



School Improvement Plan 2024-27

Autumn term 2024





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**

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, enthusiastic learners who make excellent progress
- Be polite, **confident** and set an example for others
- Be **resilient, courageous** and able to take risks
- Be **kind, honest** and have the ability to show **compassion** for others
- Be able to **collaborate** and take **responsibility** for their learning and behaviour
- Show **respect** for all and have the highest standards in behaviour and conduct
- Have a strong sense of well-being and ability to identify and manage their emotions
- Have high **aspirations** and be **ready** to take the next step in their learning journey

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.

**Delivering consistently excellent practice,
driving consistently higher standards.**



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, Spring '24

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

The principles of what makes effective teaching and learning need to underpin the strategies and systems we have at Kender.

These can be used to help us evaluate the effectiveness of any strategies, as well as the teaching and learning, as we can refer back to the agreed principles ensuring that they are contributing to the culture of learning that we are striving for as a school. They will also provide a consistent and clear approach to teaching and learning at Kender.

Kender Learners

What does a 'high quality learning experience' look like?
(Characteristics for learning)

Children:

- Are given a broad range of learning experiences, allowing them to develop and discover new interests
- Find the work challenging, engaging and enjoyable
- Tasks/activities are appropriately demanding & matched to need
- Have experiences that build on prior knowledge and skills
- Have time to think creatively and critically, and reflect on their learning
- Understand the outcome of their learning, know how well they are progressing and know the next steps for success
- Are able to work collaboratively and take risks
- Are able to use a variety of learning styles and there are opportunities for autonomy
- Receive regular and frequent feedback with clear strategies for improvement – verbal and non-verbal
- Work in a stimulating and well-ordered environment
- Are happy and treated with respect
- Respect other learners and the diversity within school
- Have high expectations for learning & behaviour
- All children identified with SEND needs make good progress from starting points
- Have achievements celebrated
- Are able to use technology to enhance learning

Kender Teachers

High quality learning experiences are the product of 'quality first teaching' and reflect the teaching standards.

QFT:

- Using inspiring and motivating stimuli to engage children in their learning
- Maintaining high expectations and clear boundaries
- Being adaptable, reflective and responsive to the learning that is taking place – formative assessment
- Providing high quality feedback about learning – verbal & non-verbal
- Evaluating and reflecting on the effectiveness of teaching on the children's learning
- Creating a supportive climate for learning in which children feel able to express their views and opinions
- Developing subject knowledge of the curriculum including the pedagogy of the subject and/or concepts being taught and the progression across the year groups - Continual Professional Development (CPD)
- Planning questions and predicting answers, using a variety of questioning techniques
- Planning for different learning opportunities across the lesson
- Ensuring that learning meets the needs of all pupils and that children have the opportunity to collaborate with others
- Ensuring effective and appropriate use of resources to support learning
- Ensuring the curriculum is progressive, rich, broad and engaging
- Will constantly challenge children to learn and behave well
- Celebrate the diversity within the school community
- Taking responsibility for professional development and evolving own practice
- Seeking support when needed to help enhance practice and development
- Have an understanding of how to use technology to enhance learning experiences
- Work collaboratively with all staff to achieve high standards and outcomes

Key priorities, intentions & actions, 2024 to 2025:

Delivering consistently excellent practice,
driving consistently higher standards.

Key Improvement Priorities for 2024/25:

Priority one:	Priority two:	Priority three:	Priority four:
Continue to build consistently excellent practice across all subjects; across all provisions	Continue to embed the Writing for Pleasure programme	Curriculum development	Introduce Voice21 as a school improvement strategy
What needs to be done? <i>(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to....")</i>	What needs to be done? <i>(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to....")</i>	What needs to be done? <i>(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to....")</i>	What needs to be done? <i>(What needs to change? What are the areas for improvement? Come up with a "headline" e.g. "Teachers need to....")</i>
<ul style="list-style-type: none"> Continuing improvements, refinements and adaptations to QFT and key interventions Review and update school Teaching & Learning policy. Build on consistency of practice refined and outlined by the English Team 23/24 Full programme of monitoring in place, with feedback and next steps shared/wider & individuality Continue to close gaps between key groups; see outcomes from London schools & National comparisons School Leaders to engage with School Development Group to build capacity for further improvement - see SDG plan & actions 	<ul style="list-style-type: none"> All teachers to follow the WfP programme; N to Yr6 All staff to receive CPD; building on CPD from summer term'24 Writing Residency week to support effective implementation WfP to become the default approach to the teaching & learning of writing Yr6 Teams build on practice from previous trial year Build on mark making - developing fine and gross motor skills in EYFS Writing moderation to reveal clear progression in writing across the school(NtoYr6); including children's opportunities for writing independently 	<ul style="list-style-type: none"> All subject leaders continue to use outline for subject monitoring - see handbook 24/25 Subject leaders for Humanities to continue monitor outcomes, build on monitoring from 23/24 Science subject lead to revisit subject outcomes, spring'25 Since change of Sports Coach, monitor outcomes for PE/Sport Computing & MfL(modern foreign languages) subject leaders to make the subjects a priority for 2024/25; autumn term develop plan for focus improvement; review curricula for both to ensure all is secure, robust and progressive English Team to monitor impact of development work from 23/24 - see term planners Maths lead to ensure curriculum coverage & development; fluency & problem solving deployed as regular improvement tools 	<ul style="list-style-type: none"> Introduce all teaching staff to principles of Voice21 Transform oracy teaching and learning across the school enabling all children to access and benefit from high quality oracy education; oracy being children's linguistic abilities, speaking for pleasure and for purpose, communicating in its many forms Promote approach to parents and children Build a school improvement project for 25/26 Encourage whole school community to view oracy & talking as an essential component to effective and sustained learning; see parent meetings, aut'24
Why does it need to be done? <i>(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).</i>	Why does it need to be done? <i>(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).</i>	Why does it need to be done? <i>(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).</i>	Why does it need to be done? <i>(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).</i>
<ul style="list-style-type: none"> Almost 20% pupil survey say do not read regularly at home Evidence of improvements in outcomes steady over recent years, leaders to build on these developments; improving outcomes at expected, significantly enhancing outcomes at higher standards. Curriculum subjects all show strong outcomes at expected; rigorous focus on higher achievement is the next challenge Significant development work undertaken by English Team, 23/24; build on this improvement strand 	<ul style="list-style-type: none"> Outcomes in writing low at end of 2022 Leader's vision for children to be more effective at writing with independence; less reliance on teachers; see personal writing projects SLT completed research for suitable programme for improvement Evidence of improvements in outcomes steady since adopting this approach - see books 23/24: Yr3 & Yr5 Curriculum subjects all show strong outcomes at expected; higher achievement now a sharper focus Writing to reveal extra challenge for some learners 	<ul style="list-style-type: none"> Progress has been evident for subjects under scrutiny in recent years; see monitoring cycle and outcomes in SEFaut'24 Build on strengths from monitoring in previous years Computing & MFL next two subjects under a sharper lens Continue to implement vision for curriculum intent & implementation To improve child engagement Further improve child mental models/knowledge & skills progression 	<ul style="list-style-type: none"> Research and education outcomes stress importance of children's oracy agility Practical research in art lessons demonstrate that many children found it difficult to articulate ideas and develop thinking through talking and exchanging ideas with others The world needs young people who can communicate ideas and thinking with high degree of effectiveness Many children at Kender start with very low levels of oracy; 97% deprivation/under resourced homes

Priority one:	Priority two:	Priority three:	Priority four:
<p>What actions will we take? <i>(What will you 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).</i></p>	<p>What actions will we take? <i>(What will you 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).</i></p>	<p>What actions will we take? <i>(What will you 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).</i></p>	<p>What actions will we take? <i>(What will you 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).</i></p>
<ul style="list-style-type: none"> • Meet all parents to share expectations - aut'24 • Quality of Education Review to check progress of school monitoring cycles • SLT to monitor learning; see term planners • AHTs to work together to review and develop Teaching & learning policy; policy development to be run through lenses of diversity/equalities and SEND • Subject leaders to follow monitoring cycle/ schedule • Leaders to work with other professional as part of SDG to harness other settings as springboards from improvement 	<ul style="list-style-type: none"> • All teachers to follow the WfP programme • Classroom environments to include writing stations and opportunities for making books • Teachers produce and send plans to WfP team for feedback and development • Moderation of writing in place each half-term; see joint moderation with Twin Oaks, Mon 21st Oct'24 • Plan and deliver Writing Residency Week to support effective CPD • Governor Day to see further development 	<ul style="list-style-type: none"> • Subject Leaders to develop key improvement plans • Introduce a STEM or STEAM leadership Team • Introduce a Kender STEM or STEAM Month; spring'25/summer'25 	<ul style="list-style-type: none"> • Promote approach to parents and children • Build a school improvement project for 25/26 • Liaise with other settings to build and wider school approach; see SDG & SIP Team planning
<p>What will we see when it's done? <i>(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"?).</i></p>	<p>What will we see when it's done? <i>(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"?).</i></p>	<p>What will we see when it's done? <i>(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"?).</i></p>	<p>What will we see when it's done? <i>(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"?).</i></p>
<ul style="list-style-type: none"> • All measured outcomes will continue on an upward or positive trajectory • Outcomes in-line with or better than National and London comparisons 	<ul style="list-style-type: none"> • Outcomes for writing above national comparisons; favourable with London comparisons as an aspirational target • Children writing with greater independence • Published writing shared, performed and enjoyed - see term plans • Children enjoy being writers; creative and engaging personal writing projects 	<ul style="list-style-type: none"> • Children make at least good progress in each subject; in line with other school subjects • Outcomes favourable with London comparisons as aspirational targets 	<ul style="list-style-type: none"> • 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 • Significantly higher levels of oracy/articulation

Key intentions & actions, 2024 to 2027:

Key to related intentions and actions:

Behaviour & Attitudes
Personal Development
Quality of Education
Leadership & Management

Independence

	Actions	Intentions
2024/25	<p>All teachers to follow the WfP programme WfP to become the default approach to the teaching & learning of writing</p> <p>Introduce the 4th R - resourceful</p> <p>Create opportunities for children to Lead & Present assemblies on Current topics ...Voice21</p> <p>Children across KS2 routinely using Home Reading Diaries to develop and extend reading practice</p> <p>Introduce and support a regular Book Club</p> <p>Reading Shack has a broader range of reading material.</p> <p>Investigate Accelerated Reader.</p> <p>SEND support plans are reviewed and revised termly and shared with children and Parents/Carers</p>	<p>see improvement priority two</p> <p>Children learn to take initiative...</p> <p>see improvement priority four</p> <p>Children's responses to Reading at Home questions rises from '24: over 20% say they do not read regularly at home</p> <p>Promote and extend Reading for Pleasure through in school programmes to share and engage</p> <p>Children reading for pleasure more widely.</p> <p>Children with SEND know their targets and take steps towards achieving these</p>
2025/26	<p>Consider implementation of Accelerated Reader.</p>	
2026/27		

Engagement

	Actions	Intentions
2024/25	<p>Build on Meet the Teacher and deliver enhanced meetings for parents to set out aims, aspirations and expectation for all year groups across the school.</p> <p>Embed Subject Leader Monitoring actions/cycle, developed Spring'24</p> <p>Further improvements to QFT and key interventions - see improvement priority one</p> <p>Key subject leaders to make the subjects a priority for 2024/25</p> <p>Develop and plan opportunities for more children to engage in healthy competitions...</p> <p>SEND support plans are shared with Parents/Carers and children on a termly basis</p>	<p>Children and parents know key expectations: attendance Home reading Use of phones</p> <p>Further improvement to strength and consistency of teaching & learning</p> <p>see improvement priority one</p> <p>see improvement priority three</p> <p>Children's responses to survey show high level of engagement; attendance rates increase for children involved</p> <p>School and home work together to produce good outcomes for Children with SEND</p>
2025/26	<p>Children organising competitions to support and enhance learning is a key feature of the Kender offer.</p> <p>SEND support plans are coproduced with Parents/Carers</p>	
2026/27	<p>Actions to be considered and added here when School Improvement discussions evolve over 2024/25...</p>	<p>Linked intentions to be added as SIP discussions evolve 24/25</p>

Inclusivity

	Actions	Intentions
2024/25	<p>Set out revised approach to monitoring attendance at parent meetings, September '24 - see parent meeting presentations</p> <p>School Leaders to engage with School Development Group to build capacity for further improvement - see SDG plan & actions</p> <p>Introduce Oracy21 for all children...</p> <p>Consistency in practice...clarity...</p> <p>Singing tuition...</p> <p>Work with local partners to securing funding and development for new Kender Gates.</p> <p>Staff receive training in QFT strategies and writing SMART targets</p>	<p>School achieves target of 97% who school attendance; where realistic children's attendance does not fall below 92%</p> <p>See planned intentions & outcomes in SDG plan 24/25</p> <p>See Oracy21 plan; liaise with SDG and LA to ensure school planning is in-line with other initiatives</p> <p>A clear delivery and installation plan is in place for new gates.</p> <p>Staff are better equipped to support children with SEND to meet long term outcomes with all four areas of SEND.</p>
2025/26	<p>Actions to be considered and added here when School Improvement discussions evolve over 2024/25...</p>	<p>Linked intentions to be added as SIP discussions evolve 24/25</p>
2026/27	<p>Actions to be considered and added here when School Improvement discussions evolve over 2024/25...</p>	<p>Linked intentions to be added as SIP discussions evolve 24/25</p>

Creativity

	Actions	Intentions
2024/25	<p>Find further times and opportunities children to publish and share pieces from Writing for Pleasure.</p> <p>Create extra opportunities for public speaking.</p> <p>Develop a PAD performance arts department....</p>	<p>Broader range of children have access to Performing Arts clubs. Extend opportunity for children to present and perform for audiences</p>
2025/26	<p>Actions to be considered and added here when School Improvement discussions evolve over 2024/25...</p>	<p>Linked intentions to be added as SIP discussions evolve 24/25</p>
2026/27	<p>Actions to be considered and added here when School Improvement discussions evolve over 2024/25...</p>	<p>Linked intentions to be added as SIP discussions evolve 24/25</p>