying pupils & contacting parents/ carers promptly to address concerns. • Provide targeted support for persistent absentees through individual attendance plans, pupil check-ins and appropriate family support. • Continue with Relational approach, by recognising improvements, celebrating good attendance and working with families to reinforce the importance of attending school every	Identify and monitor pupils with recurring absences through regular attendance checks and early intervention. Improve communication with parents/carers to address barriers to attendance and reinforce the importance of regular school attendance. Provide targeted support for persistent absentees through attendance meetings, individual action plans and regular follow-up to improve attendance rates; reduce % of children identified as PA	Sustained improvement in attendance. Reduce the proportion of pupils classified as Persistent Absentees through improved attendance habits and fewer recurring absences over time. Increase pupils' engagement with learning, continuity of education and academic progress through regular, consistent school attendance.	**Improving pupils' engagement in learning, and ensuring that all pupils have equal opportunities to achieve their full potential. By reducing recurring absence and the percentage of persistent absentees, the school can minimise gaps in learning, improve academic progress, and strengthen pupils' sense of belonging and wellbeing. It also supports the school's commitment to inclusion, safeguarding and high expectations, helping every pupil to access a consistent, high-quality education and succeed both academically and socially.**

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Achievement	**Nationally agreed focus to enable children to become more articulate at making arguments and explaining ideas** **Leading:** **N. McCaffrey**	• Continue to embed Oracy and framework for Oracy via Voice21 • Play active role in Lewisham Year of Oracy • Deliver ORACY staff meeting • All teachers to ensure ORACY being taught inline with school expectation • Subject Lead to monitor implementation • DHT & ORACY Lead to work alongside two other schools to challenge and assess progress towards whole school ORSACY focus - see SDG plan & notes	Consistent implementation of the Voice 21 Oracy Framework across classrooms and curriculum areas. Increased opportunities for pupils to develop speaking, listening and discussion skills. Improved staff confidence in planning and delivering high-quality oracy activities to support learning.	A whole-school culture of oracy is embedded, with pupils confidently articulating their ideas, listening actively and engaging in purposeful discussion across the curriculum. Sustained improvements in pupils' communication, vocabulary and critical thinking skills, supporting stronger academic achievement, positive relationships and improved outcomes for all learners.	**Supports the school's vision of developing confident, articulate and effective communicators who can express their ideas, listen actively and engage respectfully with others across all areas of learning.** **Contributes to the school's commitment to providing an inclusive, ambitious and enriching curriculum by raising the profile of oracy, improving pupils' communication skills and actively engaging with Lewisham's Year of Oracy to share best practice and strengthen learning opportunities.**

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Leadership & Management: **Sophie Lamb**	**Secure Apple Distinguished School Status.** **Rapid development of AI in education is a cause for uncertainty**	• Work towards Digital, Technology Standards • Secure Apple Distinguished School • Review AI policies • Review balance if iPad provision • Develop Curriculum for AI	Achieve Apple Distinguished School status. Embed innovative, purposeful use of Apple technology across teaching, learning and leadership. Improve teaching and learning through digital innovation – Improve pupil engagement, creativity, collaboration and outcomes through the effective integration of technology into everyday learning experiences. Build confidence and readiness for AI in education. Develop staff and pupil understanding of AI, ensuring its safe, ethical and purposeful use to enhance learning.	Improved pupil achievement and progress. Children develop deeper subject knowledge, stronger digital literacy and independent learning skills. Children become confident, creative and collaborative learners who can use technology effectively to solve problems, think critically and prepare for the demands of further education.	**Providing a creative inclusive and ambitious learning environment where digital technology enhances teaching, learning and outcomes for all pupils.** **Strengthens the school's commitment to high standards alongside independence.**

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Behaviour & Wellbeing: **Leading: tbc**	**Extend Enrichment Opportunities for Personal Wellbeing.**	• Await the DfE guidance on Enrichment • Develop overview of school enrichment opportunities	See actions from guidance	See actions/outcomes from guidance	**A thriving, inclusive school community where every pupil has access to enriching experiences that promote positive mental health, physical wellbeing, confidence and resilience, enabling them to flourish both personally and academically.**

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Curriculum & Teaching: **Leading: subject leaders**	**Subject leaders to review and monitor their subjects.** **Developing action plans to deliver next steps in improving outcomes for all learners**	• Review subject performance data to identify strengths, gaps and trends in outcomes. • Develop and implement targeted subject action plans with clear priorities, measurable outcomes and timescales -see Appraisal targets • Monitor the impact of teaching strategies and interventions through learning walks, book looks and assessment reviews. • Evaluate progress against action plans and adapt next steps.	• Regular subject reviews completed to identify strengths, gaps, and areas for improvement in learner outcomes. • Subject-specific action plans developed with clear priorities, responsibilities, and timescales to address identified needs. • Progress monitored regularly against agreed actions. • See Subject Leader action plans	• See Subject Leader action plans	**Ensuring effective subject leadership, continuous monitoring and targeted action planning to improve teaching, raise achievement and secure positive outcomes for all children.**

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Pupil Voice, Parent Voice and Staff Voice	**Feedback will be offered:** **Children, Aut#1** **Parents, Aut#2** **Staff, Spring#2**	• Provide key feedback surveys • Explain how surveys work & data gathering • Launch & collect data	• Analyse data. • • Sharing outcomes with School Council, Governors, Staff Team		**Strengthen a culture of continuous improvement by gathering and analysing feedback from children, staff, parents and the wider school community, ensuring that decisions are evidence-informed, responsive to stakeholder needs and aligned with the school's vision of providing an inclusive, supportive and high-quality education.**
School Development Group		Kender is involved in an SDG, including two other schools. There will be a School Development Group plan, which will be produced in Aut#2. This group is used to assist Kender in moderating standards in writing, with key moderation activities planned in the Autumn, Spring and Summer terms - see SIPlan/Calendar for each term.			
Other initiatives & Projects:		Across the school year, other ideas and initiatives could emerge, be these arising from bids, LA or National drives. All will be assessed and planned using School Improvement Headings. **Summer Project:** consider linking with the hosting of the Bayeux Tapestry. Meetings for planing to begin in Aut#2			