School Improvement Plan 2025-27

Autumn term 2025





At Kender Primary School we believe that learning is essential for now and for lifelong wellbeing and success; developing successful citizens now and for the future.

Encouraging **creativity** and enhancing **engagement**

Supporting **inclusivity** and promoting **independence**

Name of headteacher	Keith Barr
Name of School Improvement Partner (SIP)	Rachel Waite

Contextual information	School	National	LA	Comment / Source
Attendance	**93%**	*95%*	95%	
Free School Meals	**43%**	*24%*	25%	
SEN	**17%**	*16%*	16%	
EHCP	**2%**	*3%*	4%	
EAL	**70%**	*25%*	37%	
Largest group/s (ethnicity)	Black British 39%			
Pupil base deprivation	98% highest three bands			LA: 78%
School roll & forms of entry	344 at census Oct 25, 11 forms of entry			
Budget prediction	£75k in year surplus			

Outcomes for children

Academic Outcomes	2023			2024			2025			Comment (2025)
	Sch	Loc	Nat	Sch	Loc	Nat	Sch	Loc	Nat	
EY GLD	63%	70%	67%	67%	73%	68%	82%	71%	68%	
Y1 Phonics (WA)	64%	77%	79%	73%	79%	80%	74%	80%	80%	92% @Exp; 42% of stable cohort achieved 100%
KS2 combined (EXP)	55%	61%	60%	63%	69%	61%	65%	62%	62%	X2 pupils results challenged; x1 disaplied
KS2 combined (GD)	2%	6%	8%	2%	9%	8%	2%	7%	8%	
Multiplication (MTC)	23%			43%		31%	59%		38%	

2025 Pupil outcomes KS2 (disadvantage)	EXPECTED STANDARD			GREATER DEPTH STANDARD		
	Disadvantage (20 pupils)	Other (23 pupils)	Gap	Disadvantage (20 pupils)	Other (23 pupils)	Gap
Reading	60%	83%	-25%	10%	17%	-7%
Writing	75%	83%	-8%	15%	13%	2%
Maths	70%	90%	-21%	15%	17%	-2%
RWM	60%	74%	-14%	0%	4%	-4%

Quality of Education Evaluation

Ofsted Grade:	Good; Outstanding; Outstanding; Good, Good.
Date of inspection:	11th & 12th March 2025
Ofsted Strengths:	Pupils thrive in this happy and nurturing school. They benefit from positive and caring relationships with their classmates and with staff. Staff across the school know pupils and their needs well. Pupils' behaviour is **impeccable** across the school. The values of 'resilience', 'readiness', and 'respect' are firmly embedded across all aspects of school life. The programme for pupils' personal development is **exemplary**. **'Safeguarding continues to be a strength'**
Ofsted Next Steps:	Sometimes, especially for those subjects at the early stages of implementation, the checking of what pupils know and remember can be variable. This means that some pupils do not learn the intended curriculum as well as they could. The school should strengthen practice so that gaps in knowledge and skills are swiftly addressed, **enabling pupils to know and remember more.**

Quality of Education Review

Summary of school strengths:	• Children's writing • School leaders working in teams to deliver improvements; see English, STEAM & Inclusion Teams • Curriculum coverage • Visual Arts curriculum • Relationships across all aspects of the school • Governance
School Improvement Progress:	Writing for Pleasure programme has supported teachers delivering outcomes from 35% exp '22 to 80% exp '25
Areas for next steps development:	• Continue to embed WfP - year two • Further enhancement of Inclusive Practices to support children new to Kender/this country to make expected progress • Continue to develop children's oracy skills, strengthening learning opportunities and raising achievement • Support and develop teachers moving into leadership roles, whilst strengthening capacity of those Upper Spine & experienced Leaders

Mission Statement

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

Since the disruption of the pandemic, rapid school improvement has taken place; children leave above National expectations.

In all school improvement measures, improvement is evident, underpinned by strategic approaches to achieving sustained annual improvements.

“Inspiring & Teaching Every Child to Learn More, Remember More, Achieve More.”

Kender Improvement Strategy, 2025 to

Our Values

At Kender we are resilient and respectful team, ready for …

Ready to take part in our school and a global world - learning about their local life, life across the world, diversity outside New Cross now and in the past.

Successful children and successful citizens - as **respectful** and caring individuals.

Developing the skills, experience and **resilience** for life - enhancing cultural, creative and physical experiences for all, as well as learning how they might use their

Our vision…

Developing the **resolve** to be life long learners who can influence their own destinies.

The **resolve** to inspire our community, facing challenges with determination, delivering high standards and developing citizens for now and their future world.

Independence

Fostering **independence** in students is crucial for **learning more** and **remembering more** because it encourages self-directed learning, personal responsibility, and the development of critical thinking skills. When students take ownership of their learning, they are more likely to stay engaged, persist through challenges, and retain information effectively.

Key actions for 2025/26:

- Review and consider next steps for Reading KS2; see English Team.
- Review & explore T&L policy…
- Cement excellent Subject Leadership

Inclusivity

Creating an **inclusive learning environment** that supports **learning more** and **remembering more** involves strategies that recognize and cater to diverse learning styles, abilities, and needs.

Key actions for 2025/26:

- Introduce Oracy as key teaching strategy, adopting Voice21 for all children…
- PINS project…

Creativity

In all we deliver we foster **creativity,** helping students **learn more** and **remember more** involves integrating techniques that engage both the mind and the imagination to enhance creativity while

Key actions for 2025/26:

- Create extra opportunities for public speaking.
- Use teaching principles of Voice21.
- Computing…
- WfP Yr#3

Engagement

Creating **engagement** with the goal of **learning more** and **remembering more** means actively involving students in the learning process in ways that are meaningful, fun, and dynamic. The more engaged students are, the more likely they are to internalise and retain information.

Key actions for 2025/26:

- Children organising competitions to support and enhance learning is a key feature of the Kender offer.
- SEND support plans are co-produced with Parents/ Carers



Intent: we aim to…

At Kender we promote and develop positive attitudes towards each other and learning through the Kender values.

We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- Developing and building upon knowledge and skills year-on-year
- Raising aspiration
- Enhancing self confidence, self belief and self control
- Ensure children can develop their own identity, whilst being provided with role models to help them
- Provide a wealth of experiences, both academic and practical to enable children to build essential life skills
- Engage with local and wider communities as a benefit to enriching learning and opportunity
- Embed Kender values throughout the curriculum

We aim for children to be…

- **Ready** to take part in our school and a global world - learning about their local life, life across the world, diversity outside New Cross now and in the past
- Developing the skills, experience and **resilience** for life - enhancing cultural, creative and physical experiences for all, as well as learning how they might use their skills in the future
- Successful children and successful citizens - as **respectful** and caring individuals.
- Developing the **resolve** to be life long learners who can influence their own destinies

Implementation: How do we achieve our aims?

All children access a curriculum that is rich and diverse, across all our curriculum areas.

All subjects have clear routes to progression for teachers to plan and deliver learning term by term.

At Kender we use a mix of our school's own progression models and some professionally produced curriculum materials; in all instances, subject leaders work with the curriculum lead to ensure progression is clear and effective. Our school deploys some specialist teachers to further ensure the quality of delivery and impact is of the highest standards.

Teachers deliver learning in a range of styles, within agreed teaching & learning frameworks. Adaptive teaching strategies are considered and deployed to ensure all children can access and thrive with the planned learning.

Teachers plan a broad range of enrichment activities to bring to life their planned learning.

All children from Year one to Year six have their own individual iPads. iPads are vital tools for children storing, retrieving and revisiting key learning, as well being essential for the delivery of the digital curriculum.

Senior leaders and subject leaders monitor and review the impact or progression materials - see Subject Leader Monitoring actions/cycle, (trialled Spring'24)

Subject leaders review and revise all curriculum progression to ensure children learn term on term, year on year.

Effective teaching and learning principles should underpin all strategies and systems at Kender.

These principles provide a framework for evaluating both strategy and practice, ensuring alignment with our shared vision for a strong learning culture. They also support a consistent, clear approach to teaching and learning across the school.

Kender Learners What does a 'high quality learning experience' look like? (Characteristics for learning)	**Kender Teachers** High quality learning experiences are the product of 'quality first teaching' and reflect the teaching standards.
Children: • Experience a broad, varied curriculum that sparks new interests • Find learning challenging, engaging, and enjoyable • Complete tasks suited to their needs and abilities • Build on prior knowledge and skills; knowing more & remembering more • Think creatively, critically, and reflect on learning • Understand progress and next steps • Work collaboratively and take risks • Use different learning styles with autonomy • Receive regular feedback and clear improvement strategies • Learn in a stimulating, well-ordered environment • Are happy and treated with respect • Show respect for others and value diversity • Maintain high standards for learning and behaviour & attitudes • SEND pupils make strong progress from starting points • Celebrate achievements • Use technology to support learning	**QFT:** • Use motivating stimuli to engage learners • Maintain high expectations and clear boundaries • Be adaptable and responsive through formative assessment • Provide high-quality verbal and non-verbal feedback • Reflect on teaching impact and effectiveness • Foster a supportive, inclusive learning environment • Develop subject and pedagogical knowledge through CPD • Plan and use varied questioning techniques • Design diverse and engaging learning opportunities • Differentiate to meet all learners' needs and promote collaboration • Use resources effectively to support learning • Deliver a rich, broad, and progressive curriculum • Challenge pupils to achieve and behave well • Celebrate and value school community diversity • Take ownership of ongoing professional development • Seek support to enhance practice when needed • Use technology to enrich learning experiences • Collaborate with staff to ensure high standards and outcomes

Key intentions & actions, 2025 to 2026:

Priority one: Cement & enhance effective Curriculum Leadership

Priority two: Continue to embed the Writing for Pleasure programme

Priority three: Embed a whole school programme for Oracy

Priority four: Introduce the PINS (Partnerships for Inclusion of Neurodiversity in Schools) Project

Key priorities, intentions & actions, 2025 to 2026:

“Inspiring & Teaching Every Child to Learn More, Remember More, Achieve More.”

Key Improvement Priorities for 2025/26:

Priority one:	Priority two:	Priority three:	Priority four:
Cement & enhance effective curriculum leadership	**Continue to embed the Writing for Pleasure programme**	**Embed Oracy as a school improvement strategy**	**Introduce the PINS (Partnerships for Inclusion of Neurodiversity) Project**
What needs to be done? *(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to….")*	**What needs to be done?** *(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to….")*	**What needs to be done?** *(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to….")*	**What needs to be done?** *(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to….")*
• **Build leadership capacity** through targeted professional developmentEnsure curriculum coherence and progression across year levels and subjects; supporting teachers in first year of leadership development • Strengthen practise: ensuring learning sticks and there are even more robust systems for checking learning and progress • **Promote evidence-informed practices** in teaching, planning, and assessment • **Monitor impact** through regular observation, student outcomes, and stakeholder input; making more effective use of Insight Assessment package • **Celebrate and share effective practice** within and beyond the school • **Foster collaboration** among subject leaders, teachers, and senior leadership; develop more effective use of Phase leadership to strengthen consistency	• **Monitor progress and engagement** using pupil voice and writing outcomes • **Support subject leaders** to drive the approach and model best practiceEnsure all staff understand the principles of the Writing for Pleasure approach • **Provide ongoing CPD** to deepen pedagogical knowledge and consistency • **Embed daily writing routines** across year groups • **Encourage pupil independence and ownership** of the writing process	• **Align oracy goals** with the whole-school improvement plan and curriculum intent • **Ensure staff understand the Voice 21 framework** and its impact on learning • **Provide staff training and CPD** to develop confident, consistent oracy teaching • **Integrate oracy skills** across all subjects and key stages • **Create purposeful talk opportunities** in lessons (e.g. debates, discussions, presentations) • **Use formative assessment of oracy** to track progress and inform teaching • **Celebrate and showcase oracy** through assemblies, performances, and class presentations • **Involve pupils in self- and peer-assessment** of speaking and listening skills • **Monitor impact regularly** through learning walks, pupil voice, and attainment data	• **Communicate the purpose and aims** of the PINS Project to all staff and stakeholders • **Identify key staff leads** to champion and coordinate the project • **Provide training and guidance** on the principles of Positive Identity, Nurture, and Support • **Audit current provision** to identify strengths and areas for development • **Integrate PINS into pastoral systems** and the wider school culture
Why does it need to be done? *(Evidence base that triggered the action? What has your monitoring told you/how do you know it needs doing? What's the current position? Justify the actions – no point in doing something without a good reason).*	**Why does it need to be done?** *(Evidence base that triggered the action? What has your monitoring told you/how do you know it needs doing? What's the current position? Justify the actions – no point in doing something without a good reason).*	**Why does it need to be done?** *(Evidence base that triggered the action? What has your monitoring told you/how do you know it needs doing? What's the current position? Justify the actions – no point in doing something without a good reason).*	**Why does it need to be done?** *(Evidence base that triggered the action? What has your monitoring told you/how do you know it needs doing? What's the current position? Justify the actions – no point in doing something without a good reason).*
• **Improves Teaching Quality**: Strong curriculum leadership ensures teaching is aligned, coherent, and focused on high-quality content. • **Drives Consistency**: It promotes a consistent approach across subjects and year groups, reducing gaps and overlaps in learning. • **Raises Standards**: Focused leadership helps set high expectations and drives continuous improvement in pupil outcomes. • **Supports Staff Development**: Curriculum leaders can guide and support teachers, sharing best practice and providing subject-specific expertise. • **Aligns with School Vision**: Strong curriculum leadership ensures the curriculum reflects and supports the school's values, goals, and community needs.	• **Continue to Boost Writing Enjoyment and Motivation**: It fosters a love of writing, helping children see themselves as real writers with choice, purpose, and voice. • **Further Improve Writing Outcomes**: Research shows the programme can significantly improve both the quality and quantity of pupils' writing across abilities. • **Continue to Develop Writer Identity**: Pupils gain confidence and independence as they build their identity and habits as writers. • **Supports Inclusion**: The programme is inclusive and adaptable, allowing all children—including those with SEND or EAL—to engage meaningfully. • **Cementing Ownership and Creativity**: Pupils are given greater agency over what and how they write, leading to more authentic and creative outcomes.	• **Improves Communication Skills**: Develops pupils' ability to speak clearly, confidently, and effectively in a range of contexts. • **Raises Academic Attainment**: High-quality oracy supports deeper thinking and strengthens understanding across the curriculum. • **Promotes Equity and Inclusion**: Gives all pupils—regardless of background—a voice, helping to close the language gap and boost confidence. • **Builds Life Skills** • **Supports Behaviour and Relationships**: Encourages respectful dialogue, active listening, and positive peer interactions. • **Enhances Teaching and Learning**: Oracy strategies improve classroom talk, leading to more engaging and purposeful learning experiences. • **Aligns with Whole-School Development**: Provides a structured, research-informed approach to embedding oracy into teaching, curriculum, and culture.	• **Supports Student Wellbeing**: PINS promotes emotional intelligence, resilience, and a sense of belonging, leading to improved mental health and overall student wellbeing. • **Builds Positive Identity**: The project helps students explore and embrace their unique identities, fostering confidence and self-awareness. • **Improves Behavior and Engagement**: By focusing on nurturing relationships and support systems, PINS encourages respectful behavior and active participation in learning. • **Fosters Inclusive Culture**: The project creates a more inclusive school environment by valuing diversity and promoting empathy and understanding among students and staff. • **Enhances Academic Outcomes**: Improved wellbeing and engagement contribute to better concentration, attendance, and academic performance. • **Aligns with Safeguarding and Pastoral Care Goals**: PINS strengthens the school's approach to safeguarding by proactively addressing students' emotional and social needs.

Priority one: Cement & enhance effective curriculum leadership	Priority two: Continue to embed the Writing for Pleasure programme	Priority three: Embed Oracy as a school improvement strategy	Priority four: Introduce the PINS (Partnerships for Inclusion of Neurodiversity) Project
What actions will we take? *(What will <u>you</u> actually do? Who will do what? By when? Break it down. List tasks that can be ticked off. Use "action" words! Avoid words such as improve/develop).*	**What actions will we take?** *(What will <u>you</u> actually do? Who will do what? By when? Break it down. List tasks that can be ticked off. Use "action" words! Avoid words such as improve/develop).*	**What actions will we take?** *(What will <u>you</u> actually do? Who will do what? By when? Break it down. List tasks that can be ticked off. Use "action" words! Avoid words such as improve/develop).*	**What actions will we take?** *(What will <u>you</u> actually do? Who will do what? By when? Break it down. List tasks that can be ticked off. Use "action" words! Avoid words such as improve/develop).*
• **SLT & teachers to work together to review and develop Teaching & Learning policy; policy development to be run through lenses of diversity/ equalities and SEND, covering the potential benefits and caution of AI technology & ORACY as a broader strategy** • **Source external training/INSET for AI in education; Headteacher to source, plan an facilitate** • Deliver INSET/CPD developing teachers leadership of curriculum subjects; Headteacher and SLT to drive & facilitate • Begin using the Insight programme to support teacher assessment and parent communication • Review and manage Subject Leadership Monitoring cycle • **Subject Leaders plan & deliver improvement plans for their subjects; deliver CPD on action planning cycle - Headteacher** • Subject Leaders to meet governors: see Governor day 2025	• Second Writing Residency week booked for May'26 • **Review and share Policy for Personal Writing projects: INSET#2; DHT and HT to review and present** • Moderation of writing in place each half-term; see joint moderation SDG plan • **Develop Kender Publishing Houses; English Team to lead** •	• Deputy Headteacher to work with SDG DHTs to develop ORACY across settings; see SDG plan • **DHT & Arts subject lead to lead & develop school ORACY project** • Review and update Reading Policy; see English Team notes; **English Team to lead and develop** • Implement new approach to Guided Reading for Upper KS2 • Extend deployment of Little Wandle Reading programme to lower KS2 • Cement & extend opportunities for children to present and use oracy skills for the school public; see assemblies & key presentations; Take Over Day and PD curriculum • Produce film for Apple Distinguished School application • Build on Kender STEAM project…	• Promote approach to parents and children • **Host meeting of PINS Team to disseminate next steps in the project; SENDco to lead and share with SLT** • Deliver input for Governors on PINS approach • Liaise with other settings to build a wider school approach; see SDG & SIP Team planning • Continue to build Kender as a Place of Belonging; in line with LA's approach • **Review and implement more cost effective delivery of pupil therapy; SBM/AHT/SENDco to lead and develop** • MHST….
What will we see when it's done? *(Success criteria...what will the children get out of it? What will have changed as a result? What is the point? Say what things will look like in the end. Will you be able to say "yes" or "no"?).*	**What will we see when it's done?** *(Success criteria...what will the children get out of it? What will have changed as a result? What is the point? Say what things will look like in the end. Will you be able to say "yes" or "no"?).*	**What will we see when it's done?** *(Success criteria...what will the children get out of it? What will have changed as a result? What is the point? Say what things will look like in the end. Will you be able to say "yes" or "no"?).*	**What will we see when it's done?** *(Success criteria...what will the children get out of it? What will have changed as a result? What is the point? Say what things will look like in the end. Will you be able to say "yes" or "no"?).*
• Teaching & Learning policy launched September '26 • Subject leader development focus for Spring Term '26; see SIP calendar • Children make at least good progress in each subject; in line with other school subjects • All outcomes will continue on upward or positive trajectory • Outcomes in-line with or better than National and London comparisons • Higher pupil numbers across all year groups	• Outcomes for writing above national comparisons; favourable with London comparisons as an aspirational target • Outcomes at Higher Standard close to or above National • Continue to reduce all gaps between Disdv & Others	• Programme for Oracy in place and being developed • Significantly higher levels of oracy/articulation • All outcomes in Reading at or above National comparisons	• Outcomes for all children improving, specifically children with SEND • Reduce all gaps between Disdv & Others • Reduce all gaps between key groups

School Improvement Cycle

Insight & Data

Pupil Progress Meetings

Ad-hoc

Monitoring

Lesson observatsions

Pupil/Staff/Parent Voice

Learning Scrutinies/Walks

Review

Process data

Analysis of Evaluation

Make judgements

Distil

Hypothesises

Implementation

Why…

What we will do…

What we will see when it is done…

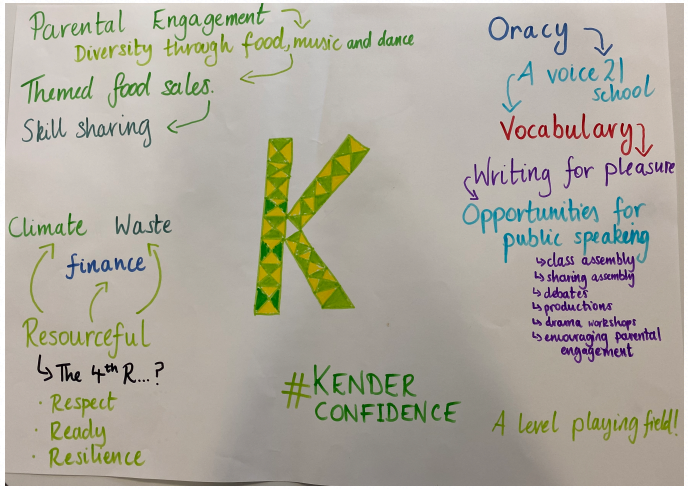
Action Plans

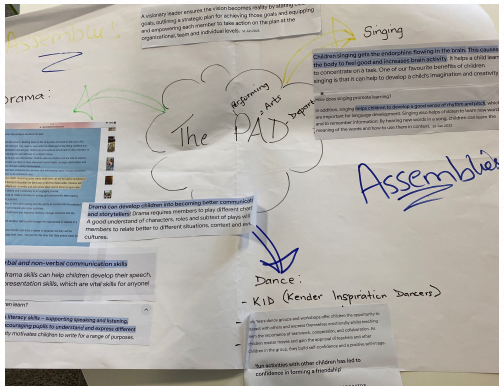
When…

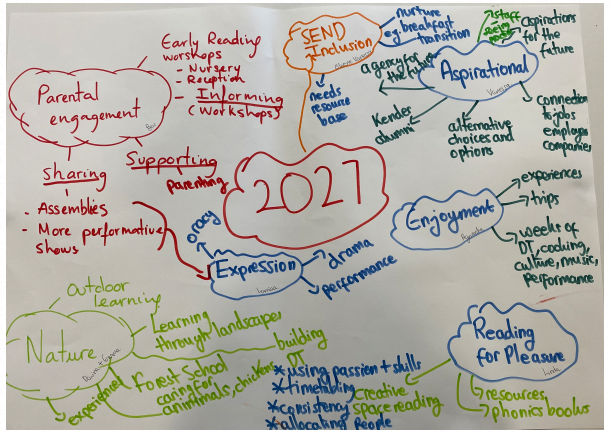
Hoping to achieve…

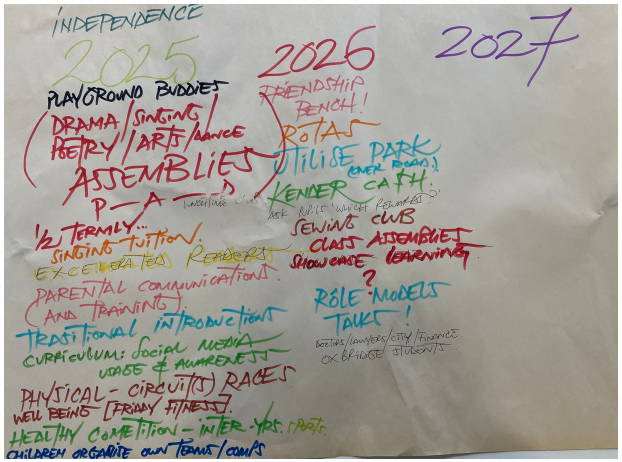
Cost…

…2027


Parental Engagement
Diversity through food, music and dance
Themed food sales.
Skill sharing
Oracy
A voice 21 school
Vocabulary
Writing for pleasure
Opportunities for public speaking
class assembly
sharing assembly
debates
productions
drama workshops
encouraging parental engagement
K
Climate
Waste
finance
Resourceful
The 4th R…?
Respect
Ready
Resilience
#KENDER CONFIDENCE
A level playing field!


Singing
The PAD
Assemblies
Dance:
- KID (Kender Inspiration Dancers)


Early Reading workshops
- Nursery
- Reception
- Informing (Workshops)
SEND Inclusion
Nurture e.g. breakfast provision
Aspirational
Aspirations for the future
Parental engagement
Sharing
- Assemblies
- More performative shows
Supporting Parenting
2027
Oracy
Expression
drama performance
Enjoyment
experiences
trips
weeks of DT, coding, culture, music, performance
Outdoor learning
Nature
Learning through landscape building
Forest School caring for animals, chickens
Reading for Pleasure
resources, phonics books


INDEPENDENCE
2025
2026
2027
PLAYGROUND BUDDIES
DRAMA/SINGING/POETRY/ARTS/dance
ASSEMBLIES
PA
½ TERMLY…
SINGING TUITION
EXCELLERATED READING
PARENTAL COMMUNICATIONS AND TRAINING
TRADITIONAL INTRODUCTIONS
CURRICULUM: SOCIAL MEDIA
PHYSICAL - CIRCUITS RACES
WELL BEING FRIDAY FITNESS
HEALTHY COMPETITION - INTER-YEAR
FRIENDSHIP BENCH!
ROTAS
Utilise PARK
KENDER CAFE
SEWING CLUB
CLASS ASSEMBLIES
LEARNING SHOWCASE
ROLE MODELS TALKS!


PRIVATE NURSERY 2-5 YEARS
2 YEAR OLD PROVISION
Trips for 100% attendance + punctuality
IDENTIFYING - NEEDS
EARLY INTERVENTION
SEND
EAL
CPD - AWARENESS
CHILD PLAN
INDIVIDUAL
Behaviour
Money
Parents
SEND
Rewards
ATTENDANCE
IN 3 YEARS
Quality of teaching
CORE - EVERYDAY
CONSISTENCY
SECONDARY
PARTNERSHIP
times tables
up stairs
EMOTIONAL WELLBEING
LOVE LEARNING
Parents IN EVERYTHING
Exercise books, EAL children ⇒ English TV
WRITING 4 PLEASURE
EMBEDDED
READING 4 PLEASURE
PPA ⇒ Afternoon
EVERYDAY
CORE
TRANSPARENCY
PARENTS
EOOL
SUPPORT/EDUCATE
PARENT ENGAGEMENT
OVER COMMUNICATE
DIFFERENT LANGUAGE
HOMEWORK CLUB
CLUBS
FAMILY LIAISON/SUPPORT