

Gillamoor CE School Improvement Plan September 2018 2019 Dec 18 April 19 June 19

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief. It seeks to develop the full potential of all the children in a caring environment which values all its members.

Target 1: Improve attendance to 96% Each child now represents 2.17%. April 2.27%. In September each child represented 2.63%						
Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Highlight attendance to whole school community	All staff and governors	In newsletters at least half termly updates		HT and governors	Improve the attendance of pupils as an indicator of the value they attach to their learning. Attendance improved and at 96% or above	Autumn 95.79% The father of two pupils passed away in November. Regular updates in newsletter.
Updated attendance policy shared with parents and on website	HT/admin	Sept 2018				Done sept 18
Continue blue book and daily contact with parents.	Admin	As required				Virtually all parents do contact school/ Admin follow up any that don't.
Contact with parents on 3 rd day off if not viable reason for child still being off. Offer of additional support.	HT					Most pupils back by 3 rd day but has taken place when required. Support given where requested/needed.
100% attendance certificates	HT	Termly and yearly	Certificates			6 for autumn term 10 spring term

Target 2: Enhance the design of the school curriculum to set out the aims, values and ambition of the school, and the knowledge, skills, understanding and vocabulary to be gained by pupils. (Linked to SIAMS and subject leader action plans)

Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Further develop the outdoor learning environment and ensure it is used as effectively as the indoor area for EYFS. (Newly appointed part time infant teacher with EYFS focus.)	Infant staff	During autumn term but ongoing with changing areas.	Time and money for EYFS resources as required.	HT	Outdoor areas exciting and being used by pupils	Areas are being developed eg mud kitchen, and changed to keep excitement and to make the most of the available space. Areas also enjoyed by other pupils at playtimes. Continued use and changing areas being used more and more by EYFS (and others at playtime.) Expected more pupils in EYFS to achieve GLD this year.
Ensure that the formal curriculum is enhanced with extra-curricular opportunities for pupils to extend their knowledge, skills, understanding and vocabulary and in "a range of artistic, creative and sporting activities." Moors day summer 19 Various Show work summer 19 Ryedale, Fadmoor, Kirkby Where the music takes us. Jan - July 2019 music/cross curricular project.	All teaching staff	Ongoing throughout the year, including Range of after school and lunchtime clubs. Sporting competitions Ryedale throughout the year.	All teaching staff	Ensure that the formal curriculum is enhanced with extra-curricular opportunities for pupils to extend their knowledge, skills, understanding and vocabulary and in "a range of artistic,	Reflected in displays, special days, range of work. Marking and feedback policy to apply to all subjects. All subjects have a significant profile in the school to demonstrate breadth of curriculum that	Forest schools - Sept & Nov 18, Christmas activities at Dalby KS2 Malton book festival - Sept 18 York visit Dec 18 Poppies for Peace Oct 18 Art and RE day Nov 18 linked to All Saints Crib festival. Good take up of after school activities. Many pupils take part in Children's university. Infants to Interactive Nativity Malton. Juniors MANTRA Science. Art day linked to where the music takes me. Sikh visitors to school. Y4 - 6 17 pupils Bewerley Park 2

				creative and sporting activities."	contributes to language and mathematical progress.	nights. Infants Lent experience Malton. New parents talk about how their children have more opportunities to do things at Gillamoor compared to their last school.
Action	Key people	Completion date/milestones	Resources and costs	Monitoring	shared in website at least half termly. Items shared in Surprise view. The design and application of the curriculum ensures breadth and balance and impacts on pupils' outcomes and their personal, development, behaviour and welfare.	Comments
Develop the aims and values into a long term planning framework that meets the requirements of the national curriculum, age related expectations and social & emotional needs of all pupils.	Teaching staff	Revised long term plan in place for Sept 2019 Termly planning	Meeting/planning time April training day	HT and Gobs Monitor and evaluate what knowledge, skills, understanding and vocabulary pupils have gained against declared expectations. Through Observations of learning Discussions with pupils' work		Staff have attended various training on social and emotional needs and wellbeing. This knowledge is shared and reflected in planning/lessons and displays.
Cross curricular working Whilst fulfilling distinctive aims and skills ensure each subject is a vehicle to apply language and mathematical skills to solve practical problems across the curriculum. Cross curricular writing and maths work to contribute towards moderations and assessment evidence at the end of the year.	Teachers			Scrutinies of pupils' work Analysis of performance information		CT and CP attended Heritage course. Working towards Heritage award. Pupils responding to marking and feedback. Pupils have discussed this at gobs visits and 360 review. Writing is cross curricular as can be seen in pupils books.
Ensure all aspects of teaching, learning and assessment are of the required high standard needed to implement necessary changes	HT	Initially by Dec 2018 but throughout the year	Staff CPD		Pupils having meaningful days with other pupils.	Regular observations and book scrutinies take place. Including joint observations with EDA. Issues have been addressed. Whole staff book scrutinises.
360 review of the school by	All staff	February 2019	£500	Gobs		Mixed feedback. Some very

outside provider		May 2019	£500		Developing friendships and gaining from the experience of working with a wider range of pupils and adults. Developing confidence.	positive. Issues addresses. New Teaching and learning policy in place and being used. Review in May showed much more positive findings and improvements successfully made since February.
Action	Key people	Completion date/milestones	Resources and costs	Monitoring		Comments
Continue to develop subject leadership (see SL action plans) <ul style="list-style-type: none"> Action plans Attendance at termly county SL meetings Develop SL files Pupil surveys Book scrutinies 	Teaching staff	Throughout the year	Staff time and meeting time	All teaching staff		Ongoing Subject leader action plans in place. Subject leaders observe each other and complete their own book scrutinies. Issues/concerns discussed and addressed. SL have clearer understanding/knowledge of their subject across the school. Aids transition between 2 classes.
Meaningful joint days with Slingsby school	All staff	1 day per term		Planning time staff meetings		Planned for February and June. February was a very successful science day. Pupils and staff benefited from working/planning together.
Ensure that the curriculum supports pupils' spiritual, moral, social and cultural development and the Christian values of the school. (Included in the new SIAMS framework Sept 2018)	All teaching staff		Various including Heartsmart purchased June 2018	HT CCVE committee		Heartsmart forming part of PSCH and working well. Needs to be evaluated at end of year and more formally linked to PSHCE program of study. Displays support growth mind-set to support resilience.
Revisit aims, vision and ambition of the school with all stake	Everyone	Staff and governors,	Meeting time	HT CCVE	Aims, vision and values updated	Completed with staff in Nov. Letter to parents in Jan 19 for

holders. Staff, Gobs through CCVE committee Pupils, Parents		through CCVE by end of autumn term Pupils and parents during spring term	Lesson time Meeting for parents/thr ough PTA	committee	and shared with everyone.	replies stated that parents didn't want to cut any and thought they were all very important. For many it was the reason they sent/moved their child to Gillamoor. discussion at CCVE meeting in Feb Workshop with pupils and staff Jan 19.
Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Review the SEF for SIAMs in light of the new framework.	All staff and CCVE comm	July 2019	Time	CCVE comm		CCVE started reviewing and made an action plan. CCVE continue to work on this with staff.

Target 3 All teaching to be consistently and securely good with a greater proportion being outstanding to continue to raise the expectations of what pupils can achieve. (See also subject leader action plans.)

Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Embed marking and feedback, in line with marking policy, which enables pupils to individually understand what they are going to achieve.	AT and teachers subject leaders	Ongoing program Half termly	Staff meeting time	AT EDA Govs standards comm	Feedback impacting on work and progress. Books match planning and progress can be seen. Pupils taking a pride in their work and their presentation. Work always dated. Pupils understand what they have done when looking back.	Autumn term observations showed almost all teaching at least good with elements of outstanding. Pupils clearer about how to improve their work.
Regular book scrutinies Teachers together - termly through pupil progress meetings/subject meetings. Alison - half termly feeding back to pupils and staff Subject leaders - termly All pupils consistently work neatly and clearly.						Improvement in books. Most pupils working more neatly and trying hard to improve. Issues being addressed.
All pupils aware of what is expected - quality and quantity of work, presentation, response to marking and feedback	All staff	ongoing	Lesson time	AT Subject leaders Govs	Pupils work is of a high standard, good amount and neatly presented. Pupils all respond to marking and feedback.	Quality and quantity of work improving. Need to develop handwriting policy to further support handwriting and presentation.
All adults, consistently have high expectations of all pupils. All pupils of all abilities consistently challenged Evidenced in planning, work and observations	All staff	Always		AT Govs Standards comm	All pupils making at least expected progress many making better than expected progress. Increased motivation and challenge is	Autumn term virtually all pupils made at least expected progress in all areas and some better than expected. Spring term virtually all pupils making at least expected progress and some better than expected.

					evidenced by planning/ book scrutinies/lesson monitoring and achievement of aspirational targets.	Higher expectations needed for handwriting and presentation now that content of work has improved. Discussed at staff meeting in May, also relooked at free write Friday with agreed expectations. See minutes and expectations sheet shared with staff and pupils.
Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Continue raised profile of Maths and standards raised and maintained, especially end of KS2. See also maths SL action plan.	Teachers	See maths action plan	Staff meeting time and money for training.	Govs	All pupils making at least expected progress. End of KS2 pupils making at least expected progress.	Most pupils on track to make at least expected progress. See tracking sheets.
Further develop continuous provision in infant classroom for EYFS. To raise % of pupils attaining 2 in literacy and maths and therefore those achieving GLD in EYFS. (Newly appointed infant teacher with EYFS focus.)	Infant staff			HT Govs	Greater GLD in EYFS	Areas developed and more pupils on track to achieve GLD this year. Areas in use predictions for this year better with several pupils achieving some 3s. APS predicted 36.5
Raise the % of Year 1 pupils passing phonics screening first time. Ensure phonics groups take place regularly with suitable trained staff and additional sessions for identified pupils.	Infant staff and those teaching phonics.	See literacy action plan	Phonics training when available for NG	HT	All pupils passing phonics screening in Year 1	Mrs G was off for several weeks at beginning of autumn term and 5 weeks at beginning of spring term so training not yet taken place. Phonics observations by HT and external reviewer are at least good. Predictions for phonics

						better for this year, especially with home grown pupils.
Age related targets in the front of books for Reading, writing and maths. Pupils to know what they are working towards. Targets shared with parents.	Teachers	October 2018		HT Govs	Pupils can know what their targets are and what they need to be working on. Parents aware of their child's targets and supporting the school with them.	Completed termly Updated, ensure shared with pupils and parents at consultation evenings.
Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Ensure all pupils given time to reflect on their work and respond appropriately to marking and feedback	Teachers	On going	Lesson time	AT subject leaders Govs	Pupils all respond to marking and feedback appropriately and making progress because of it.	Pupils responding more to marking but this still needs to be worked on. Pupils given time to respond and this is happening more regularly. Ensure balance of feedback between verbal and written. Discussed at staff meeting in May.
Embed teacher assessment and accuracy through moderation with other schools for reading, writing, maths and EYFS with Howardian small schools alliance, ESK Valley, Ryedale cluster schools, county as appropriate and knowledge of the curriculum.	Teachers	Dates as set in conjunction with other schools involved throughout the year	Staff meeting time. Some meetings in school hours At to cover	AT EDA	Assessments demonstrate accurate understanding of the progress children are making. Children make at least expected progress with an	Moderation meetings planned for spring and early autumn term. CP attended KS2 writing moderation training. Staff attended various moderation meetings. Howardian schools, LA, Cluster. Our judgements were agreed.

					expectation that it may be above.	
Early identification of pupils making less than expected progress. Review planning accordingly.	Teachers	Ongoing regular pupil progress meetings Formal and informal		AT Govs	Progress demonstrates effective teaching intervention to address gaps and misconceptions	Pupils identified and progs in place. 1:1 reading progs showing impact on pupils progress. Regular pupil progress meetings with staff continue.
Continued tracking of all pupils through Sheffield STATS and pupil progress meetings, including book scrutinies Monitor data and assessments	AT and teachers	Termly.	Cost of STAT program	AT and governors standards committee	Tracking informing groupings and planning, 1:1, additional support, TA programs eg 1 st class@number Underachievers identified for immediate support and closely monitored to ensure good progress.	STAT training in January 19. Teachers have more understanding of how STATS works and are achieving more accurate assessments using the program. Plans in place. Referrals made when required.

Target 4: Further develop the culture and curriculum of the school to more securely support the well-being, welfare and mental health of staff and pupils. (Including SMSC)

Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Raise the status and significance of staff and pupils' self-confidence, self-esteem and mental health in reflecting and championing the school's Christian values.	Everyone	Ongoing	Through PSCHÉ lessons Bag of Worries book and follow up discussion	HT and Govs	Children more confident about their learning. More able to tackle things when outside influences effect their lives. Children know what they are good at and	Bag of worries completed with both classes in Oct 18 by AT. Heartsmart introduced to all pupils and forming part of PSCHÉ curriculum. Building resilience continues to be a part of everyday work, especially with some pupils. Pupils showing more confidence

					<p>have a positive attitude about themselves and their work.</p> <p>All children know who they can talk to if they need support.</p>	<p>and resilience to take part in things unsure about eg two pupils attended residential without any problems. Before the visit there had been some concerns about then staying overnight.</p>
<p>Staff CPD</p> <p>Alison Compass Buzz Level 2 & 3 Oct 18</p> <p>Charlotte Thrive Oct 18</p> <p>Other relevant training as becomes available.</p> <p>Continue Resilience work.</p> <p>Staff training on mental health.</p>	<p>Everyone</p> <p>Staff attending training cascade this to all staff</p>	<p>Ongoing</p>	<p>Staff meeting time</p> <p>Cost of training</p>		<p>Pupils have coping mechanisms meaning less pupils need referrals for mental health issues.</p> <p>Pupils' spiritual, moral, social and cultural development provides opportunities for them to be thoughtful, reflective learners</p>	<p>AT completed training and shared. Using resources as part of PSICHE.</p> <p>CP completed Thrive training and using this with various pupils as required.</p> <p>CP does 1:1 thrive work with several pupils. Nurture group starting after Easter to further support bereaved pupils. Staff Thrive training with Kirkby EMS March 19</p>
<p>Allow opportunities, in all classrooms, for pupils to discuss and debate in a variety of ways, learning about and respecting the views of others and demonstrating this through social etiquettes.</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Lesson time</p>		<p>Pupils independent, self-confident and self-assured as learners making progress academically, socially and emotionally.</p> <p>Pupils more resilient to disappointment and failure - seeing misconceptions, misunderstanding and mistakes as learning opportunities.</p>	<p>Time given in class and displays.</p> <p>Continued opportunities for class/group discussions</p>
<p>Incorporate the Heartsmart PSICHE resources to support this work and evaluate its impact.</p>	<p>Alison through PSICHE teaching in both classes</p>	<p>Incorporate into PSICHE scheme of work and teach throughout the year evaluate July 19.</p>	<p>Resources</p> <p>£360 approx</p>			<p>Working well so far.</p> <p>Pupils continue to enjoy this resource and supports them in everyday life.</p>
Action	Key people	Completion	Resources	Monitoring	Success criteria	Comments

		date/milestones	and costs			
Review the school's policies for behaviour management to ensure they have a positive impact on pupils' self-value and esteem.	All staff	Staff meeting time by July 19			Updated policy supporting pupils' self-esteem.	Staff to review in summer term.
Develop links to SMSC and British values across the curriculum wherever possible.	Tecahers and CCVE comm	Ongoing		AT Govs CCVE comm	Pupils understand how British values and the Christian values of the school overlap. Pupils and all members of the school community understand democracy, respect and tolerance, and show this in their daily lives at school.	Ongoing work with pupils in PSICHE lessons. Links made between Christina values and British values. Whole staff training for using Espresso for British values May 15.

Target 5 Secure the sustainability of the school

Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Staff continue links with collaboration schools. Work together for training and sharing of ideas, especially with Howardian small schools alliance.	All staff	Training and moderation dates as agreed. Joint residential March 2019 with H&St.H. Joint curriculum days with Slingsby February and June.	Staff meeting and planning time. Cost of transport for pupils going to other schools	AT		Links developed with Slingsby especially regarding new future headship. Joint residential took place. Science day with Slingsby successful. Another joint day planned for June.
Govs develop links with	Chair and	April 10 4pm joint gov	Gov time	AT	GB sharing	Links developed with

collaboration schools governing bodies. Work together for training and sharing of ideas for monitoring, especially with other church schools and Slingsby.	Govs	training Slingsby			more training with others Working together collaboratively like the schools.	Slingsby especially regarding new future headship. Joint training well attended.
Succession planning for future headship of the school.	Govs	Spring term	Time		Head in place for September 2019	Links developed with Slingsby especially regarding new future headship
Governor succession planning for future Chair and Vice chair to be completed	All govs	Training for vice Chair Visiting other gov bodies	Cost of courses	Chair and vice chair	Successful transition	

Target 6 Raise profile of school in local and wider community and extending the school and its uses.

Action	Key people	Completion date/milestones	Resources and costs	Monitoring	Success criteria	Comments
Successful marketing of School to increase numbers	All staff and Govs	Ongoing	Posters, leaflets, website articles.	Govs	School at 49	All events publicised. Jan 19 school at 44. 2 new pupils starting April 30 April 2019 school at 46 Year 5 pupils had to be turned away.
Continued regular press coverage. Monthly articles in Surprise View	All staff and Govs	Press continually as much as possible	None posters, Tea biscuits	Govs	School at 49	Regular articles in press and Surprise View. This continues

More publicity for stay and place sessions for new starters. Open afternoon	All staff and Govs	Ongoing July 2019	Posters, leaflets, website articles.	Govs	At least 5 new starters for sept 2019	Stay and plays taken place monthly and attracted possible pupils from further afield. Continued good take up at stay and plays.
Explore possibility of Face book page	Staff and govs					Nov 18 looked into. Need to decide purpose to the page as to what goes on it. Used to publicise events.
Invite local villagers to Special services, assemblies performance etc.	Staff	As appropriate for events.	Leaflet invites dropped to locals		People attend and tell others.	Many attended Harvest and Christmas services and Plays. PTA organised tea and cake for after the services for parents and locals which was a big success. Reopening of chapel coffee morning very successful in many ways, especially attendance by the community.
Explore options for preschool provision and wrap around care. Evaluate best use of chapel as a community resource.	Alison and govs	End of summer term 2019	Time and visits/discussions with other heads	Govs	Chapel in full use serving community in a variety of ways that best fit the need.	Ongoing issues with toilet and redecoration have meant that chapel has not been in a usable condition. Hopefully back in use January 2019. Chapel just back in use. To be discussed with new head.