

The Gates Primary School



School Impact Planning (SIP) 2026-2027

Part 1- School Priorities

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School Vision



'The Gates- unlocking success for all'

Growth, Achievement, Teamwork, Enjoyment and Success

Our Vision

'The Gates-Unlocking Success Through Curiosity, Kindness and Resilience.'

Where every child belongs, thrives and succeeds.

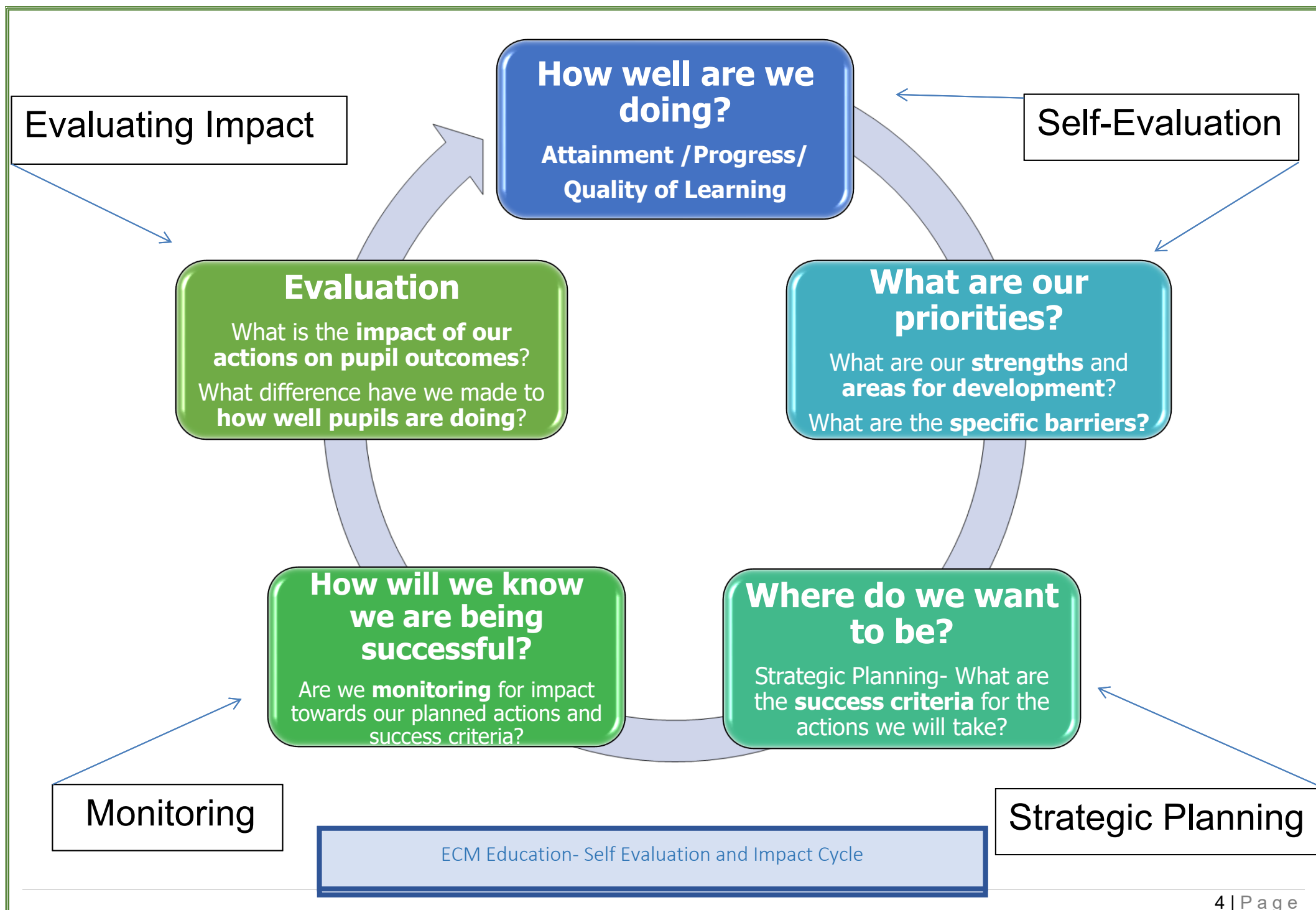
- **At The Gates Primary School, inclusion is at the heart of everything we do. We are more than a school; we are an inclusive community where every child feels valued, respected and a true sense of belonging. We believe that every child has unique strengths, talents and potential, and we are committed to ensuring that all children thrive, regardless of their starting point or any barriers they may face.**
- **Our vision is to unlock success by nurturing three lifelong qualities: Curiosity, Kindness and Resilience.**
- **Through curiosity, we inspire children to develop a love of learning, ask questions, embrace new experiences and engage with the world around them. We provide a broad, ambitious and enriching curriculum that encourages children to think creatively, solve problems and discover their passions.**
- **Through kindness, we create a nurturing culture built upon strong relationships, empathy and mutual respect. We celebrate diversity, value every individual and work in partnership with families to ensure that every member of our school community feels supported, welcomed and cared for.**
- **Through resilience, we empower children to face challenges with confidence, perseverance and determination. We encourage our pupils to embrace mistakes as opportunities to learn, develop a growth mindset and believe in their ability to succeed through effort and commitment.**
- **Together with our families and community, we provide a safe, ambitious and nurturing environment where children are encouraged to discover their strengths, celebrate one another's successes and develop confidence in themselves and others.**
- **Through an engaging, inclusive and aspirational curriculum, rich with memorable experiences and opportunities beyond the classroom, we equip every child with the knowledge, skills and character they need to thrive in modern Britain and beyond.**
- **Our ambition is that every child leaves The Gates as a happy, confident and compassionate individual who is ready to contribute positively to society, embrace future opportunities and continue learning throughout their lives.**

- We are proud to be a community school that prepares children not only for academic success, but for life beyond the classroom. Our pupils develop the knowledge, skills and character needed to become confident, responsible and compassionate citizens who make a positive contribution to their local community and the wider world.
- At The Gates, we unlock success by ensuring that every child feels safe, valued and inspired; every child achieves their personal best; and every child leaves us equipped with the confidence, curiosity, kindness and resilience needed to thrive in the future.

Our Mission

We are committed to:

- Creating a truly inclusive community where every child feels safe, included, valued, respected and able to belong.
- Inspiring curiosity through engaging, ambitious learning that encourages children to question, explore, think critically and develop a lifelong love of learning.
- Nurturing kindness by promoting empathy, respect, compassion and positive relationships throughout our school community.
- Developing resilience so that children embrace challenge, persevere through setbacks and believe in themselves through the power of "I can't do it...yet."
- Delivering high-quality teaching that enables all children to achieve their full potential.
- Providing a safe, nurturing and supportive environment where children can flourish.
- Delivering an inclusive, broad and aspirational curriculum that enables every child to achieve academic excellence while developing the knowledge, skills and character needed for future success.
- Working in partnership with families and the wider community to support children's wellbeing, confidence and personal development to maximise opportunities for every child.
- Providing rich opportunities through outdoor learning, sport, the arts, leadership, technology, educational visits and community partnerships that broaden children's experiences and aspirations.
- Celebrating every child's individuality, recognising success in all its forms and ensuring talents are discovered, nurtured and encouraged to flourish.
- Preparing children to become responsible, respectful and active citizens who make positive contributions to their local community and the wider world.
- Continually striving to improve so that every decision we make helps unlock success for every child.
- Developing a love of nature, our school, local and global environment and how we can play our part to protect it.



Securing Impact through Self Evaluation, Impact Planning & Performance Management

Self Evaluation Summary (SES)

Using Evaluation Shedule

Key Strengths & Areas for Development



School Impact Planning (SIP)

Informed by SES Outcomes

Strategic, Impact Focused: Success Criteria/ Timeframes



Performance Development (PD)

Whole School Objectives

Individual Staff Member Objectives

The Gates Primary School – 3 Year Key Priorities Overview 2025-2028

2025-2026 Key Priorities	2026-2027 Key Priorities	2027-2028 Key Priorities
Evaluation Areas: Assessment/Curriculum	Evaluation Areas:	Evaluation Areas:
Key Priority: Further improve the quality of teaching and assessment with a focus on coherent planning and sequence of the curriculum enhanced by retrieval practice to secure subject specific knowledge and skills in pupils' long-term memory, so that they demonstrate they KNOW, REMEMBER and can APPLY MORE to their year group end points.	TBC following Assessment and Curriculum Review findings published.	TBC following Assessment and Curriculum Review findings published.
Evaluation Areas: Adaptive Teaching/Inclusion	Evaluation Areas:	Evaluation Areas:
Key Priority: Further develop adaptive learning approaches are supporting all SEND and disadvantaged pupils, as well as all other pupils, to achieve their challenging attainment targets.	Key Priority: Achieve Wellbeing and Inclusion Accreditations- effective use of Inclusion and Wellbeing Ambassadors. Begin Trauma-Informed Accreditation. Open SEND Resourced Provision for SEMH.	Key Priority: Have Counselling access within school. Outstanding behaviour across school and inclusive ethos is evident across school.
Evaluation Areas: English- Oracy	Evaluation Areas:	Evaluation Areas:
Key Priority: To embed a whole-school Oracy culture where all pupils are taught to speak with confidence, listen actively and articulate their ideas clearly and effectively across the curriculum. (Including Drama, Poetry, Podcasting and Presenting)	Key Priority: To develop a clear oracy progression framework which includes year-group expectations and expertly planned oracy activities, across the range of subjects, core and foundation.	Key Priority: Embed consistent, structured oracy practices across the curriculum so that all pupils use talk to rehearse, develop and articulate ideas, leading to measurable improvements in writing outcomes.
Evaluation Areas: English- Writing	Evaluation Areas: Writing/Maths	Evaluation Areas: Writing/Maths
Key Priority: To improve writing outcomes across the school by embedding a consistent, high-quality writing process that enables all pupils to secure key skills in all subjects, write with fluency, purpose and accuracy, and meet or exceed age-related expectations by the end of each key stage. Particular focus will be given to accelerating progress in Year 5 and Year 6. Opportunities	Key Priority: Writing progress has improved in all stages and outcomes are above NA. Opportunities for S&L are embedded- Poetry, Drama and Podcasting/Presenting. MTC strategies are refined and ensure progress across all areas of school. Results are above N.A.	Key Priority: Writing progress and outcomes are above the NA in all Key Stages- greater % GD. English provision is Outstanding- S&L and writing complement each other and result in Outstanding purposeful writing opportunities.

for speaking and listening, including poetry, drama, podcasting and presenting, will be strategically embedded to enhance language development and composition.		MTC results are Sig above NA and are impacting on Arithmetic and Reasoning outcomes.
Evaluation Areas: Personal Development/Cultural Capital	Evaluation Areas:	Evaluation Areas:
Key Priority: To embed a culture of personal development where all pupils are empowered as active, responsible citizens through meaningful leadership opportunities, rich cultural experiences, and purposeful engagement with the wider community.	Key Priority: Commando Joes compliments curriculum and woven into new curriculum overview. Forest School Qualification achieved, Community links evident in GGE.	Key Priority: Forest School embedded within school curriculum. Personal Development opportunities are Outstanding.
Evaluation Areas: Leadership and Management	Evaluation Areas:	Evaluation Areas:
Key Priority: To strengthen whole-school leadership and operational efficiency through effective use of Bromcom to enhance parental engagement, streamline communication, and improve behaviour and payment systems, while also embedding a robust performance development model, strong governance, and sustainable succession planning for staffing, curriculum delivery, and financial management.	Key Priority: Succession planning- NPQs for Middle and Senior Leaders.	Key Priority: ? SEF/Inspection ready Leadership is judged as Secure or better.
Evaluation Areas: EYFS	Evaluation Areas:	Evaluation Areas:
Key Priority: Ensure that the EYFS curriculum is ambitious and coherent; is pupil led and enables them to revisit, apply, consolidate and embed skills in different contexts and environments; with a particular focus on outdoor learning.	Key Priority: Outside provision enables greater opportunities for Reading, Writing and Physical Development.	Key Priority: Outstanding provision for CLL and PD. Quality of Early Years is Outstanding.

The Gates Primary School -1 Year Overview - 2026-2027 Key Priorities

Key Priorities in 2026-2027		Staff member responsible (red denotes lead member)	Governor responsible
Priority 1			
To review, refine and implement a high-quality, inclusive curriculum that meets the needs of all learners, with a particular focus on supporting pupils with English as an Additional Language (EAL), embedding Thinking Classrooms pedagogy, implementing the school's Oracy Framework, and ensuring readiness for and alignment with updates to the National Curriculum.		SJ AS	
Priority 2			
To further improve and sustain the writing outcomes across the school by strengthening high-quality teaching and assessment, providing greater challenge for higher-attaining pupils, and increasing the proportion of children achieving Greater Depth Standard (GDS) in writing.			
Priority 3			
To further enhance the quality of provision within the Early Years Foundation Stage (EYFS) through a sustained focus on communication and language development, high-quality adult-child interactions, and the secure development of core foundational knowledge and skills.		SJ	
Priority 4			
To develop and embed high-quality outdoor learning opportunities that enrich curriculum delivery, promote experiential learning, and enhance pupil engagement and achievement across all phases of the school.		CD	
Priority 5			
To strengthen physical literacy, health and wellbeing by increasing opportunities for purposeful physical activity throughout the school day, supporting pupils' physical development, engagement, and readiness to learn.			
Priority 6			
To sustain and improve the quality, consistency and impact of inclusive provision across the school so that pupils with SEND are able to access ambitious learning, make strong progress and achieve well from their individual starting points.		JoH SJ	Sarah Foster

School Impact Plan- 2026-2027

Overarching Key Priority 1:	To review, refine and implement a high-quality, inclusive curriculum that meets the needs of all learners, with a particular focus on supporting pupils with English as an Additional Language (EAL), embedding Thinking Classrooms pedagogy, implementing the school's Oracy Framework, and ensuring readiness for and alignment with updates to the National Curriculum.		
Lead Person Accountable for & Monitoring the Plan	SJ/LFair/AS	Governor	
Position Statement (Where are we now?)	The school has established a broad and ambitious curriculum that is underpinned by clear progression in knowledge, skills and vocabulary. Subject leaders have developed curriculum documentation and monitoring demonstrates generally strong curriculum implementation across the school. The school has already strengthened adaptive teaching practices through recent policy development and professional learning. As the school continues to evolve its provision, there is a need to further refine the curriculum to ensure it fully meets the needs of an increasingly diverse pupil population, including a growing number of pupils with English as an Additional Language (EAL). There is also an opportunity to strengthen pupils' speaking and listening skills through a more deliberate and progressive approach to oracy across the curriculum. The school is committed to exploring and embedding Thinking Classrooms pedagogy to promote deeper thinking, collaboration, reasoning and pupil engagement. In addition, anticipated updates to the National Curriculum provide an opportunity to review curriculum intent, implementation and content to ensure continued alignment with national expectations whilst maintaining the school's commitment to inclusion, excellence and high aspirations for all learners.		
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	Professional development and research will draw upon: • Current EEF guidance, including <i>Effective Professional Development</i>, <i>Metacognition and Self-Regulated Learning</i> and <i>Special Educational Needs in Mainstream Schools</i>. • Research relating to EAL pedagogy, language acquisition, vocabulary development and adaptive teaching strategies. • Evidence-informed approaches to oracy, including Voice 21 and the development of high-quality classroom talk. • Peter Liljedahl's research into <i>Building Thinking Classrooms</i> and the effective use of collaborative problem solving. • DfE publications and consultation updates relating to the review and development of the National Curriculum.		

	- Internal and external examples of highly effective curriculum design, sequencing and implementation. - Coaching, instructional leadership and collaborative professional enquiry approaches to support sustained implementation. CPD will include whole-school training, instructional coaching, subject leader development, peer collaboration, professional reading, learning walks and opportunities to share effective practice. Impact will be evaluated through changes in classroom practice, monitoring evidence, pupil voice and pupil outcomes.						
Monitoring Arrangements (What will be monitored? How regularly?)	- Half-termly learning walks focused on curriculum implementation, adaptive teaching, EAL provision, oracy and Thinking Classrooms. - Termly subject leader monitoring, including curriculum reviews, book scrutiny and pupil discussions. - Termly pupil voice activities to evaluate engagement, curriculum understanding and opportunities for speaking and listening. - Termly review of EAL pupil progress, attainment and participation. - Monitoring of classroom environments and evidence of Thinking Classroom strategies through learning walks and coaching cycles. - Evaluation of staff confidence and implementation following CPD activities. - Termly review of curriculum documentation to ensure consistency, progression and alignment with school priorities. - SLT review of monitoring findings each term, leading to agreed actions and support plans where required. - Governor monitoring visits and reports linked to Quality of Education and Curriculum priorities. - End-of-year evaluation against success criteria, including assessment outcomes, monitoring evidence and stakeholder feedback.						
Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?	
Key Driver 1	Review and refine the curriculum to ensure it is ambitious, inclusive and responsive to the needs of all learners.		1	Audit the curriculum against current research, school priorities and anticipated National Curriculum developments.	Nov 26	AS / SLs	
			2	Review long-term plans to ensure clear progression in knowledge, vocabulary and skills across all subjects.	Nov 26	AS / SLs	
			3	Ensure curriculum content reflects diversity, inclusion and meaningful representation.	Nov 26		

			4	Review adaptive teaching opportunities within each curriculum area to ensure all pupils can access learning.	Nov 26	JHi	
			5	Update curriculum documentation and subject overviews where required.			
Key Driver 2	Strategically embed speaking and listening opportunities (including poetry, drama, podcasting, and presenting) across the curriculum to enhance language development.		1	Create an Oracy Framework which highlights progressive opportunities throughout school for speaking and listening.	Autumn 1	LFair	
			2	Provide training and modelling for staff on integrating speaking and listening into daily lessons.	Autumn 1/2	LFair	
			3	Plan and deliver pupil showcases (e.g., poetry performances, podcasts) to provide authentic audiences and celebrate achievements.	Termly	LFair/ Phase Leads	
			4	Monitor impact through pupil voice, lesson observations, and writing outcomes.	Termly	L Fair/ SLT / Phase Leads	
			5	Deliver CPD on high-quality classroom talk, questioning and discussion protocols.	Autumn 1/2	LFair	
Key Driver 3	Strengthen provision for pupils with English as an Additional Language (EAL)		1	Audit current EAL provision, pupil outcomes and staff confidence.			
			2	Develop whole-school EAL guidance outlining effective classroom strategies.			
			3	Deliver CPD focused on adaptive teaching, vocabulary development and scaffolding for EAL learners.			
			4	Introduce consistent approaches to pre-teaching vocabulary and language acquisition across subjects.			
			5	Monitor the progress and engagement of EAL pupils through lesson visits, pupil voice and assessment.			
Key Driver 4	Embed Thinking Classrooms pedagogy to promote reasoning, collaboration and deeper learning		1	Develop a clear implementation plan for Thinking Classrooms across the school.	Aut 2	AS	
			2	Provide professional development on Thinking Classrooms strategies, including collaborative groupings and thinking tasks where appropriate.	Spring 2	AS	
			3	Include Thinking Classroom approaches within coaching, lesson study and instructional coaching cycles.	Sum 1	AS	

			4	Monitor consistency through learning walks, book scrutiny and pupil voice.	A2, Sp2, Su2	AS		
			5	Share effective practice during staff meetings and INSET.	Sp2 Su2 Aut1 2027	AS		
Key Driver 5	Build staff expertise through high-quality professional development and monitoring.		1	Align CPD with curriculum priorities, EAL, Thinking Classrooms and Oracy.	A2	AS/SD		
			2	Provide coaching and subject leader support to improve classroom implementation.	A2	AS/SJ/LF		
			3	Use monitoring activities to evaluate curriculum implementation and identify next steps.	Sp1	AS/SJ/LF		
			4	Review impact using assessment information, pupil voice and work scrutiny.	Au2 Su2	AS/SJ/LF		
			5	Refine implementation plans based on evidence gathered.	Sp1 Su1	AS/SJ/LF		
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed					Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	The vast majority of pupils are able to speak clearly and confidently in a range of contexts, including discussions, presentations, performances, and structured debate — using appropriate vocabulary and tone for the audience and purpose.				July 2027			
2	Curriculum documentation clearly demonstrates ambitious progression and inclusivity.				July 2027			
3	Staff consistently implement adaptive teaching strategies that support all learners, particularly pupils with EAL.				April 2027			
4	Thinking Classroom approaches are evident across classrooms and contribute to increased pupil engagement and reasoning.				July 2027			
5	Curriculum implementation is consistent across the school and reflects any agreed National Curriculum changes.				July 2027			
6	Monitoring demonstrates improved quality of education and positive pupil outcomes.				July 2027			

School Impact Plan- 2026-2027

Overarching Key Priority 2: **To further improve and sustain writing outcomes across the school** by strengthening high-quality teaching and assessment, providing greater challenge for higher-attaining pupils, and increasing the proportion of children achieving Greater Depth Standard (GDS) in writing.

Lead Person Accountable for & Monitoring the Plan	LFair/AS	Governor	
Position Statement (Where are we now?)	Writing is a strength at The Gates Primary School, with outcomes consistently above Local Authority and national averages over the last three years. End of Key Stage 2 writing outcomes have improved from 75% Expected Standard in 2024 to 89% in 2026, compared with 73% nationally in 2026. Greater Depth outcomes have also improved significantly, increasing from 20% in 2024 to 26% in 2026, substantially above both Local Authority (16%) and national figures (13%). [Three Year...Trend Data Word] During 2025-2026, a targeted Year 6 writing action plan was implemented to identify pupils with the potential to achieve Greater Depth Standard and provide focused support, challenge and monitoring. Through careful tracking, targeted intervention, regular review and high-quality teaching, the proportion of pupils working at Greater Depth increased significantly from a relatively low starting point at the beginning of the academic year, resulting in strong end-of-key-stage outcomes. Assessment judgements and outcomes were further validated through successful external moderation. Monitoring demonstrates that strong practice exists across the school, including high-quality writing opportunities, effective use of rich texts and developing approaches to oracy. However, there remains some variation in the consistency of writing provision, particularly in relation to explicit modelling, use of high-quality talk before writing, assessment practice and the level of challenge for higher-attaining pupils. The next stage of development is to embed the successful strategies used in Year 6 across all year groups, ensuring early identification of potential Greater Depth writers, consistent implementation of the school's agreed writing process and increased opportunities for purposeful, independent writing.		
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	• Education Endowment Foundation guidance, particularly <i>Improving Literacy in Key Stage 1</i>, <i>Improving Literacy in Key Stage 2</i> and <i>Effective Professional Development</i>. • Research relating to explicit instruction, modelling, scaffolding and gradual release approaches (I Do, We Do, You Do). • Evidence-informed approaches to writing development, including sentence construction, composition, vocabulary acquisition, editing and authorial craft. • Voice 21 and wider oracy research to strengthen the use of high-quality classroom talk as a precursor to writing. • Best practice in formative assessment, moderation and feedback to improve consistency and accuracy of teacher assessment. • Research and case studies relating to challenge, mastery and improving Greater Depth outcomes.		

	• Effective approaches to pupil conferencing, coaching and targeted intervention for identified writers. • Internal evaluation of the successful Year 6 Greater Depth action plan and the strategies which contributed to improved outcomes. CPD will include whole-school training, coaching, team teaching, moderation activities, collaborative planning, lesson study, professional reading and opportunities to observe and share effective practice. Subject leaders and phase leaders will support staff in embedding agreed approaches and evaluating impact. Successful approaches identified through monitoring will be shared and replicated across year groups to ensure consistency and sustained improvement.			
Monitoring Arrangements (What will be monitored? How regularly?)	• Half-termly learning walks focusing on implementation of the agreed writing process, modelling, scaffolding and opportunities for purposeful talk. • Half-termly monitoring of identified Greater Depth pupils, including progress towards individual targets and the impact of targeted provision. • Termly writing book scrutiny to evaluate progression, challenge, independence, editing and evidence of high-quality teaching. • Termly moderation meetings within school and with external partners to ensure assessment accuracy and consistency. • Half-termly pupil progress meetings analysing attainment, progress and Greater Depth potential across all year groups. • Termly pupil voice activities to evaluate attitudes to writing, confidence, engagement and perceptions of challenge. • Monitoring of intervention records and classroom support for identified focus pupils. • Review of planning to ensure opportunities for purposeful writing, audience, choice and high-quality talk are consistently embedded. • Termly analysis of attainment and progress data, including vulnerable groups and Greater Depth outcomes. • Subject leader reports to SLT and governors each term summarising strengths, areas for development and next steps. • Annual evaluation against success criteria, including external moderation outcomes, attainment data, monitoring evidence and stakeholder feedback.			
Key Drivers to Achieve the End Points (Success Criteria)	Key Actions to Secure the Key Drivers	Timescale?	Who?	Costs?

Key Driver 1	Embed a consistent, high-quality writing process across all year groups to ensure pupils secure key writing skills and meet or exceed age-related expectations by the end of each key stage.		1	Develop and implement a clear, sequenced writing progression framework from Year 1 to 6, which includes daily lesson sequencing.	September 26	LF	Noe
			2	Regular opportunities for teachers to explicitly model the writing process through shared writing, guided writing and T do, we do, I do structures.	Half-termly	Class teachers	
			3	Are children reminded to 'Think it and Say it' before they write it? Provide time, in lessons, for high-quality talk before writing.	LW's	Class teachers	
			4	Individual children identified as a focus for Writing to receive regular interventions or additional modelling in class especially those who are not making expected progress or can be targeted for the greater depth standard.	September 26	Class teachers	
Key Driver 2	Strengthen assessment and moderation practices in writing to ensure accurate, consistent judgements and identify clear next steps, with a particular focus on supporting more pupils to achieve Greater Depth Standard.		1	Analyse writing attainment data by group to identify gaps and barriers to achievement.	September 26	L. Fairhurst Class Teachers	
			2	Ensure moderation identifies pupils who are close to GDS and agree specific teaching actions to move them towards the standard.	Autumn 1	Class teachers	
			3	Monitor Writing books – is there evidence of interventions? Does the marking code demonstrate where children have received additional support e.g. T, VF, AT support.	Autumn 1/2	Class teachers	
			4	Share effective practice in writing assessment and moderation to develop consistency and teacher confidence across the school.	Half-termly	Class teachers	
Key Driver 3	Strategically embed speaking and listening opportunities (including poetry, drama,		1	Provide training and modelling for staff on integrating speaking and listening into daily lessons.	Termly	LF	

	podcasting, and presenting) across the curriculum to enhance language development.		2	Plan and deliver pupil showcases (e.g., poetry performances, podcasts) to provide authentic audiences and celebrate achievements.	Termly	LF Class teachers		
			3	Monitor impact through pupil voice, lesson observations, and writing outcomes.	Termly	LF Phase Leads		
Key Driver 4	Provide opportunities to promote purposeful and pupil choice in Writing.		1	Build pupil choice into writing tasks, including opportunities to select content, genre, audience and style.	Autumn 1	LFair	-	
			2	Class teachers to identify focus children to target for the Greater Depth attainment.	PPM Meetings	LFair Class teachers	-	
			3	Writing Interventions and/or group work to be planned in during lessons or through morning work to support targeted greater depth children.	Half-termly	Class teachers	-	
			4	Review the Reading curriculum to ensure books chosen support pupils vocabulary and stylistic features.	Autumn 1	LFair	-	
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed					Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	Pupils consistently apply the school's agreed writing process, demonstrating secure writing skills and meeting or exceeding age-related expectations.				July 2027			
2	Assessment and moderation are consistent and accurate across the school, with identified next steps resulting in increased proportions of pupils achieving Greater Depth Standard.				July 2027			
3	Pupils demonstrate improved speaking and listening skills, using a range of opportunities across the curriculum to develop vocabulary, confidence and effective communication.				July 2027			
4	Pupils demonstrate greater independence, engagement and ownership of their writing, producing purposeful work for a range of audiences and making informed choices about their content and style.				July 2027			

School Impact Plan- 2026-2027

Overarching Key Priority 3: To further enhance the quality of provision within the Early Years Foundation Stage (EYFS) through a sustained focus on communication and language development, high-quality adult-child interactions, and the secure development of core foundational knowledge and skills.

Lead Person Accountable for & Monitoring the Plan	SJ	Governor	Jay Nutall
Position Statement (Where are we now?)	EYFS is a strong aspect of the school, with children making good progress and achieving well from their starting points. Over the past three years, the percentage of children achieving a Good Level of Development (GLD) has been consistently above the Bolton average, although slightly below the national figure. Current September 2026 assessment data is strong and indicates that outcomes are on track to be slightly above the national average. There is a clear focus on securing the core skills children need to become successful learners. A particular priority within EYFS is the development of communication and language, with staff placing a strong emphasis on developing children's vocabulary, listening skills, confidence and ability to communicate effectively. High-quality interactions, purposeful talk and opportunities for children to develop and apply new vocabulary are prioritised throughout the provision. Phonics is taught well and children develop secure early phonics knowledge. Children are confident in identifying and distinguishing sounds, providing a strong foundation for their development as early readers. Early reading continues to be prioritised alongside the development of communication and language. Writing remains an area of high focus for development. This year, the EYFS team will return to the fundamentals of early writing, ensuring that children develop the physical and fine motor skills required to write successfully. There will be a strong focus on mark making, pencil control, hand strength, gross and fine motor development, and developing children's confidence and stamina for writing. These skills will be developed through purposeful opportunities within continuous provision alongside high-quality adult-led teaching. The outdoor provision is an established part of the EYFS offer, providing children with opportunities to develop physically, explore, investigate and learn through first-hand experiences. However, there is further scope to develop the consistency, breadth and quality of learning opportunities available outdoors. This will be a key area of development during the coming year, with a particular focus on fully embedding Forest		

	School across the EYFS. This will provide children with richer and more purposeful opportunities to develop their physical skills, independence, resilience, communication and understanding of the natural world.			
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	• Communication & Language • Develop staff knowledge and understanding of effective communication and language development in EYFS. • SHREC approach – strengthen staff understanding and consistency in using high-quality interactions to support children's communication, vocabulary and language development. • WellComm – develop staff confidence in using assessment and targeted activities to identify and address communication and language needs. • ELKLAN – further develop staff understanding of strategies to support children's speech, language and communication, particularly for children requiring additional support. • Early Writing & Physical Development • Develop staff understanding of the relationship between gross motor, fine motor development and early writing. • Explore research-informed approaches to developing hand strength, pencil control, mark making and writing readiness. • Ensure provision provides regular opportunities for purposeful mark making and fine motor development. • Outdoor Learning • Develop staff knowledge and confidence in high-quality outdoor learning and how it can support the EYFS curriculum. • Forest School CPD and development to support the full embedding of Forest School across EYFS. • Develop understanding of how outdoor experiences can support communication, physical development, independence, resilience and understanding of the world. • Review and develop the outdoor environment to ensure learning opportunities are purposeful, progressive and accessible to all children.			
Monitoring Arrangements (What will be monitored? How regularly?)	• Weekly • Catch ups during phase • Drop in monitoring by weekly			
Key Drivers to Achieve the End Points (Success Criteria)	Key Actions to Secure the Key Drivers	Timescale?	Who?	Costs?

Key Driver 1	Develop exceptional communication and language opportunities across the EYFS curriculum.		1	Embed high-quality vocabulary instruction and purposeful talk opportunities within all areas of provision using agreed strategies (e.g. WellComm, Drawing Club, Shrec, storytelling, singing and rhyme, Elklan).	Autumn 1	SJ CD	
			2	Ensure adults explicitly model ambitious vocabulary, sentence structures and sustained shared conversations during continuous provision and adult-led learning.	Autumn term	SJ CD GH TH CS IM	
			3	Monitor children's communication and language progress through assessment and intervention, ensuring timely support for identified pupils. (Wellcomm)	Termly	GH	
			4	Strengthen parental engagement by providing guidance and resources to promote communication, storytelling and language development at home. (story sacks, stay and learns, communication champions)	Termly	SJ	
Key Driver 2	Strengthen the quality and consistency of adult-child interactions to maximise learning.		1	Deliver high-quality CPD focused on effective sustained shared thinking, questioning, modelling, extending play and responsive teaching. (Shrec, Elklan)	Autumn	SJ JH	
			2	Establish clear expectations for adult interactions through agreed EYFS pedagogical principles and coaching. (Shrec, Elklan)	Autumn	SJ	
			3	Use regular monitoring, learning walks and coaching conversations to evaluate the quality of interactions and provide developmental feedback.	Ongoing	SJ	
			4	Ensure all adults use assessment in the moment to identify and respond to children's next steps in learning.	Ongoing	SJ	
			5				
Key Driver 3	Secure children's foundational knowledge and skills through a coherent, ambitious curriculum.		1	Review and refine the EYFS curriculum to ensure clear progression of knowledge, vocabulary and skills from Nursery to Reception.	Autumn 1	SJ	
			2	Ensure daily opportunities develop early reading, writing, mathematics, physical development and personal, social and emotional development through meaningful contexts.	Ongoing	SJ CD	
			3	Embed retrieval, repetition and revisiting of key learning so children know more and remember more.	Ongoing	SJ CD	

			4	Monitor curriculum implementation to ensure learning experiences build progressively towards Year 1 expectations.	Ongoing	SJ		
Key Driver 4	Enhance the quality of enabling environments to promote independence, curiosity and deep learning.		1	Audit and develop continuous provision so all areas provide purposeful opportunities to practise and apply taught knowledge and skills.	Autumn	SJ		
			2	Ensure enhancements are linked to current learning, vocabulary and curriculum intentions.	Weekly	SJ CD		
			3	Develop high-quality indoor and outdoor environments that promote sustained engagement, problem solving, creativity and collaboration.	Autumn	SJ CD		
			4	Monitor children's engagement and levels of involvement to ensure provision consistently meets the needs of all learners.	Ongoing	SJ CD		
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed					Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	100% of teaching, learning and adult-child interactions observed through monitoring, learning walks and coaching are judged to be good or better, with high-quality communication and language strategies consistently embedded.				July 2027			
2	100% of EYFS staff consistently implement the agreed communication and language strategies, sustained shared thinking and high-quality adult interactions, evidenced through monitoring, coaching records and professional dialogue.				July 2027			
3	85% of children make expected or better progress in Communication and Language from their individual starting points, with identified vulnerable groups making progress in line with their peers.				July 2027			
4	The percentage of children achieving a Good Level of Development (GLD) is at least 72%, with Communication and Language outcomes remaining above national expectations and improved outcomes for disadvantaged pupils.				July 2027			
5	100% of continuous provision areas demonstrate clear curriculum intent, ambitious vocabulary, opportunities for independent application of learning and progression across the year, evidenced through termly environment audits and monitoring.				July 2027			

School Impact Plan- 2026-2027

Overarching Key Priority 4: To develop and embed high-quality outdoor learning opportunities that enrich curriculum delivery, promote experiential learning, and enhance pupil engagement and achievement across all phases of the school.

Lead Person Accountable for & Monitoring the Plan	CD, SJ, LT and LFarr	Governor	Sarah
Position Statement (Where are we now?)	Our school is extremely fortunate to have a range of outdoor learning environments to inspire our children and foster curiosity and engagement with the natural world. The Headteacher is passionate about children learning outside, recognising that connecting with nature can support both children's and adults' mental health and wellbeing. Outdoor learning is already evident within aspects of the curriculum, particularly in EYFS, but opportunities are not yet consistently planned, sequenced and embedded across all phases and subjects. There is an opportunity to maximise our outdoor spaces as an extension of the classroom and ensure that outdoor learning is purposeful, progressive and directly connected to curriculum intent. The school is developing a stronger culture of outdoor learning through the development of the community garden, outdoor provision and opportunities for experiential learning. The next stage is to develop staff confidence, subject-specific approaches and consistent expectations so that outdoor learning becomes an integral part of high-quality curriculum delivery rather than an additional or occasional activity.		
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	• Develop a shared understanding of what constitutes high-quality outdoor learning and how it differs from simply taking learning outside. • Staff to understand how outdoor learning can support curriculum intent, implementation and impact, with clear links to knowledge, skills and vocabulary within individual subjects. • Research and share evidence-informed approaches to outdoor learning, including the impact of nature connection, experiential learning, physical activity, exploration and problem-solving on children's engagement, wellbeing and learning. • Develop staff confidence in planning and delivering purposeful outdoor learning experiences across all phases, including opportunities for children to investigate, collaborate, take risks, solve problems and apply their learning in authentic contexts. • Explore how outdoor learning can support SEND and disadvantaged pupils, including adaptive approaches and opportunities for children who may benefit from practical, sensory and experiential learning.		

	• EYFS staff to continue developing high-quality outdoor provision, particularly through WellComm-informed interactions, communication and language development, sustained shared thinking and adult-child interactions. • Subject leaders to identify opportunities within curriculum plans where outdoor learning can strengthen or deepen subject-specific knowledge and skills. • Share effective practice through staff CPD, modelling, peer observation and examples of high-quality outdoor learning. • Monitor the impact of CPD through staff confidence, planning, learning walks, pupil voice and evidence of improved engagement and application of learning.			
Monitoring Arrangements (What will be monitored? How regularly?)	• Termly review of the School Impact Plan by the identified leads to evaluate progress against agreed actions and milestones. • Half-termly learning walks/observations focusing on the quality, purpose and impact of outdoor learning across different phases and curriculum areas. • Review of medium-term and weekly planning to identify the frequency, purpose and progression of outdoor learning opportunities. • Subject leaders to monitor how outdoor learning is contributing to curriculum implementation and the development of subject-specific knowledge and skills. • Pupil voice each term to establish pupils' experiences of outdoor learning, levels of engagement and their understanding of how learning outside supports their learning. • Monitor participation and engagement of SEND, disadvantaged and vulnerable pupils to ensure outdoor learning is accessible and inclusive. • EYFS monitoring to focus on the quality of adult-child interactions, communication and language, sustained shared thinking and purposeful use of the outdoor environment. • Staff feedback and confidence to be gathered following CPD and through professional dialogue. • Photographic / work-sample evidence to demonstrate progression and the impact of outdoor learning on pupils' knowledge, skills and experiences. • Governors to receive termly updates through the appropriate committee/link visit, with a focus on progress towards the intended outcomes rather than operational activity. • An annual evaluation will consider the extent to which outdoor learning has become embedded across the school and its impact on pupil engagement, curriculum delivery, inclusion, wellbeing and achievement.			
Key Drivers to Achieve the End Points (Success Criteria)	Key Actions to Secure the Key Drivers	Timescale?	Who?	Costs?

Key Driver 1	Enhance Staff Confidence and Expertise in Outdoor Learning		1	Staff training - Deliver CPD. Teach Active, Active Schools, Learning through Landscapes etc.	Spring	CD LT	None
			2	Share good practice.	Ongoing	Class Teachers	None
			3	Monitor through lesson visits and pupil voice.	Summer	CD	Subject release time
			4	Opportunities planned within curriculum maps.	Summer	Class Teachers	None
Key Driver 2	Increase Pupils' Engagement, Independence and Wellbeing Through Outdoor Learning		1	Curriculum opportunities identified- school to take part in the Bolton Pilot for Active Schools.	Autumn 2	Whole school	None
			2	Monitor through lesson visits and pupil voice.	Ongoing	CD	Subject release time
			3	5 Ways Happy Days commissioned and implemented.	Summer	SD	
			4	All classes have access to outdoor provision	Autumn 2	Whole School	£150?
			5	Track impact on pupil engagement, attendance and wellbeing through surveys and behaviour data.	Summer	CD	None
Key Driver 3	Develop and Sustain Outdoor Learning Environments and Resources		1	Audit outdoor provision. Implement the recommendations from Learning from Landscapes CPD.	Autumn 2	CD	None
			2	5 Ways Happy Days commissioned and implemented.	Summer	SD	None
			3	Develop identified outdoor learning zones to support curriculum delivery (e.g. Forest School, sensory area, maths trail, storytelling area)	Spring	CD, JH, LF	None

			4	Ensure all outdoor spaces are fully accessible and used across all phases for example to do Teach Active activities.	Autumn 2	Phase leaders SD, CD	None	
Key Driver 4	Develop a Forest School curriculum		1	Develop progression framework.	Autumn	CD	None	
			2	Map outdoor learning opportunities across all subjects and year groups.	Spring	CD	None	
			3	Define progression in knowledge, skills and experiences from EYFS to Year 6.	Autumn	CD	None	
			4	Undertake termly monitoring of curriculum implementation and pupil outcomes.	Summer	CD	Subject release time	
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed					Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	Deliver a staff meeting based on implementation of forest school within the curriculum. Outdoor learning is embedded across all phases and is not dependent on individual staff members. Outdoor learning contributes to improved engagement, independence, collaboration and resilience.			Spring				
2	Curriculum updates on forest school links primarily within science and geography communicated with staff team. All curriculum areas identify appropriate opportunities for meaningful outdoor learning.			Spring				
3	High-quality practice of forest school within EYFS. Following planned curriculum. EYFS outdoor provision demonstrates consistently strong adult-child interactions and purposeful learning. Staff demonstrate increased confidence in planning and delivering high-quality outdoor learning. Governors receive regular evidence of progress and impact.			Autumn				
4	Outdoor learning survey and projected 3-year plan. Pupils can explain how outdoor learning helps them develop knowledge and skills. Outdoor learning is accessible to and inclusive of SEND and vulnerable pupils.			Summer				
5	Create staff audit about understanding and confidence of Outdoor Learning within the curriculum. Staff demonstrate increased confidence in planning and delivering high-quality outdoor learning.			Autumn 2				

School Impact Plan- 2026-2027

Overarching Key Priority 5: **To strengthen physical literacy, health and wellbeing** by increasing opportunities for purposeful physical activity throughout the school day, supporting pupils' physical development, engagement, and readiness to learn.

Lead Person Accountable for & Monitoring the Plan		JHo, LFair, SJ, CH and KS	Governor	Sarah			
Position Statement (Where are we now?)		Our school has a wealth of outdoor space that could be utilised to enhance our curriculum offer even further. The Headteacher is passionate about outdoor learning and the positive impact it can have on children’s mental health and physical health and wellbeing. The Headteacher and EYFS Leader are part of a pilot for EYFS ‘Building Blocks to Movement’ and a wider project that will be part of the Bolton Agenda for N- University aged people as the raising numbers of health issues related to lack of exercise are staggering in Bolton. Our school wants to do its part to increase physical activity to at least 1 hour of rigorous activity per day.					
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the ‘end points?’)		Latest Public Health research from the Bolton Public Health Team (including research by Bolton University) We need to assess the impact of this work on our children and their health and wellbeing- is it having an impact? Are children more engaged? Are they feeling happier? Healthier?					
Monitoring Arrangements (What will be monitored? How regularly?)		Termly review of provision and the different projects as they are implemented: School Streets, Healthy, Healthy Me, 5 ways Happy Days, Active Schools, Teach Active and hopefully an accreditation as one of the pilot schools for Active Bolton.					
Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers			Timescale?	Who?	Costs?
Key Driver 1	To give more opportunities for the children to move in the school day.		1	At least one active lesson/activity per day.	Autumn 1	All	None
			2	Daily Mile rejuvenation- different movements, challenges, timetable.	Autumn 1	CH	?
			3	Introduce daily movement routines e.g. introduce 2–5 minute movement breaks between lessons.	Autumn 1	All	None
			4				
Key Driver 2	Introduce Teach Active into the weekly curriculum		1	Develop a Teach Active School throughout school.	Autumn 1	JH/LF	?
			2	Attend CPD and deliver to staff	Autumn 1	JH/LF	?

			3	Increase active play opportunities at breaktimes and purchase core resources.	Autumn 2	JL/KS	?	
			4					
			5					
Key Driver 3	To give more opportunities for children to move outside of the curriculum		1	Promote active travel initiatives- School Streets, WOW walk to school.		SD		
			2	Expand extracurricular provision.	Autumn 1	CH		
			3					
			4					
Key Driver 4	Celebrate active achievements more in school		1	Introduce weekly awards for activity/progress.	Autumn			
			2	More intra and inter school competition/activity (other school, in-school between classes/high school).		CH		
			3	Look into effective incentives for walking/cycling to school.				
			4	Improve displays around school to celebrate physical progress.		CH		
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed					Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All classes to provide daily opportunities for physical activity through active lessons, movement breaks or the Daily Mile, evidenced through planning and monitoring.				July 2027			
2	Teach Active is embedded across the school, with 100% of teaching staff trained and at least one Teach Active lesson delivered weekly in every class.				July 2027			
3	By July 2027, active travel (walking, cycling or scooting to school) has increased by ???% from the September baseline through initiatives such as WOW Walk to School and School Streets.				July 2027			
4	By July 2027, ???% of pupils report through pupil voice surveys that they enjoy being physically active in school and feel their sporting and physical achievements are recognised and celebrated.				July 2027			
5								

School Impact Plan- 2026-2027

Overarching Key Priority 6:		To sustain and improve the quality, consistency and impact of inclusive provision across the school so that pupils with SEND are able to access ambitious learning, make strong progress and achieve well from their individual starting points.						
Lead Person Accountable for & Monitoring the Plan			JoH/ SJ		Governor	SF		
Position Statement (Where are we now?)			Inclusive practice is well established at The Gates, with high expectations for pupils with SEND and a strong commitment to removing barriers to learning. The school has a range of adaptive approaches, targeted interventions and specialist support in place. The next stage is to secure greater consistency and precision in how inclusive provision is implemented, monitored and evaluated across the school, ensuring that adaptations and interventions are closely matched to need and demonstrably improve pupils' engagement, independence, progress and outcomes.					
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the ‘end points?’)			Inclusion Quality Mark quality assurance visit to be completed.					
			ELKLAN- communication friendly spaces award to commence in January 2027.					
			Trauma Informed Schools formal training to begin in Autumn 2026.					
Monitoring Arrangements (What will be monitored? How regularly?)			Half termly/ termly. RAG rated termly.					
Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers			Timescale?	Who?	Costs?
Key Driver 1	Continue to refine the whole-school approach to inclusive pedagogy and adaptive teaching.		1	Established clear expectations for scaffolding, modelling, questioning, chunking, vocabulary, representation and reducing cognitive load.	Autumn term	JoH/ SJ/All staff	None	
			2	Monitoring demonstrates that SEND pupils are accessing appropriately challenging learning.	Autumn term	JoH/ SJ	SLT release	
			3	Staff demonstrate increasingly consistent use of adaptive teaching strategies.	Autumn term	JoH/ SJ	CPD time	
			4	Review curriculum planning, resources and learning environments to identify and remove barriers for pupils with SEND.	Autumn term	JoH/ SJ	SLT release	
Key Driver 2	Continue to strengthen SEND-first professional learning and development.		1	Provide targeted CPD on inclusive pedagogy, adaptive teaching, specific areas of SEND, Communication and Interaction, executive functioning and supporting pupils with additional needs.	Throughout the year	JoH	AT overtime	
			2	Embed SEND-first practice through coaching and professional dialogue, using learning walks, observations, team discussions	Throughout the year	JoH/ SLT	CPD costs for	

				and reflective practice to support staff in applying inclusive approaches consistently across the school.			bespoke courses
			3	Develop and share a bank of practical SEND resources and strategies to support staff in adapting teaching, reducing barriers to learning and responding effectively to individual pupils' needs.	Throughout the year	JoH/ SJ/ All staff	Resource costs
			4	Strengthen collaboration between class teachers, support staff, SENDCo and external professionals to ensure staff have a shared understanding of pupils' needs and are confident in implementing recommended strategies and provision. Drawing on staff expertise to model effective practice and coach staff to develop their own practice and expertise.	Throughout the year	JoH/ SJ/ All staff	Staff release costs
			5	Evaluate the impact of professional learning on classroom practice and pupil outcomes, using pupil voice, learning observations, work scrutiny, provision reviews and SEND progress data to identify strengths, gaps and further training needs.	Throughout the year	JoH/ SJ/ SLT	CPD costs
Key Driver 3	Review and strengthen precision intervention offer for the differing needs of the SEND pupils.		1	Review intervention offers and staff specialisms linking to new interventions e.g. NELi, WELLCOMM, Precision Teaching etc.	Autumn term	JoH	£200+
			2	Ensure interventions are research-based and evidence-informed, closely matched to identified need and linked directly to assessment.	Autumn term	Jo H	SENDCo/ DHT time
			3	Establish clear entry criteria/baseline of need, intended outcomes and exit/review points.	Autumn term/ throughout the year	JoH	N/A
			4	Monitor and evaluate the impact of interventions through regular review of pupil progress, ensuring provision is adapted, intensified or withdrawn in response to evidence of need and impact.	Termly reviews	JoH	SENDCo Time
Key Driver 4	Key stakeholders' views impact the provision offer.		1	Increase pupil and parent voice in SEND provision and the impact of the support received.	After meetings/ survey	JoH	N/A

		2	Gather half-termly/termly feedback on barriers to learning, successful strategies and the impact of provision.	Half termly/ Termly	JoH	SENDCO time	
		3	Use pupil and parent feedback to identify priorities and adapt SEND provision, ensuring the provision offer reflects the lived experiences and changing needs of pupils.	Termly	JoH	SENDCO Time	
		4	Communicate how stakeholder feedback has influenced SEND provision and share the impact of changes with pupils, parents and staff.	Termly/ Governor reports	JoH	N/A	
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed				Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	Reduced attainment gap between pupils with SEND and their non-SEND peers, particularly in reading, writing and mathematics.			Summer 2027			
2	Improved progress for pupils with SEND from their individual starting points.			Summer 2027			
3	Improved quality and consistency of adaptive teaching identified through learning walks, book scrutiny, planning reviews and pupil voice.			Autumn term and review termly			
4	Improved impact of targeted interventions, demonstrated through measurable pre- and post-intervention assessment, pupil voice and parental feedback.			Termly			
5	Improved staff confidence and expertise in meeting a wide range of SEND needs.			Summer 2027			