



School Improvement Plan

2016-2017

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Believe. Inspire. Grow.

Introduction and Core Values

This is the School Improvement Plan for Home Farm Primary School. The school's own mission statement and aims guide every decision taken by the school. This plan shows progress since the last Ofsted inspection in June 2016. It also indicates the specific targets for the current period and what we will do to achieve them. Supporting information in the appendices sets out details of our pupil performance targets.

Home Farm's curriculum reflects the needs of all learners

We constantly develop, remodel and energise our curriculum through consultation with pupils in order to keep learning fresh, alive and relevant.

We also seek parents' contributions to the curriculum through curriculum evenings, the parent forum and open classrooms.

The school is aware of the future technological changes and government requirements in order to create a meaningful, fit for purpose and relevant curriculum that reflects modern British society.

Pupils are encouraged to give their views and opinions about their curriculum, lessons and how the school is run, so that they feel included and can be managers of their own futures.

The following drivers are our principles for engaging pupils in a holistic and challenging curriculum.

- **Resilience** - Pupils feel that their school experience gives them challenge, so they can become positive, proactive forward thinkers.
- **Enterprise** - Pupils are given the opportunity to develop an understanding of putting forward proposals, including designing items or businesses for a commercial market.
- **Environment** - Pupils develop a good knowledge of the local community and wider world.
- **Sport** - Pupils are encouraged to be part of a team. Pupils have the opportunity to partake in a vast range of sport at all ages both within school and against other schools.

Core Values

Growing within 'Outstanding'

As part of our continuing vision for the future, we are aiming to continue to grow an Outstanding school.

We draw together all of the past improvements and aim for a high standard of consistent practice and outcomes. Every target set within this development plan will improve pupil progress and attainment. All pupils, no matter their background, gender, or ability will make good progress through all Key Stages. We will focus on removing all barriers to learning.

We will work with other schools to support their own growth to providing recognised, excellent education.

A partnership that develops learning for all

The school works in partnership with local secondary schools, the Colchester consortium of schools, our local triad of school improvement partners and the Lexden Primary Cluster.

Home Farm has sought and grown a strong partnership with two local schools to develop a diverse support network, in order to enhance the professional experience of staff and expand pupils' experiences of learning.

The school, in partnership with others, has an ethos of self-evaluation and reflection. Pupils reflect upon their learning and next steps, and in the same way, adults supporting learning are self-critical in developing their effective practice.

To develop summative assessment throughout the school to raise resilience to educational challenge

- *Teachers will implement a robust cycle of teacher assessment, child peer assessment and formal test assessment in the core subjects*
- *To embed vocabulary application to apply reading with a purpose in other contexts, such as topic.*
- *Pupils will be able to use respond to reading in writing with reference to evidence and examples*
- *Pupils will know and use technical language in referencing reading, both in guided sessions and written responses*

Actions to be taken	What is the intended impact?	Who is responsible for monitoring the impact?	How will the outcomes and impact be monitored? (Success criteria and evidence base)	Cost Intended (Resources, Staffing, Release)	Governors Key Questions	What was the outcome of the monitoring? (Evidence indicators and RAG rating – termly evaluation)
Summative Reading, Maths and Science assessments are timetabled for each term.	Raise resilience of all pupils using a range of strategies: timed activities; precise answers; PEEC (Point, Evidence, Explain, Compare) ; pupils' assessments will have a basis in independent work as well as teacher assessment so staff can moderate their judgements about progress.	HT/DHT over all SL for subjects CT for class impact	Baseline assessments; improvements in scores after a set time; gap analysis and closure ensured from the following: <ul style="list-style-type: none"> ● White Rose Maths Hubs Assessments Per Year, per term ● Reading Assessments ● Science Content and Investigation Assessments 	Purchase of assessments where necessary. >£1000	Will the internal moderation of the assessments be checked externally? Will the results of these assessments be fed back to parents and how will this be done?	
Investigate Rising Stars for reading comprehension (or alternative testing materials to improve regular summative assessment in reading)	Reading progress tests each half term improve pupils' resilience to tests. They will respond to questioning in a deep way, with forethought to terminology and intent of the question's direction. Pupils will be more aware of test technique throughout the school and view tests as 'just another type of work', thus also removing any fear or anxiety.	HT/DHT	Baseline for reading age; 8/10 words should be read accurately a/a Online gap analysis tool [can be purchased?]	Key Stage 1 Pack per subject: £250 + VAT Includes the Years 1 and 2 photocopiable book and CD-ROM packs with whole-school licence and permanent access to digital resources on My Rising Stars. Key Stage 2 Pack per subject: £500 + VAT a/a	How is the Rising Star system going to be evaluated? Is there an alternative to which it can be compared? When is this going to be implemented?	
Develop quizzes for reading use during Guided Reading sessions; end of texts; cross curricularly for Topic	Pupils have boosted comprehension and vocabulary within guided reading. All pupils within the guided session are engaged and actively responding to reading. Compliments summative assessment programme	HT/DHT SLT/Subject Leaders	CTs will have guided reading observed; are they utilising reciprocal reading techniques / structured reading activities? Are all children engaged actively when observed/monitored?	None	Are the Quizzes standardised or set by the School? If developed In House how do what support we know they are effective? What support is a pupil given if they do not meet the expected level?	
Parental involvement. Parents to read and test their chns comprehension – push for synonyms and antonyms of words used in the text of to retrieve from the text.	Reading has new and renewed focus for all readers across the school; parents become part of the cycle of assessment in order to share observations from home about child's reading (similar to learning journey)	CT / Parent Forum / Eng Leader	Reading record comments analyse reading at home; build-up of fluency of word-power for all readers – seen in written work over time	n/a	How do we know that parents are able to support in this way? What can the school offer if this support is not available at home?	

To refine the assessment system to identify ‘age expected’ and ‘deeper mastery’ in each year for all subjects.

- *Pupils, Parents and Teachers at Home Farm will be aware of the standards and have access to examples for age expected and deeper*

Actions to be taken	What is the intended impact?	Who is responsible for monitoring the impact?	How will the outcomes and impact be monitored? (Success criteria and evidence base)	Cost Intended (Resources, Staffing, Release)	Governors Key Questions	What was the outcome of the monitoring? (Evidence indicators and RAG rating – termly evaluation))
Develop parity with work in Triad schools to look at ‘age expected’ and ‘deeper’ achievement in core subjects	All chn access the curriculum and have opportunities to master then deepen learning through English and maths provision. Home Farm can identify progress by proportions expected to meet the standards rather than through incremental increase (as per levels)	HT/DHT	Using examples of work standards and descriptors from each year group, teachers will be able to predict who will / will not make the standard or excel it based on current attainment in work. Book scrutiny shows stage appropriate and moving learning forward at correct pace across more than Home Farm as a school (moderated with others)	Release time, joint staff meeting	Will this be reported across the Triad? Will this be reported to other stake holders e.g. governors and parents? How will “deeper” be established if triad are working to different target tracker formats? Will all triad look to work with same target trackers?	
Use the key skills within foundation subjects to plan and assess pupils’ progress towards achieving them as a ‘standard’	Teachers and pupils will know what they as learners can do and what is expected as the standard of the end of the year. Teachers will be able to track pupils by predicted outcome and barriers.	HT/DHT/Subject Leaders	Monitored through agreed key performance indicators and subject descriptors document Work scrutiny shows pupils are utilising skills within contexts with each subject.	Planning time	How will pupils and parents know what is expected? And when will they receive this information? Will this reporting be consistent across the triad?	
Visible learning, research-based techniques used in class ensures age expected and deeper achievement	Precise teaching to impact learning at every opportunity; pupils will use simple metacognition and teachers will use feedback techniques to make learning visual and clear. All adults are enablers	HT/DHT	Methods to include: CT and LSAs working to boost different groups across a session Impact on learners immediate Observations	Staff-directed self development time: 1 day per staff member.	What is the success measure for this? What is the expected percentage pupils working to deeper level? Will this be measured across the tirade, and how will it be reported? How will the feedback to the observations be given and will they be documented	
Feedback through verbal and written goals will give pupils clear and defined next step targets to have immediate impact on work standards and understanding.	Through assessment and feedback children move their learning on as a result of precise feedback and response to this to secure further learning opportunities	All CT	Book scrutiny Response to marking makes a difference to child’s own performance Pupil voice	None – expected through staff mtgs	How will this be objectively measured? How will this be reported to the Governors?	
Undertake a renewed communication with parents about expected progress to ensure that staff and parents have equal expectations, based on the new model of learning.	Parents (and teaching staff) will understand the removal of ‘points’ as a progress system and focus on the movement from ‘expected age ability from previous year to the same age related expectation in current year.	HT / Parent Forum	Parent forum and report slips back each term.	Parent forum time	What strategies will the School employ to engage / encourage more parents, particularly the hard to reach parents, to join the Parent Forum?	

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To develop the use of a whole school handwriting ethos to improve the written presentation of pupils

- Home Farm will maintain and develop the new handwriting system to ensure heightened presentational skills by pupils in all work.*

Actions to be taken	What is the intended impact?	Who is responsible for monitoring the impact?	How will the outcomes and impact be monitored? (Success criteria and evidence base)	Cost Intended (Resources, Staffing, Release)	Governors Key Questions	What was the outcome of the monitoring? (Evidence indicators and RAG rating – termly evaluation))
Each year group will determine, through phase meetings and basic expectation posters an 'age expected' handwriting standard.	Pupils will be aware of the expectations of adults regarding their written presentation.	Phase leaders	In Year 1 and 2, pupils learn handwriting and handwriting improves to develop consistent, well-formed letters ready for joining. By Year 3 end/Year 4 beginning, pupils are using common joins and writing is neat. By year 5, pupils join and are fluent writers.	Teaching time planned for.	How will pupils be able to refer to these expectations, will they be written down and where? Will this be assessed via book scrutiny?	
Each class will have a 'basic expectations' poster that pupils will use to ensure common, basic errors are self-corrected as a matter of course by pupils.	Embed knowledge and expectations for all pupils at a high standard by engaging pupils in defining the 'basic expectations' for each class and then displaying and referring to these regularly.	HT/DHT	Book scrutiny will reveal joined writing becomes much more consistent and formation of letters improves over time.	None	What is a 'High Standard'? How will this improvement be measured? When will be Governors see evidence of this improvement?	
Within EYFS and KS1, phonics and spelling will teach handwriting discretely: showing phonemes and spelling conventions as taught handwriting examples.	Improve spellings and handwriting jointly; pupils will be aware of the mechanical methods to form their handwriting. Pupils will have overt feedback on their handwriting.	HT/DHT	Book scrutiny Observation	Release to observe	Will 'Release' impact on the budget or is has this cost implication already been identified within the set budget?	
Discrete targets will be given to pupils to practice handwriting during Guided Reading sessions.	Pupils will have guidance on improving handwriting and guided reading will utilise passages for pupils to copy and react to with a focus on their handwriting.	HT/DHT	Book scrutiny observation	Any targets or reminders in books for joining; basic reprographics cost.	What is meant by discrete?	
Practise, practise, practise	Through direct intervention and correction writing presentation will be seen to improve for every individual child; this is improve written presentation, including number formation in all classes.	Eng subject leader	80% of all pupils will be at the presentational expectation of their year group.	Regular teaching time	How will the remaining 20% be supported to 'close the gap'? What does good handwriting look like?	

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To develop an effective partnership to improve pupil outcomes in West Colchester

- *Leaders of Home Farm will work collaboratively to support other professionals in improving outcomes for pupils across Colchester.*
- *Enhanced working knowledge of local provision will further positively augment outcomes and processes at Home Farm.*
- *Teachers self-reflect on pedagogy, working to improve an aspect of practice each term.*

Actions to be taken	What is the intended impact?	Who is responsible for monitoring the impact?	How will the outcomes and impact be monitored? (Success criteria and evidence base)	Cost Intended (Resources, Staffing, Release)	Governors Key Questions	What was the outcome of the monitoring? (Evidence indicators and RAG rating – termly evaluation))
Headteacher will lead Peer Reviews within local schools to give feedback on agreed target threads for improvement within the host school.	Host school leaders develop better understanding of how to improve learning outcomes for their pupils. HF Headteacher gains new insight into how schools successfully integrate change, new demographics, SEND and deprived pupils into their schools.	HT	Host schools will improve and evaluate peer reviews as successful. HF Headteacher encourages senior leadership to utilise and monitor the impact of new pedagogy seen.	Release	How will this be documented and reported to Governors? How will the success of this be assessed? What is the expected degree of improvement expected to see success? How will this release time impact HF?	
Triad and wider schools will open governance and senior leadership to each other to discuss the creation of a Multi Academy Trust	In developing a MAT, the West Colchester schools will secure a future for pupils in the area as well as ensuring that good teachers have career development and support within the local schools.	HT/Govs	The creation of and development within a MAT has no 'success' outcome but is part of a larger picture within the local and higher government system. HF will secure its place as a leader of standards.	Release	How will this be communicated to all stake holders? How will you ensure the open governance ? How will this release impact HF?	
Triad schools will share end of KS, phonic and year on year data so each Headteacher will understand the strengths, challenges and areas of focus for each school, suggesting joint outcomes to support each school's improvement.	Schools working together share improvement outcomes and methodology to impact upon pupils in host schools. Teachers and pupils gain insights into other professionals' work and outcomes.	HT and SLT	Standards can be benchmarked by comparing data from triad and consortium schools to ensure HF remains in an improving trajectory with leading practice in place with which to deepen the learning seen.	Release	Will these results and standards be reported as a MAT and as individual schools? How will this release impact HF? How will this be communicated to HF parents?	
English, Maths, SEND and Science leaders meet within Triad schools regularly.	Each core subject area meeting provides support, guidance and new research/directive learning to act as CPD and development for all core leaders.	HT	Minutes of each meeting will show aims and areas for further investigation; coordinated by HTs in triad.	Release	How will you know what impact this has on teaching and learning? How will the impact be measured?	
Teachers will film or record a lesson to identify an area they feel would improve their practice.	Teachers will improve practice, based on professional reading and discussion within phase/line management. Improvements will form part of performance management.	HT/DHT	HT will monitor the focus and evidence base of improvement with each teacher personally.	None – use of PM time.	How will the improvement in practice be measured?	

Our past journey

Record of our key achievements for development 2010-2015

Achievement and Standards	Teaching and Learning	Leadership & Management	Attitudes and behaviours to learning	SMSC
<ul style="list-style-type: none"> Improved the quality of writing still further across both key stages to include a higher percentage of L3 and L5; pushing for more L6. Raised standards in presentation across the school by promoting presentation standards. To raise standards in Maths across the school especially at L3 and L5/6 Embedded 'Big Write' in each year group to improve writing. Ensured consistency of levelling by whole staff moderation against the criterion scale Introduced the new handwriting scheme to each year group and ensure daily/weekly practise where appropriate Purchased Numicon resources to support focus on raising standards in Maths Each year group has a standardised level for the upper and middle benchmarks of attainment. Progress is monitored half termly. Benchmarks for progress is at least 5.5 points in KS1 (per year) and at least 4 points in KS2 (per year) (2001 NC) Higher achievers have an increased %. FSM/EAL/MEG/SEN pupils all achieve in line with peers. New schemes and curriculum plans are reviewed regularly to develop areas of need as highlighted by senior leadership (Spelling, Grammar, Maths support resources etc) 	<ul style="list-style-type: none"> Changed the manner in which PPA is covered by employing 2 teachers through a company to provide each class with 1 hour DT/Computing and 1 hour of music weekly. Introduced Numicon resources for KS1. Introduced new handwriting resources Introduced French to EYFS and KS1 and continue with KS2 teaching and extend it to the full hour across a week – trained staff w/specialist teacher. Music tuition for an hour in each class from EYFS to Year 6 weekly Evaluated impact of Numicon and handwriting resources as a staff School Improvement Plan focus on mathematics throughout the school (excellent KS1 and 2 outcomes over 4 years) Implementation of Mathletics as an online homework tool and to be used in school as well. Resources purchased: Picture Maths; mental maths tests; problem solving packs; mathletics Maths subject leader and lead LSA training on 1st Class at Number Consortium training focus on maths Incorporated proposed 2014 curriculum objectives in year [2012-2014] Professional partners developed for teachers to observe good to outstanding practise in house. Informal feedback given and good practise shared; shared teaching with a partner school Progression Assemblies across the whole year. Shows development and progression in strands of learning or across a whole subject – enabling subject leaders to see whole school impact and gives opportunities for children to apply S&L skills and presentational style Developed teaching and learning links with 2 other schools in partnership; sharing pedagogy. 	<ul style="list-style-type: none"> Supported whole team development since new staff appointments and maternity cover inc new Head and Deputy. To develop the leadership and management skills of SLT through LfM course run by NCSL and middle leadership courses. AST to move into role of EYFS and KS1 Phase leader of learning. Developed Phase teams to run PDM Hosted LfM and middle leadership qualification run by NCSL, 2 accepted and deputy head mentoring. KS2 Coordinator to lead on Phase team development Weekly mentor meetings Made links with European schools and developed a working partnership with a successful KS2 phase in local school to enhance T+L. Running Phase teams HT trained all staff, govs and leaders in RAISE online DHT introduced moving from Good to Outstanding programme Observation format adapted to reflect Ofsted standards and with the key focus/feature on Teaching and Learning + engagement of children; all teaching is good or outstanding. Triangulation to ensure accuracy and consistency for AfL – look at planning, books, Target Tracker check that level of challenge equates to level expected of each child. Also drive through use of differentiation. Joint observations with local heads to moderate obs judgements. 	<ul style="list-style-type: none"> New behaviour system in place to reward achievement through certificates and celebration assemblies Attendance Ted introduced to boost %s given out weekly to winning class Pupil perception more widely used, reflected upon and actioned. This is linked to lesson observations and subject foci to develop and improve the children's' impact on the curriculum Pupils wrote the school rules and have engaged in the implementation of these Regularly referred to during assembly times and in and around the school Using the new student leaders (year 6) and Year 5 tuck shops (enterprise opportunities) as a chance to reward and develop excellent attitudes. School bank system has helped to develop enterprise and attitudes to money / self management 	<ul style="list-style-type: none"> Continue with the staff wellbeing survey Introduce buddy system for year 5 and year 1 as well as year 6 and year R Developed 'values and morals' as weekly drivers for assembly. School and Eco Council meet regularly ECO school and sustainable energy drive through pupils Pupils involved in recruitment. Ensure new members of staff have Child Protection training, including PREVENT and CSE Ensure all staff complete E-Safety training Sports leadership opportunities Peer Student Leader ties for all year 6 as role models Improved behaviour system for rewarding attitudes and outcomes Regular progression assemblies to involve parents. Buddy system has developed leadership and citizenship qualities within the participating year groups. Need to extend. Citizenship Award granted by children/school council representatives linked to play time and friendship Play leaders/peer mentors Improved staff facilities as a result. Work life balance is an on-going concern; limits of in school working hours to be reinforced.

APPENDIX B – School performance data

In 2016 the national tests changed to reflect a new curriculum and new government direction in assessment. We will post this verified data, including progress measures on the website under our ‘School Performance’ section. However, for the purposes of school improvement, this data is not comparable with previous years’ data and as such will not be shown in this SIP.

APPENDIX C

Absence Targets and Records

	2012		2013		2014		2015		2016	
%	Target	Actual								
Whole School	3.5	3.7	3	3.3	3	2.5	3	3.09	3	3.39

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