

*First the blade, then the ear, then the full grain.*

**Gillamoor CE Primary School**

School Development Plan

2024-25



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# The School Development Plan (SDP) explained

A high-quality SDP has the following benefits:

* It allows the whole school community to understand the school’s vision
* It provides everyone with a clear understanding of the school’s goals and how they will be achieved
* It contains timescales for implementation to ensure accountability
* It allows the school to determine how to effectively use resources to meet goals
* It helps the school to budget and determine spending priorities
* It clarifies the key priorities the school believes are the most important to address at this time

We constantly review everything we do based on assessments, observations, feedback and the needs of our pupils. These reviews help us to identify priorities and form the core of our SDP.

We believe it’s important to allow everyone the chance to contribute ideas for school improvement. We ask parents, staff, governors and pupils to share their ideas through questionnaires, meetings and via the Church Council and our other Pupil Leadership Groups.

Staff members play a key role in determining our priorities and ensuring their success. Staff development forms a large part of our school improvement process, with staff encouraged to undertake training throughout the year, both internally and externally, and INSET days and staff meetings are planned to enhance teaching and learning.

Priorities are aligned to the Ofsted framework and requirements for SIAMs, which ensures we focus on the most important priorities for total school improvement.

Once the SDP is agreed, we review it on a **termly** basis to ensure we are meeting expectations and are on course to deliver our promises.

**Abbreviations used throughout the SDP**

For brevity, we have used abbreviations throughout the SDP. These are as follows:

**HT**: Headteacher (Tamsin Elsey)

**SBM**: School Business Manager (Lorraine Hugill)

**DSL**: Designated safeguarding lead (Tamsin Elsey)

**SENCO**: Special educational needs co-ordinator (Charlotte Pope)

**GB**: Governing board

**SL**: Subject leader

# How the SDP process works

The following flowchart explains how the SDP is developed and implemented:



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# Our vision

Gillamoor School will nurture the youngest to the oldest in our community, enabling all to flourish. Inspirational learning through curiosity will encourage aspiration and the desire to be the best they can through the respect, care and love they have for each other. Enabling a life lived in all its fullness.

‘First the blade, then the ear, then the full grain’ Mark 4:28

# Our aims

We aim to:

* Embed our Christian vision and values in all aspects of school life
* Nurture our whole school community to be the best they can
* Provide equal opportunities for all pupils.
* Provide teaching and learning of the highest quality.
* Differentiate learning to take account of the needs of each individual.
* Support pupils’ physical, mental, social, moral, spiritual and cultural needs.
* Keep all pupils safe from physical and emotional harm.
* Provide a broad, balanced and rich curriculum that prepares pupils for modern life.
* Enrich pupils’ learning through visits and experiences.
* Embrace the community and make parents part of the school’s success.
* Create a friendly, happy atmosphere where good behaviour is the norm and attitudes to learning are positive.
* Achieve the best outcomes for all.

# The school’s context

**Demographics**

We are a primary school with a pupil count of 62. The local area is a rural setting in the North York Moors with many children living on farms or isolated villages. 11% of pupils are classed as ‘disadvantaged’ (National 22%), 11% of pupils have SEND, (National 12.6%). 37% pupils from Y1-Y6 joined Gillamoor in-year.

**Ofsted**

We were judged as ‘good’ by Ofsted in July 2019 whilst under a previous headteacher . Following this, with a new headteacher in role shortly before Covid, the focus for the post-Covid recovery period shifted to that of wellbeing and nurturing of all stakeholders, assessing and filling gaps in knowledge and catch-up for pupils. Ofsted targets around improving the quality of teaching, focusing on adaptive teaching informed by assessment to correctly match the next steps in learning for pupils and of increased challenge for pupils in key stage 1 leading to a greater proportion reaching the higher standard pupils’ writing returned to the forefront under the leadership and guidance of the current headteacher. Ofsted targets also called for improvements in the teaching of writing, and of handwriting and presentation of children’s work and a continued focus on raising attainment in the early years, with clearly identified next steps for children on their learning journey.

**Pupil outcomes**

Pupil outcomes have been impacted by mid-year movement of pupils into school who require additional support particularly in Y6 in 2022-2023 and 2023-24. Consequently, outcomes in Y6 were not at the levels we would have hoped for. Outcomes at the end of Reception and KS1 were nearer to those predicted and showed signs of a return to pre-Covid expectations, although again, children joining the school mid-year (in some cases just a few weeks before assessments) impacted on overall outcomes.

**Significant changes**

The current headteacher began in September 2023, replacing the outgoing headteacher who had been in role since November 2019. One long-serving teacher left at the end of the last academic year, with a new ECT taking up the role and similarly one long-serving TA also gave notice over the summer. An increase of children with additional needs has led to an overall increase in TA levels with several new members of staff joining the TA team. Some of these staff are currently relatively inexperienced and/or do not have formal training, so staff development is underway to support this.

As we are a small school which has grown significantly in numbers in recent years, children are sometimes noticed becoming over-familiar with their environment, leading to a chatty approach in lessons. We recognise that our interactions with pupils may be less formal in small group settings, but that it is important for teaching and learning not to be impacted by low-level pupil behaviour. As such, a focus this year on ‘Polishing Behaviour’ in the classroom seeks to address and encourage a more formal approach to classroom management than has been implemented in the past, when the school was smaller. It is also felt that this will be an important tool for assisting in transitioning to secondary school.

# Last year’s key priorities (2023-2024)

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| --- | --- |
| Ofsted key judgement | Whole school action |
| The quality of education | The school’s curriculum is coherently planned and sequenced with opportunities for pupils to revisit content they have been taught and apply their knowledge to other ideas.  |
| The quality of education | A culture of reading is developed across the school which prioritises reading fluency, confidence and enjoyment in reading. The teaching of reading is explicit and includes both phonics knowledge and language comprehension. |
| Behaviour and attitudes | Systems and processes around absences to be evaluated and improved, to increase expectation and clarity between school and parents regarding avoidable absences.  |
| Personal development | Pupils are given opportunities to engage with those from within and beyond the community, encounter different views and beliefs and engage with those respectfully. |
| Leadership and management | Subject Leadership is developed, giving staff stronger understanding of and ownership of their subjects. |
| Early years education | Development of the teaching of Early Reading across the setting  |

**Key priorities for this year (2024-25)**

|  |  |  |  |
| --- | --- | --- | --- |
| Ofsted key judgement | Whole school action | Priority developments | Success criteria |
| The quality of education | Teaching and Learning: Develop and embed questioning techniques to elicit and stretch understanding. Expand the approach of ‘I do, we do, you do’ modelling beyond Maths to more subjects across the school Develop the use of ‘in-the-moment’ and ‘whole-class’ feedbacks to address misconceptions and embed the retention of key knowledge.  | * Staff CPD on high-quality questioning and talk-for learning as well as sessions on feedback approaches. CPD materials to be revisited throughout the year for better embedding of understanding.
* Lesson-study approach implemented for focus on questioning for deepening understanding to run across the academic year.
* Children are given opportunities to develop their language skills through stem sentences in whole-class teaching and to apply them in their independent work.
* Models and examples are available to children on working walls, whiteboard, in the planner materials or as scaffold sheets in the classroom.
* School marking and feedback policy is rewritten, with an evidenced based approach to ‘in the moment feedback’ and ‘whole-class feedback’ forming the core approach for the school.
* Lesson structures are shifted to include ‘whole-class feedback’ at planned points following teacher appraisal of work.
* ‘In the moment feedback’ as a tool to address misconceptions for groups or individuals is used dynamically by all teachers to move learning forwards.
 | * Teachers are able to use a wide range of questions to check for understanding, move learning forward, or extend and challenge learners as appropriate.
* School feedback and marking policy includes clear links to the evidence informing changes and decisions.
* Teachers use feedback as an active learning tool during lessons, or plan feedback sessions based upon completed work for follow-up sessions as appropriate.
* Children make use of models around them to support learning, especially when encountering challenge and can explain where they would look for such support routinely.
* Staff receive adequate support and time to undertake CPD.
 |
| The quality of education | Assessment: Develop and embed a coherent school assessment approach which encompasses core and foundation subjects, and which is used to consider individual, year-group and whole-school trends to inform teachers’ decision making for next steps in teaching and learning.  | * Use of the GL suite of assessments for English, Maths and Science as well as PASS is implemented across the whole school. (Digital for KS2, paper-based for KS1/EYFS). Whole-school data analysis is conducted termly in consultation by the assessment lead (TE) with GL experts.
* White Rose Maths materials for pre and post assessments used to assist in unit plan and delivery, along with area to revisit or support with Precision Teaching.
* Assessment Wheel approach is used weekly in all classes (adapted for age group) and revisited the following week to evidence progress in knowledge for Foundation Subjects. Assessment wheels are referred to and revisited throughout units of learning.
* Quick knowledge checks using LMTW materials such as Kahoot quizzes are used frequently and patterns of results inform next steps in learning.
* Pupil Progress meetings, held termly, inform support and adaptation decisions for pupils who require extra support or challenge.
 | * Pupils meeting ARE or below ARE are identified quickly, and gaps in learning identified through data analysis.
* School strengths and weaknesses in areas of learning are identified so that actions for development can be planned.
* Regular assessment points allow teachers to adapt next steps in learning.
* Pupil knowledge revisited and reviewed on a regular basis. Pupils are able to record and track the development of their knowledge between weeks.
 |
| Behaviour and attitudes | ‘Polishing Behaviour’: All staff actively model and promote positive behaviours for learning, tackle low-level behavioural problems in the classroom and develop positive pupil attitudes to independence in their learning and reduce passivity amongst learners. | * Implementing a whole-school approach to classroom learning behaviours and expectations, with training for all staff members including MSA, school cook and office admin.
* Clear guidelines of expectations and a laddered response approach for tackling low-level behavioural incidents.
* Promotion of the individual class ‘learner values’ alongside the school values as part of the classroom dialogue for promoting positive learner behaviours and reducing incidents of low-level behaviour.
* Implementation of class jobs and leadership opportunities to give pupils greater ownership and responsibility for their learning environment.
* Staff CPD and visit opportunities to neighbouring schools to observe good practice in small school settings.
 | * All staff members, not just those in teaching roles, support and encourage children to show the expected Gillamoor behaviours.
* All staff members understand the flow-chart in order to deliver a ladder of responses where behaviour in class needs to be improved.
* Learner values are recognised and rewarded within the school house-point system.
* Staff receive adequate support and time to undertake CPD.
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| Personal development | Develop whole-school/class approaches to pupil mental health to promote resilience and confidence, including opportunities for pupils to develop their individual wellbeing techniques. | * Senior Mental Health Lead training and Mental Health Action Plan to be completed, focusing on ensuring that a whole-school approach to mental health and wellbeing is developed.
* Emotional Regulation training for all staff.
* Integrate Zones of Regulation approach into all classrooms alongside PSHE lessons on the zones and emotional regulation.
* Lego intervention model established for supporting social and emotional challenges.
* Mindfulness sessions weekly in class groups.
* Wellbeing/mindfulness club included within the extra-curricular club offer.
 | * Mental Health and Wellbeing is considered within school policies and documentation.
* Children can vocalise their emotional state and take steps to address a negative emotional state.
* Children use techniques, with and without support, such as mindful breathing to improve their mental health and wellbeing
* Extra-curricular opportunities for mental health and wellbeing are offered during the school day, to enable participation from more of the school community.
* Staff training and support for emotional health and wellbeing are afforded suitable time and finances.
* Children with emotional health and wellbeing difficulties are supported through class and small group interventions.
 |
| Leadership and management | Subject leaders develop and promote consistency across the school in the teaching and learning of their subjects. | * Subject leaders to refine ‘What Learning Looks like in \_\_\_\_\_’ documentation from LMTW to ensure it is specific to Gillamoor’s setting and approach for their subject. This should include specific examples of how learning is taught in their subject, how work will be recorded, and how it will be assessed, in line with the whole-school assessment approach.
* Subject leaders given release time to carry out monitoring of learning in their subject and to share good practice with the rest of the teaching staff.
* Subject leaders given opportunities to lead CPD sessions focused on developing consistency in their subjects, in line with ‘What Learning Looks like in\_\_\_\_’ documentation..
* Staff to develop and demonstrate understanding of progression (Knowledge Building strands) within their subjects, including knowledge and skills progressions and preexisting/subsequent knowledge, to ensure that learning is always building upon established skills and knowledge.
* Governors plan and conduct monitoring visits in conjunction with Subject Leaders
 | * Staff can vocalise key elements of learning in different lessons which they deliver. These elements can be seen at age-appropriate levels in all classes of the school.
* Effective subject leadership is evidenced in documentation and its implementation across the school.
* Subject leaders demonstrate strong understanding of the Knowledge Building strands across their subject.

Knowledge building strands displayed in each classroom and are referred to during learning.* CPD record shows range of training attended with evaluations and records of reflection on impact.
* Governor training leads to more understanding within engagement and interactions.
* Distributed leadership is in place and leaders have the time to complete their roles effectively.
 |
| Early Years Education | Implement and promote opportunities for increased independence across the EYFS setting, giving children more opportunities for self-directed learning and challenges. | * Refresh and overhaul of the areas of provision, ensuring that all equipment is clearly labelled and shadow marked for children to put away and/or put out independently.
* Staff CPD for understanding and delivering effective Early Years provision, to include EEF course, visits to similar settings, work with Early Year Advisor to be offered during worship time for TAs.
* Implement a classroom management system which allows EYFS children to have ‘jobs’ or areas of responsibility within their daily routine.
* Development of a challenge system within the continuous provision offer, to allow children working within the EYFS profile to engage with deeper challenges, and as a means of engaging and directing KS1 children who are accessing continuous provision due to their level of need.
* Training for ECT in continuous provision classroom and effective learning in the EYFS setting.
 | * Staff working in the EYFS setting interact with learners effective to take learning deeper.
* Children in the EYFS classroom know and apply the setting rules and are proactive in organising the classroom environment.
* Children know and show in their actions what to do when they have completed work, to seek further challenge.
* ECT teacher is equipped with the knowledge and skills to organise resources and staff for the EYFS part of the setting.
 |
| Early years education | Development of the teaching of Early Reading across the setting, including improving the effectiveness of phonics provision from all practitioners in the EYFS, and the development of the EYFS reading spine and talk for reading.  | * Teaching of Little Wandle Phonics scheme continues to be developed and embedded, with additional training for all staff, including those who do not deliver Little Wandle phonics daily, and ensuring teacher vocabulary is consistent across the setting.
* Team-teach opportunities in phonics will be timetabled regularly, to improve fidelity to the scheme.
* Expectations for pace and independence in the pupils during phonics and English lessons is increased, with appropriate scaffolds offered to ensure pupil success.
* Parental engagement is strengthened through Parent workshops on the school’s chosen phonics system, including ways to support at home.
* Keep-up sessions (For R/Y1/Y2) and Catch-up Sessions (for children in KS2) taught each week to ensure that gaps continue to close, not widen.
* Opportunities are expanded for listening to, and engaging with familiar rhymes and songs each week including the development and implementation of a Reading Spine for core texts for each Year Group.
* Story Talk sessions with Reception children to supplement Literacy Tree texts, to increase range and number of stories being explored each half-term.
* KS2 classrooms to include a reading shelf with book-banded books, as well as non- fiction texts linked to current topics/areas of interest.
* Library sessions timetabled weekly for each class, including planned exploration of different book genres of themes in each session.
* Opportunities for reading are available through the continuous provision, with books used as enhancements in each learning zone.
 | * Percentage of pupils attaining GLD in communication and language increases.
* All staff are able to deliver the chosen phonics system effectively.
* Percentage of pupils using their phonics knowledge to read accurately at the end of Reception and Y1 increases.
* Speed and fluency of reading increases in Reception and Y1 pupils increases.
* Percentage of pupils who did not meet ARE at the end of KS1 in Reading but have met it at the midpoint or end of KS2 increases.
* Children select reading materials independently and can talk about the choices they have made.
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# Priority 1: The quality of education

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| **Whole school action** | **Designated lead(s)** |
| Teaching and Learning: Develop and embed questioning techniques to elicit and stretch understanding. Expand the approach of ‘I do, we do, you do’ modelling beyond Maths to more subjects across the school Develop the use of ‘in-the-moment’ and ‘whole-class’ feedbacks to address misconceptions and embed the retention of key knowledge.  | **TE, Class teacher subject leaders****Governors for data/monitoring.** |
| **Key priorities** |
| * Staff CPD on high-quality questioning and talk-for learning as well as sessions on feedback approaches. CPD materials to be revisited throughout the year for better embedding of understanding.
* Lesson-study approach implemented for focus on questioning for deepening understanding to run across the academic year.
* Children are given opportunities to develop their language skills through stem sentences in whole-class teaching and to apply them in their independent work.
* Models and examples are available to children on working walls, whiteboard, in the planner materials or as scaffold sheets in the classroom.
* School marking and feedback policy is rewritten, with an evidenced based approach to ‘in the moment feedback’ and ‘whole-class feedback’ forming the core approach for the school.
* Lesson structures are shifted to include ‘whole-class feedback’ at planned points following teacher appraisal of work.
* ‘In the moment feedback’ as a tool to address misconceptions for groups or individuals is used dynamically by all teachers to move learning forwards.
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| **Priority development** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Staff CPD on high-quality questioning and talk-for learning and modelling, as well as sessions on feedback approaches. CPD materials to be revisited throughout the year for better embedding of understanding.** | CPD planned/scheduled and appropriate training booked. Research materials compiled. | Time for staff meeting delivery for training. Time for staff to revisit in Jan inset. | TE | All teaching staff | Sep 24 | Apr 24 |
| Visit to network school(s) for observing high-quality teaching | Release time and cover | TE | All teaching staff | Oct/Nov 24 | Apr 24 |
| **Lesson-study approach implemented for focus on questioning for deepening understanding to run across the academic year..** | Lesson study methodology and research prepared.  | Time | **CT/TE** | All teaching staff | Nov 24 | Dec 24 |
| Teachers released for lesson study sessions and planning time. | Release time | Teachers | All teaching staff | Jan 25 | Apr 25 |
| Reflection and analysis in staff meeting session | Staff meeting time. | TE/Teachers | All teaching staff | Apr 25 | Apr 25 |
| **Children are given opportunities to develop their language skills through stem sentences in whole-class teaching and to apply them in their independent work.** | White Rose Guidance Notes doc STEM sentences on display in classrooms | Laminated stem sentences for each unit.  | TE/Class Teachers | TAs | Sep 24 | Dec 25 |
| Stem sentences added to planning in Science and other subjects as relevant | Time with SL for identifying cose stem sentences across school. | LJ | TAs | Nov 24 | Jun 25 |
| **Models and examples are available to children on working walls, whiteboard, in the planner materials or as scaffold sheets in the classroom.** | SL (Maths) to identify key models for each YG in line with WR approach.  | Planners, models for classroom, individual laminated models for learning areas | TE | CPo/LJ/CPr | Sep 24 | Dec 24 |
| **School marking and feedback policy is rewritten, with an evidenced based approach to ‘in the moment feedback’ and ‘whole-class feedback’ forming the core approach for the school.** | Evaluate existing policy. Time to compare and evaluate EEF research.Compare good example policies.Agree school approach.Draft new policy. | Staff meeting time.Reading time for research. | TE/CP/LJ/CPr | All teaching staff | Sep 24 | Jan 25 |
| **Lesson structures are shifted to include ‘whole-class feedback’ at planned points following teacher appraisal of work.**  | Whole teaching staff planning session for first focus subject (Maths and English) to agree format.Paired observation/team teach of approach. | Staff meeting time.Release time. (Cover cost) | All subject leaders | Teachers | Feb 25 | Apr 25 |

# Priority 2: The quality of education

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| **Whole school action** | **Designated lead(s)** |
| Assessment: Develop and embed a coherent school assessment approach which encompasses core and foundation subjects, and which is used to consider individual, year-group and whole-school trends to inform teachers’ decision making for next steps in teaching and learning.  | **TE** |
| **Key priorities** |
| * Use of the GL suite of assessments for English, Maths and Science as well as PASS is implemented across the whole school. (Digital for KS2, paper-based for KS1/EYFS). Whole-school data analysis is conducted termly in consultation by the assessment lead (TE) with GL experts.
* School based internal assessment approach standardised across all classes (with age appropriate adaptations).
* Pupil Progress meetings, held termly, inform support and adaptation decisions for pupils who require extra support or challenge.
 |

| **Priority development** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Use of the GL suite of assessments for English, Maths and Science as well as PASS is implemented across the whole school. (Digital for KS2, paper-based for KS1/EYFS). Whole-school data analysis is conducted termly in consultation by the assessment lead (TE) with GL experts.**  | **Purchase and set-up GL assessment suite. Determine timeline of assessments.**  | GL suite (£850 approx) | TE | Class teachers | Sep 24 | Jul 25 |
| **Schedule analysis consultations. Identify gaps in year group cohorts.**  | Time for termly meetings. Consultation cost included within suite package cost. | TE | Class teachers | Sep 24 | Jul 25 |
| **School based internal assessment approach standardised across all classes (with age appropriate adaptations).** | **White Rose Maths materials for pre and post assessments used to assist in unit plan and delivery, along with area to revisit or support with Precision Teaching.** | **White Rose subscription (Approx £200)** | **LJ** | Class teachers | **Sep 24** | **Jul 25** |
| **Staff CPD on using pre/post -assessments for identifying gaps in learning.** | **Time for staff meeting** | **TE** | Class teachers | **Oct 24** | **Nov 24** |
| **Assessment Wheel approach is used weekly in all classes (adapted for age group) and revisited the following week to evidence progress in knowledge for Foundation Subjects. Assessment wheels are referred to and revisited throughout units of learning. Modelling of assessment wheel for all staff. Fortnight check-in during staff meeting for consistency.**  | Time in staff meetings for comparison and check-ins.Coaching time for CPr, with LJ/CPo  | All SLs | Class teachers, | Sep 24 | Jul 25 |
| **Quick knowledge checks using LMTW materials such as Kahoot quizzes are used frequently and patterns of results inform next steps in learning.** | Time in staff meetings for comparison and check-ins.Coaching time for CPr, with LJ/CPo  | All SLs | Class teachers | Sep 24 | Jul 25 |
| **Monitoring tracker for Kahoot delivery shared on Google Drive.** | Time (TE/SLs monitoring).TE to create monitoring doc | TE/SLs | Class teachers | Sep 24 | Jul 25 |
| **Ladder of support implemented, with key dates and intervals for determining next stages and levels of support and intervention.**  | **Pupil Progress meetings, held termly, inform support and adaptation decisions for pupils who require extra support or challenge.** | Time for meetings inc teacher meetings and parent-teaching SEN meetings. | Senco/TE | Class teachers | Sep 24 | Jul 25 |
| **Precision Teach sessions (4 x 20 minute slot) reviewed each month. Delivered by ATAs in morning session.** | Teacher time (3 classes x 1 session per week x 4 weeks) for each adult supporting.) Costed on Insight. Time - TAs for precision teach. 1hr 20 p/w = approx £60 staffing cost. | Class teachers | Teaching Assistants |  |  |

# Priority 3: Behaviour and attitudes

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| **Whole school action** | **Designated lead(s)** |
| ‘Polishing Behaviour’: All staff actively model and promote positive behaviours for learning, tackle low-level behavioural problems in the classroom and develop positive pupil attitudes to independence in their learning and reduce passivity amongst learners.  | **TE** |
| **Key priorities** |
| * Implementing a whole-school approach to classroom learning behaviours and expectations, with training for all staff members including MSA, school cook and office admin.
* Clear guidelines of expectations and a laddered response approach for tackling low-level behavioural incidents.
* Promotion of the individual class ‘learner values’ alongside the school values as part of the classroom dialogue for promoting positive learner behaviours and reducing incidents of low-level behaviour.
* Implementation of class jobs and leadership opportunities to give pupils greater ownership and responsibility for their learning environment.
* Staff CPD and visit opportunities to neighbouring schools to observe good practice in small school settings.
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| **Priority developments** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Implementing a whole-school approach to classroom learning behaviours and expectations, with training for all staff members including MSA, school cook and office admin.** | **Whole-staff training - ‘polishing behaviour’ to ensure consistency of approach.****Learning walks and coaching for focused monitoring and improvement.** | Inset time - Sep 24TE time for learning walks, + coaching meeting release time.  | TE | Class teachers and TAs and MSAs | Sep 24 | Jul 25(Review Feb 25) |
| **Clear guidelines of expectations and a laddered response approach for tackling low-level behavioural incidents.**  | **Teacher consultation on laddered approach. Formalisation of approach and staff meeting on implementation.** | Time - staff meeting and TA meeting time. | TE | Class teachers and TAs and MSAs | Sep 24 | Jul 25(Review Feb 25) |
| **Approach shared with pupils and all staff** | TE | Class teachers and TAs and MSAs | Nov 24 | Jul 25(Review Feb 25) |
| **Promotion of the individual class ‘learner values’ alongside the school values as part of the classroom dialogue for promoting positive learner behaviours and reducing incidents of low-level behaviour.** | Learner value displays in all classes.Learner values explored in class time.Staff CPD on implementing values as part of behaviour approach. | Display materials.Classroom time for focusing on each value.Staff CPD time (whole-school inset) | TE | Class teachers and TAs and MSAs | Sep 24 | Review Jan 25.  |
| **Implementation of class jobs and leadership opportunities to give pupils greater ownership and responsibility for their learning environment.** | Class teachers assign and share jobs, alongside expectations for classroom environment.Pupil voice for monitoring success of jobs approach. | Time for pupil voice. | Class teachers | TAs | Sep 24 | Review Nov 24 |
| **Staff CPD and visit opportunities to neighbouring schools to observe good practice in small school settings.** | Identification of suitable schools for visits linked to focus model (behaviour). Airy Hill, Gilberdyke, Sinnington.Visit with Leavening school (similar issues, further down the line) | Release time and cover cost for school visits. | Class teachers | TAs | Sep 24 | Jul 25 |

# Priority 4: Personal development

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| **Whole school action** | **Designated lead(s)** |
| Develop whole-school/class approaches to pupil mental health to promote resilience and confidence, including opportunities for pupils to develop their individual wellbeing techniques. | TE, CPo |
| **Key priorities** |
| * Senior Mental Health Lead training and Mental Health Action Plan to be completed, focusing on ensuring that a whole-school approach to mental health and wellbeing is developed.
* Emotional Regulation training for all staff.
* Integrate Zones of Regulation approach into all classrooms alongside PSHE lessons on the zones and emotional regulation.
* Lego intervention model established for supporting social and emotional challenges.
* Mindfulness sessions weekly in class groups.
* Wellbeing/mindfulness club included within the extra-curricular club offer.
 |
| **Priority developments** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Senior Mental Health Lead training and Mental Health Action Plan to be completed, focusing on ensuring that a whole-school approach to mental health and wellbeing is developed.** | Coaching and action planning with Edupod coach Tanya. Action plan consultation on draft document. | Gov Grant funded course (approax £800), can be reclaimed. | TE | Whole staff | Sep 24 | Sep 25 |
| Research alternative to Edupod (too expensive with no small-school package).  | TBC (Edupod £35 per month - not viable) | TE |  | Oct 24 |  |
| Staff consultation on actions and focus | Staff meeting time. TA meeting time. | TE | Whole staff | Sep 24 | Dec 24 |
| **Emotional Regulation training for Gillamoor community.**  | Sep inset - Emotional Regulation training from North Yorkshire - all staff inc office, MSA and cook | Free from SEN hub | TE | Whole staff | Sep 24 | Dec 24 |
| Zones of Regulation programme materials purchased (<https://www.thinkingbooks.co.uk/>)  | Books, toolkit cards and posters - approx £150 | TE | Whole staff | Sep 24 | Dec 24 |
| Zones of Regulation workshop for parents | Free (time only) School led. | TE | Parents | Sep 24 | Dec 24 |
| **Integrate Zones of Regulation approach into all classrooms alongside PSHE lessons on the zones and emotional regulation.** | Subject mapping: Zones of Regulation teaching points identified in PSHE curriculum lessons for connection making. | SL time. | TE (PSHE Lead) | Class teachers | Sep 24 | Dec 24 |
| Resources and display materials prepared across all classrooms as standard. | TA time, laminates etc. | TE (PSHE Lead) | TAs | Sep 24 | Dec 24 |
| **Lego intervention model established for supporting social and emotional challenges.**  | CS/CP Trained in Lego Play support. | Free (release/cover time) | CPo (Senco) | CS | Sep 24 | Jul 25 |
| Teacher consults to identify children for resilience ‘Lego Play’ sessions with CS. | CS time (costed on Insight) | CPo (Senco) | CS | Sep 24 | Jul 25 |
| **Mindfulness sessions weekly in class groups.** | Whole-school Mindfulness Launch - Jan ‘25.Staff CPD on approach.Resources purchased for mindfulness areas of classroom.Mindfulness leaders trained from pupils in each class. | CPD cost (External - TBC)Singing Bowls - £150 | TE | Whole staff and lead pupils | Sep 24 | Dec 24 |
| **Wellbeing/mindfulness club included within the extra-curricular club offer.** | Wellbeing/mindfulness club offered | TA time - costed on insight.  | CS/RR | CS/RR/CPo (Senco) | Sep 24 | Jul 25 |
| TA lunchtime yoga session weekly. |

# Priority 5: Leadership and management

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| **Whole school action** | **Designated lead(s)** |
| Subject leaders develop and promote consistency across the school in the teaching and learning of their subjects. | TE |
| **Key priorities** |
| * Subject leaders to refine ‘What Learning Looks like in \_\_\_\_\_’ documentation from LMTW to ensure it is specific to Gillamoor’s setting and approach for their subject. This should include specific examples of how learning is taught in their subject, how work will be recorded, and how it will be assessed, in line with the whole-school assessment approach.
* Subject leaders given release time to carry out monitoring of learning in their subject and to share good practice with the rest of the teaching staff.
* Subject leaders given opportunities to lead CPD sessions focused on developing consistency in their subjects, in line with ‘What Learning Looks like in\_\_\_\_’ documentation..
* Staff to develop and demonstrate understanding of progression (Knowledge Building strands) within their subjects, including knowledge and skills progressions and preexisting/subsequent knowledge, to ensure that learning is always building upon established skills and knowledge.
* Governors plan and conduct monitoring visits in conjunction with Subject Leaders
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| **Priority developments** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Subject leaders to refine ‘What Learning Looks like in \_\_\_\_\_’ documentation from LMTW to ensure it is specific to Gillamoor’s setting and approach for their subject. This should include specific examples of how learning is taught in their subject, how work will be recorded, and how it will be assessed, in line with the whole-school assessment approach.**  | Staff meeting focus time to draft initial documentation. SLs scheduled staff meeting time for dissemination of subject What Learning Looks Like materials. | Time. Curriculum documentation  | TE | SLs | Oct 24 | Apr 25 |
| **Subject leaders given release time to carry out monitoring of learning in their subject (pre and post issuing of WLLL documents) and to share good practice with the rest of the teaching staff.**  | Monitoring schedule drawn up to ensure each subject leader has one monitoring focus per term. (Core and Foundation)  | Time. Curriculum documentation  | TE | SLs | Oct 24 | Apr 25 |
| **Subject leaders given opportunities to lead CPD sessions focused on developing consistency in their subjects, in line with ‘What Learning Looks like in\_\_\_\_’ documentation..** | SL support meeting with TE on leading CPD. Schedule drawn up to ensure each subject leader has one monitoring focus per term. (Core and Foundation)  | Time. Curriculum documentation  | TE | SLs | Oct 24 | Apr 25 |
| **Staff to develop and demonstrate understanding of progression (Knowledge Building strands) within their subjects, including knowledge and skills progressions and preexisting/subsequent knowledge, to ensure that learning is always building upon established skills and knowledge.** | Staff meeting focus on technical elements of LMTW curriculum including Satellite Overviews, Knowledge Building and Compnents/Composite documentation. | Time. Curriculum documentation  | TE | SLs | Oct 24 | Apr 25 |
| **Governors plan and conduct monitoring visits in conjunction with Subject Leaders** | Monitoring schedule agreed at 1st Governing Body meeting.Pre-visit and post-visit meetings scheduled to ensure findings and shared and acted upon.  | Release time | CoG | TE/Governors | Sep 24 | Jul 25 |

# Priority 6: Early years education

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| **Whole school action** | **Designated lead(s)** |
| Implement and promote opportunities for increased independence across the EYFS setting, giving children more opportunities for self-directed learning and challenges. | **CPr/TE** |
| **Key priorities** |
| * Refresh and overhaul of the areas of provision, ensuring that all equipment is clearly labelled and shadow marked for children to put away and/or put out independently.
* Staff CPD for understanding and delivering effective Early Years provision, to include EEF course, visits to similar settings, work with Early Year Advisor to be offered during worship time for TAs.
* Implement a classroom management system which allows EYFS children to have ‘jobs’ or areas of responsibility within their daily routine.
* Development of a challenge system within the continuous provision offer, to allow children working within the EYFS profile to engage with deeper challenges, and as a means of engaging and directing KS1 children who are accessing continuous provision due to their level of need.
* Training for ECT in continuous provision classroom and effective learning in the EYFS setting.
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| **Priority developments** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Refresh and overhaul of the areas of provision with simple ways for pupils to independently access and tody materials and enhancements.** | **All equipment is clearly labelled and shadow marked for children to put away and/or put out independently.** | Laminates. New baskets. (Approx £20) | CPr | AS/TAs | Sep 24 | Oct 24 |
| Pupils entering EYFS are taught ways to access each area of learning, area by area through the first half-term. |  | CPr | AS/TAs | Sep 24 | Oct 24 |
| High expectations from all staff for pupil independence.  |  | CPr | AS/TAs | Sep 24 | Jul 25 |
| **Staff CPD for understanding and delivering effective Early Years provision, to include Early Education course, visits to similar settings, work with Early Year Advisor etc to be offered during worship time for TAs.**  | Early Education training offer explored to select most appropriate training - Leading effective communication, personal development, and wellbeing | £150 course.  | CPr | AS/TAs | Nov 24 | Nov 24 |
| Dissemination of learning to Explorers classroom adults.  | Release time (Music and Worship time.) | CPr | AS/TAs | Nov 24 | Nov 24 |
| **Implement a classroom management system which allows EYFS children to have ‘jobs’ or areas of responsibility within their daily routine.** | Class teacher to identify jobs and introduce these to children. Badges for jobs for all children. Rota of jobs. | Laminates, TA prep time. | CPr | AS/TAs | Sep 24 | Jul 25 |
| **Development of a challenge system within the continuous provision offer, to allow children working within the EYFS profile to engage with deeper challenges, and as a means of engaging and directing KS1 children who are accessing continuous provision due to their level of need.** | Visit to local school offering this system.  | Release/cover time. | CPr/TE | AS/TAs | Dec 24 | Dec 24 |
| Professional development time/coaching for CPr to develop skills. Challenge approach agreed with TECPr |  | CPr/TE | AS/TAs | Jan 25 | Jul 25 |
| **Training for ECT in continuous provision classroom and effective learning in the EYFS setting.** | Consult with Early Years advisor. Identify correct training and partner schools for support. |  | TE | EYFS advisor. CPr | Sep 24 | Jul 25 |
| CPr works alongside partner school - shared/team teach approach, visits and observations. | Release/cover time inc for partner school  | TE | EYFS advisor. CPr | Sep 24 | Jul 25 |

# Priority 7: Early years education

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| **Whole school action** | **Designated lead(s)** |
| Development of the teaching of Early Reading across the setting, including improving the effectiveness of phonics provision from all practitioners in the EYFS, and the development of the EYFS reading spine and talk for reading. | **CPr/TE** |
| **Key priorities** |
| * Teaching of Little Wandle Phonics scheme continues to be developed and embedded, with additional training for all staff, including those who do not deliver Little Wandle phonics daily, and ensuring teacher vocabulary is consistent across the setting.
* Team-teach opportunities in phonics will be timetabled regularly, to improve fidelity to the scheme.
* Expectations for pace and independence in the pupils during phonics and English lessons is increased, with appropriate scaffolds offered to ensure pupil success.
* Parental engagement is strengthened through Parent workshops on the school’s chosen phonics system, including ways to support at home.
* Keep-up sessions (For R/Y1/Y2) and Catch-up Sessions (for children in KS2) taught each week to ensure that gaps continue to close, not widen.
* Opportunities are expanded for listening to, and engaging with familiar rhymes and songs each week including the development and implementation of a Reading Spine for core texts for each Year Group.
* Story Talk sessions with Reception children to supplement Literacy Tree texts, to increase range and number of stories being explored each half-term.
* KS2 classrooms to include a reading shelf for readers still using the lower levels with book-banded books, as well as non- fiction texts linked to current topics/areas of interest.
* Opportunities for reading are available through the continuous provision, with books used as enhancements in each learning zone.
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| **Priority developments** | **Actions** | **Resources and cost** | **Personnel** | **Timescale** |
| --- | --- | --- | --- | --- |
| **Responsible** | **Included** | **Starts** | **Ends** |
| **Teaching of Little Wandle Phonics scheme continues to be developed and embedded, with additional training for all staff, including those who do not deliver Little Wandle phonics daily, and ensuring teacher vocabulary is consistent across the setting.**  | Whole teaching staff training for Little Wandle in Sep inset. | Included with LW subscription.Time | LJ | Teaching staff | Sep 24 | Sep 24 |
| Further training for staff delivering Rapid Catch-Up and Keep-Up approaches | Included with LW subscription.Time | LJ | Teaching staff | Sep 24 | Sep 24 |
| Early Reading Lead and EYFS lead to complete lead teacher training modules. | Included with LW subscription.Time | LJ | Teaching staff | Sep 24 | Dec 24 |
| **Team-teach opportunities in phonics will be timetabled regularly, to improve fidelity to the scheme. Expectations for pace and independence in the pupils during phonics and English lessons is increased, with appropriate scaffolds offered to ensure pupil success.** | Peer observation opportunities to develop teacher practice | Time/cover | LJ | Teaching staff | Sep 24 | Apr 24 |
| Phonics ‘workshop’ for all phonics delivering staff with Early Reading lead - fortnightly in worship time. | Time/cover | LJ | Teaching staff | Sep 24 | Jul 25 |
| **Staff CPD to develop integration of Literacy into Continuous Provision.**  | ‘Ensuring progression in literacy from 3-6 through play and playful practice’ Course from Early Education. 1 staff member trained. Disseminate to team. | £180 for course. | LJ | Teaching staff | Sep 24 | Jul 25 |
| Literary Curriculum training for their level of texts for all Class Teachers inc EYFS teacher.  | Free with Literary Curriculum | LJ | Teaching staff | Sep 24 | Jul 25 |
| **Parental engagement is strengthened through Parent workshops on the school’s chosen phonics system, including ways to support at home.** | Termly workshops using LW materials.Hand-outs for each phase shared with parents. | CoverCoffee for workshops | JL/TE | Parents | Sep/Jan/Apr | Sep/Jan/Apr |
| **Keep-up sessions (For R/Y1/Y2) and Catch-up Sessions (for children in KS2) taught each week to ensure that gaps continue to close, not widen.** | Staffing/deployment prioritises these groups to ensure consistency even when principal staff are absent. | Cover cost | LJ | Teaching staff | Sep 24 | Jul 25 |
| **Opportunities for reading are available through the continuous provision, with books used as enhancements in each learning zone.** | **Story Talk sessions with Reception children to supplement Literacy Tree texts, to increase range and number of stories being explored each half-term.** | New texts as required. | LJ | Teaching staff | Sep 24 | Jul 25 |
| **Super 7 introduced across the school. (See materials from Gilberdyke and Airy Hill)** | New texts as required. | LJ | Teaching staff | Sep 24 | Jul 25 |
| **Opportunities are expanded for listening to, and engaging with familiar rhymes and songs each week including the development and implementation of a Reading Spine for core texts for each Year Group.** | Headphones | LJ | Teaching staff | Sep 24 | Jul 25 |