The Gates Primary School

The Gates
Primary School
Westhoughton

School Impact Planning (SIP)
2025-2026

Part 1- School Priorities

Contents

School Vision

'The Gates- unlocking success for all'

Growth, Achievement, Teamwork, Enjoyment and Success

<u>**Our core values:**</u>

Growth, Achievement, Teamwork, Enjoyment and Success are embedded throughout our school. We have high expectations of each other, recognise each person as an individual and treat everyone with respect. We embed our Gates Golden Goals throughout our teaching and Learning- Resilience, Independence, Collaboration, Respect, Inclusion, Engagement and Progress.

Our mission is:

- We want our children to be happy and proud to live in Westhoughton/Bolton and we want them to be proud of what they achieve: to work together, respect and engage with our local community. We wish our children to contribute locally and wider afield adding real value to the world they live in. At The Gates, we pride ourselves on providing a school where children feel safe within a happy, forward-thinking, ambitious and stimulating environment in which each child is encouraged to: enjoy learning, have high expectations of themselves, respect each other, demonstrate kindness and inclusivity and empower them to fulfil their true potential.

- We strive for our children to be empathetic, inclusive and respectful- we genuinely care for each other and celebrate our differences. Our amazing children are encouraged to do their best and enter into the spirit of a "can do" culture both academically and personally- talents will be fostered, celebrated and encouraged- this applies to our staff too!

- We want our children to be '21st Century learners', receive a dynamic curriculum, have access to a curriculum enhanced by technology and character development is prioritised so that they will have the necessary skills to be responsible Global Citizens and critical thinkers. We strive to ensure our children are responsible members of our school and wider community and care about our planet and future generations.

- We are committed to every one of our children and offer an exciting and diverse curriculum, which gives all pupils the opportunity to develop a wide range of skills and to achieve the highest possible standards in all aspects of life while preparing them for the next stage in their education. We want our children to enjoy their time, education with us, to have great memories and to have lots of fun; their wellbeing, and that of our staff, is prioritised and our children are nurtured!

- Fostering a culture of togetherness, our dedicated staff team aims to help every child to face their individual challenges with courage and determination and to discover their unique talents and strengths. We are committed to removing barriers to learning and developing in each child a love of learning and a shared pride in achievement in all its forms.

ECM Education- Self Evaluation and Impact Cycle
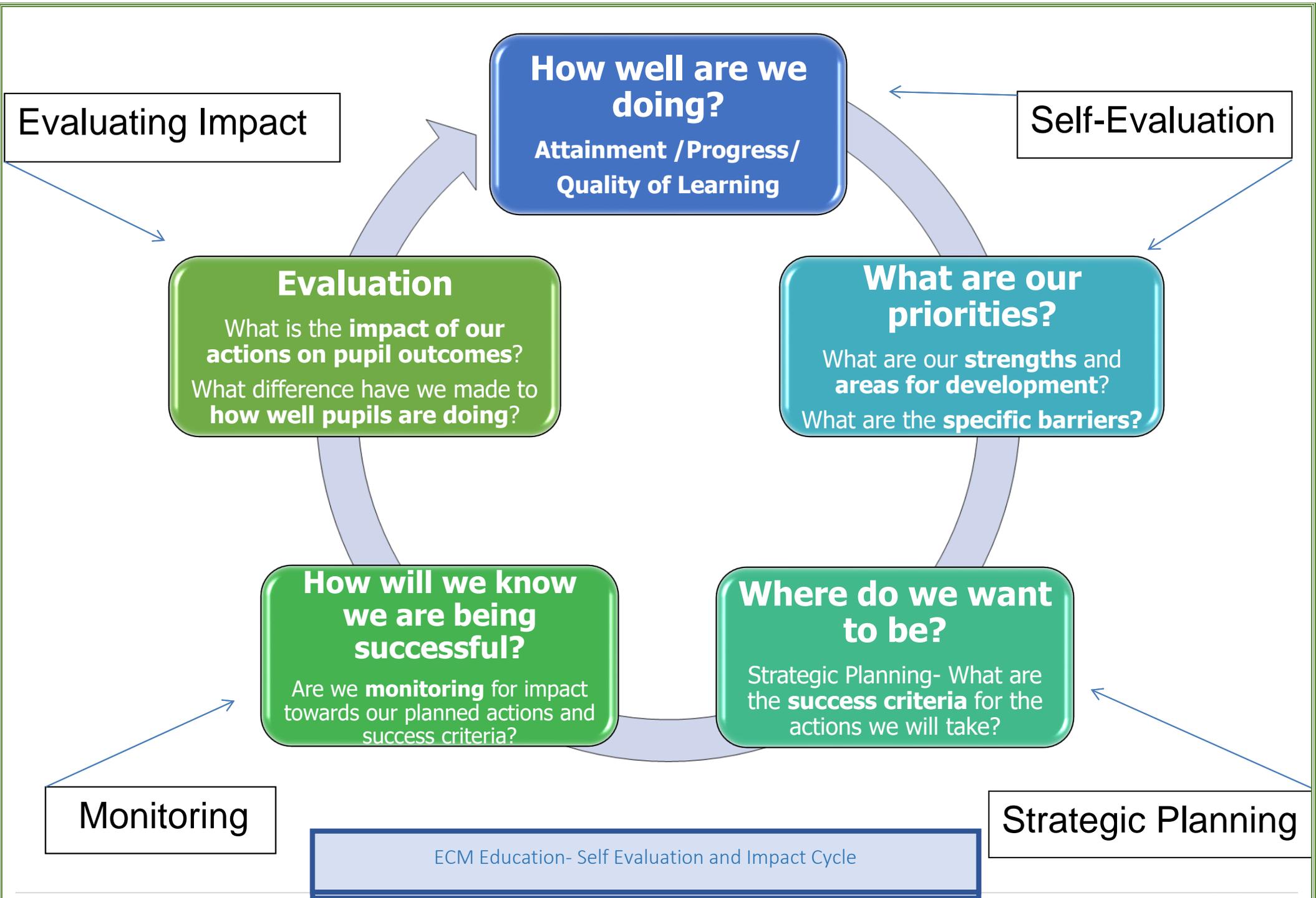
Securing Impact through Self Evaluation, Impact Planning & Performance Management

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 for speaking and listening, including poetry, drama, podcasting and presenting, will be strategically embedded to enhance language development and composition.	**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. 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	**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:
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: Ensure that the EYFS curriculum is ambitious and coherent; is pupil led and enables them to revisit, apply, consolidate and embed skills indifferent 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 - 2025-2026 Key Priorities

Key Priorities in 2025-2026	Staff member responsible (red denotes lead member)	Governor responsible
Priority 1		
To 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.	SD/AS All subject leaders	
Priority 2		
To further develop adaptive learning approaches so they are supporting all SEND and disadvantaged pupils, as well as all other pupils, to achieve their challenging attainment targets.	PJ SD AS SJ	
Priority 3		
To embed a whole-school Oracy Culture where all pupils are taught to speak with confidence, listen actively and articulate their learning ideas clearly and effectively across the curriculum- (including Drama, Poetry, Podcasting and Presenting). Children will be taught to communicate their learning journey, to explain how we feel and how to manage it, how to support our local, national and global community.	LFair JL KS SJ	
Priority 4		
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 for speaking and listening, including poetry, drama, podcasting and presenting, will be strategically embedded to enhance language development and composition.	LFair AS JL MP KS EH	
Priority 5		

To further embed and enrich the 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.	JL KS CH JH LFair MP	

Priority 6		
To further 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.	RS SD AS KM RL	

Priority 7		
To ensure that the EYFS curriculum is ambitious and coherent; is pupil led and enables them to revisit, apply, consolidate and embed skills indifferent contexts and environments; with a particular focus on outdoor learning.	SJ RH ER	

School Impact Plan- 2025-2026			
Overarching Key Priority 1:	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.		
Lead Person Accountable for & Monitoring the Plan	AS	**Governor**	
Position Statement (Where are we now?)	**Seesaw quizzes have been trialled in some subjects** to support retrieval and assess retention of key learning. Early indications show improved recall and teacher understanding of misconceptions. **Subject Leaders have begun to refine and prioritise key knowledge on Medium-Term Plans (MTPs)**, making retrieval opportunities more explicit and reducing cognitive overload. **From Summer 2, teachers are expected to include two Digging Deepers (DD) sessions per half term**, with one early in the unit to activate and connect prior knowledge and one later to secure retention and application of key concepts. Some foundation subjects already include structured retrieval elements, but this remains inconsistent across classes and subjects.		

	There is now a need to embed these approaches consistently across the curriculum and use monitoring and assessment more effectively to track long-term retention and progression.
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?)	**-Understanding Cognitive Science and Memory Theory** Staff need a strong understanding of how pupils learn and retain knowledge over time, particularly in relation to *working memory, long-term memory, and cognitive load*. Research from Rosenshine's Principles, Barak Rosenshine's work, and the EEF's guidance on *"Improving Teaching"* can underpin CPD. This will help teachers plan for effective retrieval, spacing, and interleaving strategies that ensure key concepts are remembered and built upon across the curriculum.
	-Using Assessment to Inform Responsive Teaching Teachers must understand how to use formative assessment (including low-stakes quizzes, hinge questions, and knowledge organisers) not just to check recall but to *diagnose gaps and misconceptions*. CPD should include how to adapt teaching responsively and how to design assessments that track retention over time, in line with the curriculum's end points. Research from Dylan Wiliam and the EEF's *"Assessment for Learning"* will be key.
	-Sequencing Knowledge for Progression and Retrieval Subject leaders and staff need to understand how to coherently sequence knowledge and skills across units and year groups, with key concepts revisited purposefully. CPD should focus on how to map and plan for *cumulative knowledge*, ensuring that prior learning is built upon and retrieval is embedded. Subject-specific curriculum research (e.g., Ofsted research reviews) should inform the refinement of medium-term plans to drive long-term learning and progression.
Monitoring Arrangements (What will be monitored? How regularly?)	**Implementation of Retrieval Practice Routines:** *What:* Frequency and quality of retrieval activities (e.g. Seesaw quizzes, quiz books, LBQ use) across subjects. *How Often:* Half-termly through lesson drop-ins, planning scrutiny, and learning walks. **Curriculum Planning and Sequencing** *What:* Medium-term planning for clarity, coherence, and inclusion of retrieval/spaced learning opportunities. *How Often:* Termly by subject leaders and SLT. **Assessment for Retention and Responsiveness** *What:* Use of subject-specific quizzes, assessment checklists, and evidence of responsive teaching (e.g. addressing misconceptions). *How Often:* Half-termly through book looks, formative assessment reviews, and pupil progress meetings. **Impact on Pupil Learning** *What:* Pupil ability to articulate prior learning, demonstrate recall, and apply knowledge. *How Often:* Termly through pupil voice interviews, book studies, and moderation sessions. **Subject Leadership Effectiveness** *What:* Subject leaders' monitoring records, action plans, and follow-up actions from book looks, pupil voice, and learning walks. *How Often:* Termly leadership reviews and line management meetings.

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?
Key Driver 1	Curriculum planning is coherently sequenced across all subjects, with key learning and retrieval opportunities explicitly identified.	→	1	Review and refine medium-term planning formats to include explicit opportunities for retrieval and spaced learning.	Sep-Nov	Subject Leaders	
			2	Deliver staff training on refining the key learning on MTPs and give staff time to do this.	Sep-Nov; Jan-March; April-May	AS	
			3				
			4				
Key Driver 2	Retrieval practice and formative assessment are embedded into daily and weekly routines across the curriculum.	→	1	Implement and embed regular retrieval routines (e.g. Seesaw/quiz books/LBQ quizzes) in all classes and subjects.	Sep-Nov	Ts / Phase Leads	
			2	Provide CPD on memory and retrieval practices, including strategies for SEND and disadvantaged learners.	Sep-Dec	AS/PJ	
			3	Introduce subject-specific assessment checklists / quizzes to use for pupil voice questioning to track key learning over time.	April-May	AS / Sub Leads	
			4	Monitor content and use of Seesaw quizzes	Sep-Nov	AS / Phase Leads	
Key Driver 3	Teachers adapt planning and delivery in response to assessment information to address gaps and misconceptions promptly.	→	1	Use Seesaw Quiz results and Digging Deepers to identify and address gaps swiftly with clear planning/lesson adaptations.	Nov-Dec	AS	
			2	MTPS to be refined with clear lesson focus on key learning to allow time to address gaps and misconceptions over the course of the unit.	Nov - Dec	AS / Sub Leads	
			3				
			4				
Key Driver 4	Subject leaders effectively monitor the impact of curriculum implementation and use findings to drive improvement.	→	1	Establish consistent processes for subject leaders to conduct book looks, pupil voice, and learning walks.	Sep-Nov	AS / Sub Leads	
			2	Build portfolios of work for each subject to exemplify expected outcomes and progression.	Dec, April, June	Sub Leads	
			3	Develop Pupil Voice for all subjects based on refined key learning of MTPs	May-July	Sub Leads	
			4				

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1 The large majority of pupils can confidently recall and apply key knowledge and skills from across the curriculum, including from previous terms and year groups, demonstrating secure long-term memory and understanding.	May - July 2026			
2 The large majority of pupils (85%+) achieve their year group curriculum end points in all subjects, with identified groups (e.g. SEND, disadvantaged) making strong progress from their starting points.	May-July 2026			
3 All teachers use formative assessment and retrieval practices effectively to identify gaps in learning, adapt teaching, and ensure all pupils know more and remember more over time.	December 2026			

4	Curriculum planning in all subjects is coherently sequenced, with clearly defined key learning, retrieval opportunities, and progression that enables pupils to build deep, connected understanding over time.	December 2026			
5	All subject leaders confidently monitor, evaluate and articulate the impact of their curriculum, using evidence from pupil work, assessment, and pupil voice to drive further improvement and share effective practice.	May-July 2026			

School Impact Plan- 2025-2026

Overarching Key Priority 2:	Further develop adaptive learning approaches so they are supporting all SEND and disadvantaged pupils, as well as all other pupils, to achieve their challenging attainment targets.

Lead		Paula Jackson	**Governor**	Sarah Foster

Position Statement (Where are we now?)	The Gates is in a strong position when it comes to supporting SEND pupils. We have received positive feedback from staff, parents, and pupils regarding the support offered and the progress that SEND pupils are making. Last year, we dedicated significant time to CPD focused on well-being, and social, emotional, and mental health (SEMH) support, which has had a tangible impact on the pupils' overall development. As a result, pupils are making good progress in both their academic and personal growth. The efforts put into understanding and improving these areas have further strengthened our SEND provision, and we are confident that we are in a strong and positive position moving forward.
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?)	**Understand the Core Principles of Adaptive Teaching and SEND Needs** **What to Know:** Key adaptive teaching strategies (e.g., adaptive teaching, scaffolding, flexible grouping) and how they support diverse learners, particularly SEND and disadvantaged pupils. Common barriers faced by SEND and disadvantaged pupils, including challenges related to learning difficulties, social-emotional needs, and low prior attainment. The **Graduated Response** cycle (Assess-Plan-Do-Review) and its application for systematically addressing pupil needs. **Why It's Important:** This understanding is crucial for adapting teaching to meet diverse needs, ensuring every pupil has equal access to the curriculum and can make progress towards their challenging targets.

	Build Knowledge on Well-Being, Social-Emotional Learning (SEL), and Trauma-Informed Practices **What to Know:** How pupil well-being, mental health, and social-emotional learning (SEL) directly impact their academic achievement, particularly for SEND and disadvantaged pupils. Strategies for embedding **trauma-informed practices** and supporting emotional regulation within the classroom environment including emotional coaching and PACE The role of **SEL frameworks** in fostering resilience, motivation, and positive behaviour in pupils. **Why It's Important:** Understanding these factors helps teachers create a safe, supportive, and inclusive environment, which is essential for SEND and disadvantaged pupils to thrive emotionally and academically
	Master the Use of Technology and Resources to Personalise Learning **What to Know:** The effective use of **assistive technology** (e.g., speech-to-text, reading apps, interactive tools) to provide personalised support for SEND and disadvantaged pupils. How to source and implement **physical resources** (e.g., fidget tools, sensory aids, coloured overlays) that aid learning for pupils with specific needs. How to **track progress** using formative assessments and data to ensure interventions are responsive and adaptive. **Why It's Important:** Personalised learning through the use of technology and resources ensures that each pupil's unique needs are met, enabling them to access the curriculum and make progress in a way that works best for them.

Monitoring Arrangements (What will be monitored? How regularly?)	Learning Walks (Half-termly): Focused on the implementation of adaptive teaching strategies, use of support staff, classroom environment, and pupil engagement. Book Looks / Work Scrutiny (Termly): To assess differentiation, progress over time for SEND and disadvantaged pupils, and evidence of personalised learning approaches. Seesaw / Digital Learning Records (Ongoing): Teachers and support staff will record interventions and individual support activities to track learning responses and outcomes in real time. Pupil Voice (Termly): Structured discussions with SEND, disadvantaged, and wider pupil groups to understand their learning experiences, support received, and sense of inclusion. Governor Meetings (Termly): SEND and Inclusion link governors will receive progress reports, review strategic actions, and hold leaders to account for pupil outcomes and provision. Staff Surveys and Feedback (Twice Annually): Gather staff views on the impact of CPD, confidence in adaptive strategies, and perceived barriers to inclusive practice. Parental Voice (Yearly / Following Key Reviews): Collect feedback via questionnaires, review meetings, and informal communication, particularly from parents of SEND and disadvantaged pupils. Assessment Data Analysis (Termly): Track progress of SEND and disadvantaged pupils against challenging targets, identifying patterns and gaps in attainment and progress.

Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?
Key Driver 1	Develop an inclusive school culture that equips staff to effectively support neurodiverse pupils and those with emotionally based school avoidance.	1	Targeted professional development on ADHD, to build staff confidence in identifying needs, triggers, and strategies.	October 2025	PJ	n/A
		2	Analyse current assessment data (formative and summative) to identify underachievement and gaps.	Autumn 1	PJ AS	N/A
		3	Targeted professional development on ASD, neurodiversity, and EBSA to build staff confidence in identifying needs, triggers, and strategies.	March 2026	PJ	N/A
		4	Embedding evidence-based practices into everyday classroom routines.	Autumn 1	PJ	N/A
Key Driver 2	Embed Adaptive Teaching Strategies in Planning and Delivery	1	Deliver CPD focused on adaptive teaching (e.g. scaffolding, questioning, flexible grouping).	August 2025	PJ	N/A
		2	Model, through team teaching, effective adaptive strategies in lesson observations.	Half termly	PJ	N/A
		3	Monitor teaching and planning through learning walks, book looks, and planning scrutiny.	Half termly	PJ	N/A
		4	Ensure staff understand how autism and trauma may affect communication, engagement, and behaviour, and how to respond adaptively.	November 2025 March 2025	PJ	N/A
Key Driver 3	Strengthen SEND Progress Monitoring and Responsive Interventions	1	Evaluate classroom environments and resources for accessibility and inclusivity.	Half termly	PJ	N?A

					Timescale		
			2	Structured system for recording and tracking interventions Reallocate interventions quickly when progress is not being made.	10-week cycles	ATS PJ to monitor	N/A
			3	Set SMART targets on Individual Provision Maps celebrating small-step progress that is shared consistently with parents half termly	half termly	All Staff PJ to monitor	N/A
			4	Deliver training on the principles of precision teaching, focusing on how to break down learning into small, measurable steps, and using regular assessments to monitor progress. This will help staff effectively identify gaps and tailor interventions to meet individual pupil needs.	Termly	AEY PJ	?
Key Driver 4	To develop a trauma-informed school culture where staff use the PACE model and emotional coaching strategies to support pupils' social, emotional, and mental health, while aligning practice with the Ofsted framework for behaviour, attitudes, and personal development.		1	Deliver CPD on the current Ofsted Education Inspection Framework (EIF), focusing on expectations around inclusion and adaptive teaching	August 2026	PJ	N/A
			2	Involve Pupils and Parents and Carers in the the school approach to Mental Health and Wellbeing ie coffee mornings to share support and strategies in school Parent and pupil voice collected on the pupils IPMs so it is a collaborative document that supports pupils helping them support their child's learning at home.	Autumn 2	PJ	N/A
			3	Staff to understand the impact of Mental Health for neurodiverse pupils	Autumn 2	PJ	
			4	Complete well-being award	Autumn 2	PJ ER	

	End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	**Increased Teacher Confidence in Adaptive and Precision Teaching Strategies:** **Success:** 100% of teaching staff will demonstrate confidence and competence in using adaptive teaching strategies **How Measured:** Through staff surveys and post-CPD assessments to gauge understanding and application of adaptive teaching principles. Learning walks and lesson observations will also provide evidence of implementation.	Training every half term			
2	**Individual Learning Targets Set and Reviewed:** **Success:** 100% of SEND and disadvantaged pupils will have clear, measurable learning targets, reviewed and updated **termly** to reflect progress and identified gaps from the audit of assessment data. **How Measured:** Learning targets will be tracked via provision maps, SEND profiles, and termly pupil progress meetings. Progress will be evaluated based on formative and summative assessment data.	Termly assessment cycles			

3	**Timely and Effective Interventions Based on Progress Monitoring:** **Success**: 85% of SEND and disadvantaged pupils will show measurable progress towards their learning targets by the end of Term 2, with interventions adjusted promptly for those not making sufficient progress. **How Measured:** Tracking of SMART targets, interventions recorded in the school-wide system, and regular feedback loops between teachers, support staff, and SLT. Success will also be monitored through learning walks and progress data	Every 10 weeks			
4	**Develop a trauma-informed school culture** **Success:** 100% of staff use the PACE model and emotional coaching strategies to support pupils' social, emotional, and mental health 85% of parents of SEND and disadvantaged pupils will actively engage in emotional coaching strategies to support pupils' social, emotional, and mental health. They will participate in workshops, providing support at home, and attending regular review meetings throughout the year **How Measured:** through a combination of lesson and peer observations, staff and pupil surveys, behaviour records, parent feedback, and internal audits of policies and practice."	Termly			

School Impact Plan- 2025-2026

Overarching Key Priority 3:	To embed a whole-school Oracy Culture where all pupils are taught to speak with confidence, listen actively and articulate their learning ideas clearly and effectively across the curriculum- (including Drama, Poetry, Podcasting and Presenting). Children will be taught to communicate their learning journey, to explain how we feel and how to manage it, how to support our local, national and global community.
Lead Person Accountable for & Monitoring the Plan	LF / SD

	Governor Helen Tyrer
Position Statement (Where are we now?)	Oracy opportunities are incidental as opposed to systematically planned into the curriculum. As Oracy is a priority for the next academic year, staff have received training in regard to the importance of planning in opportunities for speaking and listening alongside being provided with a bank of ideas to implement within lessons. To strengthen oracy across schools, the subject lead has joined an Oracy Project with local schools to develop a professional network. This will allow staff to be able to collaborate, reflect and refine approaches to oracy teaching, enhancing consistency and progression across phases.
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?)	Voice 21 – Oracy Framework and Research: Voice 21 is the leading UK charity promoting oracy. Their Oracy Framework outlines the four strands (cognitive, linguistic, physical, social/emotional). Oracy in Education: The Evidence (2020) – University of Cambridge & Voice 21: Summarises 50 years of research demonstrating oracy's impact on learning and life chances.

	Alex Quigley – Closing the Vocabulary Gap Shows how spoken language, particularly vocabulary development, closes attainment gaps. EEF Guidance Reports Improving Literacy in Key Stage 1 & 2 – promotes oral language as a foundation for reading and writing. Preparing for Literacy (EYFS) – highlights oral language as essential for early years learning.				
Monitoring Arrangements (What will be monitored? How regularly?)	Learning walks and drop-ins (half-termly) focused on oracy opportunities. Monitoring of planning – are opportunities for oracy planned in during each Writing lesson? Are they varied and promote opportunities for children to listen actively or speak/articulate their ideas with confidence? Pupil voice (termly) to gather insight on pupil attitudes and opportunities to rehearse orally before writing. Impact of oracy work monitored through observation of drama, performance, podcasting, and pupil presentations (termly).				

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?
Key Driver 1	Develop and implement a structured whole-school oracy curriculum that explicitly teaches pupils to speak confidently, listen actively, and articulate ideas clearly across all subjects by July 2026.		1	Audit current oracy opportunities and provision across all year groups	Sept - Nov	LF	
			2	Design an oracy progression framework aligned with curriculum goals	Nov-Dec	SLT / LF	
			3	Integrate oracy objectives into weekly planning for Writing lessons.	Nov-Dec	All Ts	
			4	Provide training for all staff on oracy teaching strategies and what progression of oracy looks like throughout school.	Jan-Feb	SLT / LF	
Key Driver 2	Embed high-quality oracy activities including Drama, Poetry, Podcasting, and Presenting in the curriculum to engage pupils and develop their verbal communication skills by July 2026.		1	Identify and develop oracy-rich activities linked to curriculum themes.	Sep - Dec	Sub Leads / Ts	
			2	Introduce regular drama and poetry sessions tailored tor year groups.	Nov-Dec	LF	
			3	Establish a pupil podcasting club and integrate podcasting in lessons.	Jan-March	SJ / LF	
			4	Organise termly oracy presentations and performances for pupils.	Jan-March	SLT / LF	
			5	Monitor and evaluate pupil engagement and progress in oracy activities	Termly	LF / SLT	
Key Driver 3	Raise pupil confidence and competence in oracy, with targeted support for boys, SEND, EAL, and disadvantaged pupils, ensuring measurable progress in speaking and listening skills by July 2026.		1	Analyse baseline oracy skills data by pupil groups	Sep-Nov	LF / AS / PJ	
			2	Develop and deliver targeted oracy interventions and small group work	Nov-Dec	PJ / LF	
			3	Provide bespoke training for staff on supporting oracy development for SEND, EAL, and disadvantaged pupils	Nov-March	PJ / LF /SD	
			4	Use peer and self-assessment tools to build pupil self-efficacy in oracy	Jan-March	Ts	
Key Driver 4	To develop a professional network where staff will be able to collaborate, reflect and refine approaches to oracy teaching, enhancing consistency and progression across phases.		1	Visit schools within the local authority to observe best practise with Oracy.	Termly	LF	
			2	Provide training for all staff on oracy teaching strategies and what progression of oracy looks like throughout school.	Jan - Feb	LF	
			3	Monitor the teaching of Oracy across phases to observe consistency and progression.	Termly	SLT/LF	
			4	Create a professional learning community for Oracy within school to provide staff with regular opportunities to reflect on practice and share pupil outcomes.	Termly	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 2026	🟥		
2	Listening skills are embedded across the school, with pupils routinely demonstrating active listening, turn-taking, and respectful responses during paired, group and whole-class dialogue.	Dec 2025	🟧		
3	High-quality oracy opportunities are embedded across the curriculum, with every subject providing planned opportunities for pupils to explain, reason, justify, and reflect on their learning through spoken language.	July 2026	🟧		
4	Teachers model and explicitly teach oracy skills, including sentence stems, subject-specific vocabulary, and discussion protocols (e.g. talk frames), and pupils use these with increasing independence.	Dec 2025	🟧		
5	Subject and phase leaders monitor and evaluate the impact of oracy provision, using pupil voice, learning walks, and lesson visits to ensure consistency and progression across the school.	Review half-termly	🟧		

School Impact Plan- 2025-2026

Overarching Key Priority 4:	To improve writing outcomes across the school by embedding a consistent, high-quality writing process that enables all pupils to secure key skills, 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 for speaking and listening, including poetry, drama, podcasting and presenting, will be strategically embedded to enhance language development and composition.

Lead Person Accountable for & Monitoring the Plan	LF	Governor	Helen Tyrer
Position Statement (Where are we now?)	Writing attainment remains below that of reading and maths across the school, with significant dips evident in the current Year 4 and Year 5 cohorts. Common weaknesses include inaccuracies in basic punctuation and sentence construction, which hinder overall fluency and quality of composition. To address this, a focus on core writing skills was prioritised in the autumn term, with an emphasis on embedding key grammatical and transcriptional knowledge through a whole-school 'back to basics' approach, supported by strategies such as 'Tiny Teacher Ticks' for in-the-moment feedback. A new writing strategy has been implemented in Years 1 and 2, designed to secure early writing foundations through consistent modelling, structured composition, and focused transcriptional practice. With key building blocks now more secure, the school is ready to push forward with a renewed focus on the full writing process across all phases. There is also recognition that oracy plays a vital role in supporting writing, and this will be strategically embedded to enhance vocabulary, language structure, and compositional fluency.		
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?)	Ofsted English Subject Report (2022): 'Now the whole school is reading' Why it's useful: Sets out Ofsted's findings on strengths and weaknesses in English teaching across primary and secondary schools. Key recommendations for writing: Curriculum planning should show clear progression in both composition and transcription. Pupils need ample practice applying sentence grammar and punctuation in extended writing.		

	EEF: Improving Literacy in Key Stage 1 and Key Stage 2: Key messages relevant to writing: Teach writing composition strategies through modelling and scaffolding. Develop pupils' transcription skills through fluent handwriting, spelling and sentence construction. Use structured approaches to planning, drafting, revising and editing writing. Embed opportunities for oral rehearsal and discussion prior to writing.
	Hochman & Wexler – The Writing Revolution (TWR) Why it's useful: Offers a structured approach to embedding sentence-level work and explicit teaching of syntax, grammar and structure across the curriculum. Key relevance: Especially helpful for pupils who struggle with composition or accuracy. Some schools adapt elements into their own writing strategy. Note: TWR isn't an official UK programme, but it's widely referenced and aligned with EEF principles.
	DfE National Curriculum & Teacher Assessment Frameworks (KS1 & KS2) Why it's useful: Clarifies expectations for each year group and informs what pupils should know and apply by the end of key stages. Use these to ensure writing curriculum planning matches progression in expectations for grammar, punctuation, structure and vocabulary.
Monitoring Arrangements (What will be monitored? How regularly?)	Book looks (half-termly) to monitor consistency of the writing process, evidence of progression, feedback and basic skills application. Learning walks and drop-ins (half-termly) focused on writing inputs, modelling, shared writing and opportunities for oral rehearsal. Pupil voice (termly) to gather insight on pupil attitudes, understanding of the writing process and opportunities to rehearse orally before writing. Moderation sessions (at least termly, including cross-year and phase moderation) to ensure consistent and accurate assessment of writing. Seesaw or writing portfolios reviewed (termly) to track independent outcomes and improvements in fluency and accuracy. Teacher assessments and pupil progress meetings (half-termly) to monitor attainment and progress against age-related expectations, especially in Years 5 and 6. Impact of oracy work monitored through observation of drama, performance, podcasting, and pupil presentations (termly).

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, with a targeted focus on Year 5 and Year 6, to ensure pupils secure key	1	Develop and implement a clear, sequenced writing progression framework from Year 1 to 6.	Sept-Nov 25	LF	
		2	Deliver training sessions for all teaching staff on the writing process and key skills.	Feb-May 26	SLT / LF	

	writing skills and meet or exceed age-related expectations by the end of each key stage.		3	Introduce regular writing moderation meetings to ensure consistency and quality of writing standards across year groups, focusing on Years 5 and 6.	Termly	LF / Phase Leads
			4	Use termly assessment data to track writing progress and identify pupils needing additional support, focusing on Years 5 and 6.	Termly	Class Teachers / SENCO
Key Driver 2	Accelerate progress in writing for identified groups (boys, Y5/6, EAL, SEND, and disadvantaged pupils) by implementing targeted interventions and differentiated teaching strategies by the end of the academic year.		1	Analyse writing attainment data by group to identify gaps and barriers to achievement.	Sept-Nov 25	AS/PJ/LF
			2	Develop and deliver targeted writing interventions tailored to the needs of focus groups.	From Jan 26	PJ/LF
			3	Provide CPD for teachers on strategies to differentiate writing instruction for EAL, SEND and disadvantaged pupils.	Sept – May 26	LF/PJ
			4	Monitor and review progress of focus groups termly, adjusting interventions as necessary.	Termly	PJ/LF/AS
Key Driver 3	Strategically embed speaking and listening opportunities (including poetry, drama, podcasting, and presenting) across the curriculum to enhance language development and support composition skills by July 2026.		1	Audit current speaking and listening activities across all year groups and identify gaps.	Sept-Dec 25	LF / Subject Leads
			2	Develop a speaking and listening toolkit with activities such as poetry, drama, podcasting, and presentations linked to writing units.	Jan - April 26	LF / JL / KS
			3	Provide training and modelling for staff on integrating speaking and listening into daily lessons.	Jan - April & April – July 26	LF / SLT
			4	Plan and deliver pupil showcases (e.g., poetry performances, podcasts) to provide authentic audiences and celebrate achievements.	Termly	SLT / Phase Leads / LF
			5	Monitor impact through pupil voice, lesson observations, and writing outcomes.	Termly	LF /SLT
Key Driver 4	To enhance pupil engagement and writing outcomes by using rich, cross-curricular topics that inspire creativity, deepen knowledge, and provide meaningful contexts for writing.		1	Create an English Overview which includes a range of high-quality texts and utilises a range of resources e.g. Literacy Shed, Read, Write, Perform, links to cross-curricular and pupil choice.	Sep-Nov 25	LF
			2	Through the English Overview, provide children with opportunities to write a range of genres, for various audiences and differing purposes.	Sep-Nov 25	LF / Class Teachers
			3	Plan in opportunities for children to perform and present their writing e.g. Read, Write, Perform, linked classes and poetry recitals.	Review Termly	Class Teachers
			4	Provide training for staff focusing on how to embed, support and facilitate pupil choice within writing lessons.	Jan- March 26	Class Teachers
Key Driver 5	To embed the consistent structure of "I do – We do – You do" model in the teaching of writing to improve pupil confidence, independence, and the quality of written outcomes, with a focus on modelling key writing skills explicitly.		1	Revision of word classes in frequently planned in to ensure grammar knowledge is sticky and retained.	Weekly	Class Teachers
			2	Provide training for staff focusing on the importance of the structure, linked to the new English framework and how to implement this within lessons.	Sept - Nov	LF

			3	Individual children identified as a focus for Writing to receive regular interventions or additional modelling in lessons.	Daily/weekly	Class Teachers / ATs	
Key Driver 6	To increase opportunities for pupils to read their writing aloud and engage in structured speaking and rehearsal activities to strengthen sentence construction, vocabulary choices, and writing fluency.		1	Integrate oracy objectives into weekly planning for Writing lessons. Monitor planning throughout school to ensure consistency with this.	Daily/Weekly.	LF / Class Teachers	
			2	Plan in Read, Write, Perform units for all year groups to work towards throughout the year.	Sep- Nov 25	LF / Class Teachers	
			3	Timetabled opportunities for children to share writing at the end of lessons/ with other classes	Half Termly	Class Teachers	

	End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	**Timescale**	**Autumn RAG Rate**	**Spring RAG Rate**	**Summer RAG Rate**
1	**A consistent writing process is embedded across the school**, with all staff following a clearly defined teaching sequence that supports planning, drafting, editing and publishing. This is evident in lesson observations, planning, and pupils' books.	April-July 26	🟧		
2	**Pupils in all year groups, especially in Years 5 and 6, make strong progress from their starting points**, with an increased percentage meeting or exceeding the expected standard in writing by the end of the year.	July 26	🟥		
3	**Speaking and listening opportunities are embedded within the writing curriculum**, with poetry, drama, podcasting and presenting used purposefully to support idea generation, oral rehearsal, vocabulary development, and authorial voice.	April 26	🟧		
4	**Subject leaders and teachers use assessment and moderation effectively** to identify gaps, inform teaching, and ensure that expectations for writing are consistent and appropriately challenging across all year groups and pupil groups (including SEND and disadvantaged pupils).	April 26	🟧		

School Impact Plan- 2025-2026	
Overarching Key Priority 5:	To further embed and enrich the 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.
Lead Person Accountable for & Monitoring the Plan	JL/KS/CH	**Governor**	TBC
Position Statement (Where are we now?)	We currently offer a range of opportunities for Pupil Leadership with Inclusion Champions, Digital Leaders, Reading Leaders, Eco, Head Pupils and Prefects. There has been a range of afterschool clubs offered to children over the course of the year including many different sports, Science and creative clubs. We have developed links with the local community this year by inviting them into events such as Reverse Advent, Singing Performances and Eco Fest. We have also gone out into the local community to ask opinions on developing the school grounds and helping with planters in the local train station and high street. Children across all phases have been on a multitude of trips and had visitors in. We have also had many themed weeks such as Aspirations Week and Health and Fitness Week. Such experiences will continue throughout the year as themed days.
	Attend the Cultural Champions programme CPD. Make links to other schools and leaders through the local hub for the programme and also as part of the Schools Linking Project.

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?)	Map existing cultural opportunities within our school community and explore links and opportunities to provide cultural experiences and celebrations
	Continue to work with the community to make links and to enrich the opportunities for the pupils
Monitoring Arrangements (What will be monitored? How regularly?)	Pupil and parent voice,

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale?	Who?	Costs?
Key Driver 1	Increase pupils' participation in rich cultural experiences through school-wide initiatives.		1	Attend a variety of Sporting Events – School Games Events WESSA - Develop links with WHS	Ongoing -Termly	CH	
			2	Choir – Christmas fair, Westhoughton Christmas markets, local nursing home and Westhoughton Presents	Christmas and March	LR	
			3	Cultural Dance Festival/Performance (linked to dance units)	End of Feb	CH	
			4	Cultural Celebration Days – World Religion Day & Big Question Links Places of Worship Visits - (EYFS-Church, LKS2-Mandir, UKS2-Church)	Ongoing - End of Autumn	KS	
Key Driver 2	To provide opportunities for more children to attend extra-curricular clubs/events.		1	Consider the range of clubs on offer to ensure a variety of clubs with various days and times to meet the needs of families	Every half term Oct/Dec/ Feb/Apr	CH	
			2	Staff Timetable to vary times	Every half term Oct/Dec/ Feb/Apr	JL	
			3	Consider pupil lists when attending extra curricular activities such as competitions so that a wider number of children are able to attend	Ongoing - as competitions are planned	CH	
Key Driver 3	To develop resilient, empathetic, and responsible pupils through Commando Joes a character education programme that fosters leadership, teamwork, and moral understanding; enriches cultural awareness through exploration of diverse figures and global issues; empowers pupil voice and active citizenship; and builds strong partnerships with parents and the wider community to embed character skills in real-world contexts.		1	**Embed Character Education Across the Curriculum:** Deliver Commando Joe's missions weekly, linking them to core values such as resilience, empathy, and courage. Staff facilitate missions, model character traits, and lead structured reflection. Pupils participate in missions and self-assess character development. Parents receive updates and character focus at home via newsletters, celebration assemblies, and home challenges.	Weekly	PJ	
			2	**Develop Leadership and Pupil Voice Opportunities** Pupils will take on leadership roles within missions, such as team leader or motivator, helping them build confidence and responsibility. These experiences will feed into wider school life through pupil councils and mentoring. Staff will mentor pupils in leadership development, and parents will be invited to recognise and celebrate these roles through assemblies and events.	Weekly	PJ	
			3	**Enrich Cultural Awareness Through Thematic Learning** Missions will be themed around significant global figures and cultural	Oct - planned in across the year	PJ	

				narratives, helping pupils to explore moral questions and develop a broader worldview. Staff will integrate this learning across subjects like history, geography, and PSHE. Parents and community members will be invited to contribute to cultural learning through workshops, storytelling, and shared events.		
			4	**Extend Character Learning into Community Projects** Pupils will apply the values learned in missions by leading or participating in real-world community projects such as charity drives, local clean-ups, or intergenerational activities. Staff will coordinate these opportunities with local partners, and parents will be encouraged to get involved as volunteers, supporters, or co-leaders to strengthen the home-school-community connection.	Dec	PJ
Key Driver 4	Cultural Champions	➡	1	Attend Training and network with other cluster schools across Bolton and Salford	Sept/Oct/Nov/Feb/Apr	JL/KS
			2	Map existing cultural experiences and community links. Plan in opportunities to celebrate our school culture. (Involve pupils in planning and leading cultural events)	End of Oct	JL/KS/CH
			3	Linking schools project for a LKS2 class. Link with another school, in Bolton to provide a wider social experience	Sept	KS
			4	Use the cultural champions initiative to develop dance and performing arts within school, therefore creating a more balanced creative curriculum	Sept	JL/KS/CH
Key Driver 5	To embed a culture of personal development where all pupils are empowered as active, responsible citizens by establishing a structured Inclusion Champions programme. Through roles such as Mini Police, and Playleaders, pupils will access meaningful leadership opportunities, celebrate diversity, promote positive behaviour, and engage purposefully with peers and the wider community.	➡	1	**Launch and Promote the Inclusion Champions Programme** Clearly introduce the Inclusion Champions initiative to pupils, staff, and families, highlighting the roles of Mini Police, and Playleaders. Promote inclusivity and encourage participation across all year groups. Staff will support selection and induction processes, while parents will be informed and invited to celebrate their children's involvement.	Sept	PJ
			2	**Develop Leadership Through Structured Roles and Training** Provide role-specific training and regular mentoring sessions to equip pupils with the skills needed for their responsibilities — e.g., conflict resolution for Playleaders and community awareness for Mini Police. Staff will serve as role models and facilitators, ensuring each champion has a meaningful leadership role.	Sept Ongoing throughout the year	PJ
			3	**Embed Cultural Capital and Community Engagement** Inclusion Champions will lead events and assemblies to celebrate diversity, while Mini Police will collaborate with local services on safety and citizenship initiatives. All sub-groups will participate in community-facing activities that build understanding, pride, and a sense of civic	Termly	PJ

					Timescale	Owner	
				responsibility. Parents and local partners will be engaged in planning and participating in these events.			
			4	**4. Reflect, Celebrate, and Sustain Impact** Regular reflection sessions and celebration events will recognise the contributions of Inclusion Champions. Feedback from pupils, staff, and families will inform ongoing development. Champions will help mentor new members, sustaining a pupil-led culture of inclusion, leadership, and personal growth across the school.	Sept Ongoing throughout the year	PJ	
Key Driver 6	Links to community	➡	1	Update cultural board to reflect the diversity and culture at The Gates	End of Dec	JL/KS/CH	
			2	Eco Fest in Summer Term to bring links to the community into the school environment	Summer	MP	
			3	Reverse Advent	Autumn	KS	
			4	Sports/Choir/School Council to have regular community links	Ongoing	CH/LR/JL	

	End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	Increase pupils' participation in rich cultural experiences through school-wide initiatives. Pupils will have the opportunity to attend	Sept - initial planning Every term to carry out and implement	🟨		
2	To provide opportunities for more children to attend extra-curricular clubs/events.	Every half term	🟨		
3	To develop the implementation of the Commando Joe's programme across school on a weekly basis	Weekly	🟩		
4	Increase cultural opportunities within school and celebrate the culture of the families through diversity within the curriculum and celebrations of different cultures	Oct/Dec/April	🟨		
5	Develop the role of pupil leadership within school to provide further opportunities for leadership roles to impact the school and wider community	Sept Ongoing throughout the year	🟩		
6	Regular opportunities to link with the school and wider community (choir, sports, School Council, Eco Fest, linking schools, community events)	Nov/Dec	🟨		

| | | | Ongoing throughout the year | | | |

School Impact Plan- 2025-2026

<table>
<tr><td colspan="2">Overarching Key Priority 6:</td><td colspan="5">To further 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.</td></tr>
<tr><td colspan="2">Lead Person Accountable for & Monitoring the Plan</td><td colspan="2">SD/AS/RS</td><td>Governor</td><td colspan="2">MMcV</td></tr>
<tr><td colspan="2">Position Statement (Where are we now?)</td><td colspan="5">Take from SEF</td></tr>
<tr><td colspan="2" rowspan="3">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?)</td><td colspan="5">Staff training</td></tr>
<tr><td colspan="5">Update policies</td></tr>
<tr><td colspan="5">Follow Bromcom procedures for new procedures</td></tr>
<tr><td colspan="2">Monitoring Arrangements (What will be monitored? How regularly?)</td><td colspan="5">Bromcom review of implementation, QA of embedding and implementation half-termly.</td></tr>
<tr><td colspan="2">Key Drivers to Achieve the End Points (Success Criteria)</td><td colspan="3">Key Actions to Secure the Key Drivers</td><td>Timescale?</td><td>Who?</td><td>Costs?</td></tr>
<tr><td>Key Driver 1</td><td rowspan="4">Implement and optimise Bromcom to enhance parental engagement, streamline communication, and improve behaviour and payment systems by July 2025.</td><td>1</td><td colspan="2">Conduct a needs analysis with staff and parents on current Bromcom/MCAS usage and gaps</td><td>Sept-Oct 2025</td><td>RS/SD</td><td>N/A</td></tr>
<tr><td></td><td>2</td><td colspan="2">Develop and deliver targeted Bromcom training sessions for staff on parental engagement, behaviour, and payment modules</td><td>November 2025</td><td>RS</td><td>N/A</td></tr>
<tr><td></td><td>3</td><td colspan="2">Launch a parental communication campaign to introduce enhanced Bromcom features and benefits</td><td>December 2025 - July 2026</td><td>RS/SD</td><td>N/A</td></tr>
<tr><td></td><td>4</td><td colspan="2">Monitor and review Bromcom usage for behaviour and payment systems monthly, adjusting processes as needed.
Establish a Bromcom user support group for ongoing troubleshooting and best practice sharing</td><td>From October 2025 ongoing</td><td>RS/SD</td><td>N/A</td></tr>
<tr><td>Key Driver 2</td><td rowspan="4">Embed a robust performance development model for all staff, including clear targets and review cycles, by March 2025.</td><td>1</td><td colspan="2">Review and update the current performance development policy to align with whole-school priorities and OFSTED framework</td><td>25/09</td><td>SD</td><td>N/A</td></tr>
<tr><td></td><td>2</td><td colspan="2">Train all line managers in delivering effective performance conversations, including setting SMART targets</td><td>Oct/Nov 2025</td><td>SLT</td><td>N/A</td></tr>
<tr><td></td><td>3</td><td colspan="2">Implement a digital tracking system for performance targets and reviews integrated with Bromcom or other platforms- SIP?</td><td>December 2025</td><td>SD
RS</td><td>N/A</td></tr>
<tr><td></td><td>4</td><td colspan="2">Schedule and conduct mid-year and end-of-year performance reviews with all staff</td><td>Jan-Mar 2026</td><td>Line Managers</td><td>N/A</td></tr>
</table>

			5	Collect and analyse data from performance reviews to identify professional development needs and succession planning priorities	Mar 2026	SD	N/A
Key Driver 3	To embed outstanding governance practice by strengthening leadership, developing governor capability, and ensuring effective strategic oversight.	→	1	Complete Governance Review with Local Authority and obtain a rigorous, external perspective to identify gaps and share improvement recommendations.	December 2025	MMcV	TBC
			2	Analyse latest NGA Skills Audit against key governance areas: education, finance, HR, data, SEND, safeguarding, community engagement. Identify at least 2-3 priority areas for recruitment or training. Complete NGA 20 Qs termly at FGB meetings.	October 2025 Termly	MMcV SD	N/A
			3	Review Committee Structure, Class and Curriculum links and Governor Roles. Ensure roles and structures align with strategic goals and workload balance. Review current committees: their remit, frequency, attendance and impact. Clarify or reassign key link governor roles (e.g. SEND, Pupil Premium, Safeguarding etc). Realign responsibilities to match governor interests and skills.	Nov 2025	MMcV SD	N/A
			4	Continue with New Governor Induction process and improve early engagement and confidence of new governors. Assign mentors to all new governors for their first year. Refine governor handbook and training overview. Establish check-ins process at 3 and 6 months to assess progress.	July 2026	SD MMcV	TBC
Key Driver 4	sustainable succession planning for staffing,	→	1	Review staffing structure in Autumn 2 following Appraisals- link to CPD needs.	Nov 25	SD MMcV	N/A
			2	Coaching meetings in Spring 1 with all staff.	Feb 26	SD/AS	N/A
			3	Discuss with HR if any restructure requirements and future class structure.	Mar 26	SD/RS	N/A
			4	Review Non-Teaching roles and capacity within Administration team and Site Management.	Mar 26	RS	N/A
Key Driver 5	To review curriculum delivery model across school, ensuring the DfE Curriculum and Assessment reviews are considered and necessary changes to the school's curriculum and assessments are adapted accordingly.	→	1	Conduct a comprehensive curriculum audit - Map current curriculum and assessment practices against the latest DfE Curriculum and Assessment Review findings. - Identify strengths, gaps, and areas requiring alignment or enhancement.	Autumn Term	AS Subject Leaders	N/A
			2	Engage staff in collaborative review and training - Provide CPD sessions to ensure all staff understand the DfE priorities and curriculum expectations. - Create opportunities for subject leaders and teaching teams to co-develop refinements to schemes of learning.	Autumn– Spring Term Lead:	AS Subject Leaders	CPD costs- TBC
			3	Refine curriculum design and assessment framework - Adapt medium- and long-term plans to ensure progression, breadth, and balance in line with DfE guidance. - Ensure assessment strategies are purposeful, manageable, and clearly linked to curriculum intent and implementation.	Spring Term	Subject Leaders with oversight from SLT	Release and cover costs- TBC

		4	Monitor, evaluate, and report on impact - Establish a regular review cycle (learning walks, book looks, pupil voice, assessment data analysis). - Report progress to SLT and governors, ensuring continuous improvement and accountability.	Ongoing (termly reviews)	SLT, Subject Leaders, Governors	Release and cover costs- TBC
Key Driver 6	Review and strengthen financial management processes including budget forecasting and monitoring aligned with succession and operational needs	1	Upskillling of new Governors in BF team- new Governors.	Termly		
		2	CPD for Governors on SFVS and review.	Spring Term		
		3	Ensure effective Financial Management so that school remains in surplus and inline with 2-year projections.			

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1 - Needs report completed - Clear list of priority areas for Bromcom development - All relevant staff trained - Training feedback shows increased confidence in system use - Minimum 80% parent awareness via survey - Increased parental logins and engagement on Bromcom - Monthly reports show increased usage and reduced behaviour incidents logged outside the system - Payment processing times reduced by 20% - Regular meetings held - Documented resolutions and shared best practises				
2 - Updated policy approved by SLT and Governors - 100% line managers trained - Positive feedback from participants - System operational and accessible by all line managers - Accurate records of targets and reviews - 100% of staff have completed reviews - Evidence of SMART targets set and reviewed - Report on development needs and succession plans produced and shared with Governors				
3 - All new governors complete induction - Positive feedback and increased confidence reported - Skills audit completed - Clear action plan to address gaps - Succession plan approved - Identified potential successors with initial development plans - CPD programme delivered - Improvement in leadership quality as evidenced in monitoring				

4	- Succession plan approved - Identified potential successors with initial development plans		■		
5	- Curriculum audit document completed and shared with SLT and governors. - Clear evidence of curriculum coverage against DfE expectations. - Identified areas for improvement are prioritised in an action plan - 100% of teaching staff engage in CPD sessions. - Staff feedback shows increased confidence in applying DfE guidance. - Subject leaders present revised schemes of work reflecting updates. - Updated curriculum documentation is in place for all subjects. - Assessment frameworks demonstrate a clear link to curriculum intent. - Pupil progress data shows improvements across identified priority areas. Termly reports to SLT and governors show measurable curriculum improvements. - Monitoring activities provide evidence of improved teaching consistency and pupil outcomes. - Adjustments are made based on evaluation, demonstrating a responsive approach.	■	■		
6	- Updated financial management processes in place - Accurate forecasting and budget reports	March - July 2025	■		

Impact statement:
Successfully implementing these objectives will significantly enhance The Gates Primary School's leadership capacity and operational efficiency. The effective use of Bromcom will improve communication and engagement with parents, leading to stronger partnerships that support pupil learning and wellbeing. A robust performance development model will empower staff to continuously improve teaching quality, directly benefiting pupil progress, particularly in writing, reading, and mathematics. Strengthened governance and succession planning will ensure sustainable, high-quality leadership that drives curriculum excellence and sound financial management. Collectively, these improvements will create a thriving, inclusive environment where all pupils, including SEND, disadvantaged, and EAL groups, can achieve their full potential and develop into confident, resilient, and respectful learners, fully aligned with the school's vision and values.

School Impact Plan- 2025-2026

Overarching Key Priority 7:	To ensure that the EYFS curriculum is ambitious and coherent; is pupil led and enables them to revisit, apply, consolidate and embed skills indifferent contexts and environments; with a particular focus on outdoor learning.
Lead Person Accountable for & Monitoring the Plan	SJ
Governor	Mr Price
Position Statement (Where are we now?)	Once these objectives are successfully implemented, pupils in the EYFS at The Gates Primary School will benefit from a curriculum that is both ambitious and coherent, providing rich, pupil-led learning experiences that promote deep understanding and skill mastery. The enhanced outdoor learning environment will stimulate physical, cognitive, and communication development, supporting pupils to apply and consolidate skills in varied and meaningful contexts. Robust assessment and tracking systems will ensure that teaching is precisely targeted to pupil needs, enabling early identification and support for any gaps in learning. Collectively, these improvements will foster confident, independent learners who are well-prepared for the next stage of their education, aligned with the school's vision of nurturing resilient, respectful, and ambitious 21st-century learners.
	Assessment frameworks
	GM Reflect Documents

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?)	Outdoor learning resources, risk assessments, outdoor classroom areas				
Monitoring Arrangements (What will be monitored? How regularly?)	External training providers, staff meeting time, relevant research and guidance materials				

Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers	Timescale?	Who?	Costs?
Key Driver 1	By July 2026, develop and implement an ambitious, coherent, and pupil-led EYFS curriculum that explicitly integrates outdoor learning opportunities, enabling pupils to revisit, apply, consolidate, and embed key skills across different contexts and environments.		1 Review and map current EYFS curriculum against national frameworks and best practice guidance on outdoor learning.	End of October 2025	EYFS Lead & SLT	
			2 Develop pupil-led learning opportunities by incorporating child-initiated activities outdoors that build on prior learning.	End of December 2025	EYFS practitioners	
			3 Provide training and CPD for EYFS staff focused on effective use of outdoor learning to support skill consolidation and embedding.	End of Feb 2026	EYFS Lead & SD	
			4 Develop assessment and monitoring tools to capture pupil progress in both indoor and outdoor contexts.	Ongoing	EYFS Lead & EYFS Team Assessment Lead	
			5 Engage parents and carers in understanding the role of outdoor learning through workshops and regular communication.	End of April 2026	EYFS Lead & Parent Cn	
			6 Ensure high quality interaction are taking place inside and outside to ensure children are making progress.	Ongoing	EYFS practitioners.	
Key Driver 2	By March 2026, enhance and improve the outdoor learning environment to support active, engaging, and meaningful pupil-led learning experiences that promote the development of physical, communication, and cognitive skills.		1 Conduct an audit of the current outdoor provision to identify strengths, gaps, and areas for development.	End of Oct 2025	EYFS Lead & Site Manager	
			2 Develop and resource outdoor learning zones that facilitate different areas of learning (e.g., physical development, communication, creativity).	Oct 2025 – Feb 2026	EYFS Lead & Site Manager	
			3 Implement a maintenance and safety schedule to ensure outdoor areas remain safe, accessible, and engaging.	Ongoing from Oct 2025	Site Manager & EYFS Lead	
			4 Train staff on maximising outdoor learning potential, including risk-benefit assessments and inclusive practice.	End of Jan 2026	EYFS Lead & Health & Safety Lead	
			5 Monitor and evaluate the use and impact of outdoor learning environment through observations, pupil voice, and staff feedback.	Jan – Mar 2026	EYFS Lead & SLT	

Key Driver 3	By July 2025, establish a robust system for tracking and assessing pupils' skill consolidation and progression in EYFS, ensuring that learning in different contexts, especially outdoor learning, is accurately captured and informs teaching and curriculum adaptation.	➡️	1	Develop clear assessment criteria that reflect skill consolidation in both indoor and outdoor settings.	Nov 2025	EYFS Lead & Assessment Lead	
			2	Train EYFS staff on formative assessment techniques and use of evidence from varied contexts.	Jan 2026	EYFS Lead & Assessment Lead	
			3	Implement regular review cycles where pupil progress data is analysed to identify gaps and inform curriculum adjustments.	Ongoing	EYFS Lead & SLT	
			4	Use assessment data to personalise learning experiences and interventions for pupils needing additional support.	Ongoing	EYFS practitioners & SENCO	
			5	Share assessment outcomes with parents to support home learning and engagement.	Ongoing	EYFS Lead & EH	
			6	To implement the new Reception Baseline assessment and use the results to inform future planning and interventions.	End of Autumn 1	EYFS Lead and Reception teacher.	
Key Driver 4	Almost all pupils will be able self-regulate their behaviour, manage risks and develop their physical and literacy skills through a variety of child led activities, within a coherent and ambitious EYFS Curriculum resulting in being in-line or above the National Average.	➡️	1	Audit and enhance indoor and outdoor learning environments to ensure they support child-led exploration, risk-taking, and physical development.	End of December 2025		
			2	Provide training for staff on sustained shared thinking, emotional coaching, and responsive interactions.	End of Feb 2026	EYFS lead, SENDCO	
			3	Review and refine curriculum mapping to ensure progression in physical and literacy skills through child-led activities.	Review Oct 2025 implementation ongoing	EYFS lead and practitioners	
			4	Develop strategies to involve families in promoting self-regulation, risk management, and literacy at home.	April 2026	EYFS Lead and practitioners	
Key Driver 5	To develop and embed a culture of physical literacy in the EYFS setting, ensuring all children build confidence, motivation and competence in the movement through daily integrated activities.	➡️	1	Deliver CPD session on physical literacy principles and practical strategies.	End of December 2026	EYFS lead	
			2	Share resources and model physical literacy activities during weekly planning meetings.	Weekly meetings	EYFS Lead	
			3	Create movement-rich zones indoors and outdoors	End of October 2025	EYFS practitioners	

			4	Use assessment to track children's physical development and engagement	Ongoing	EYFS practitioners	
			5	Share physical literacy ideas with parents through workshops	April 2025	EYFS Lead and practitioners	
Key driver 6	To raise standards in early writing by embedding the 2025 Writing Framework principles, focusing on transcription, composition, vocabulary development, and spoken language.		1	Deliver staff CPD on the 2025 Writing Framework, focusing on sentence level instruction and oral rehearsal.	End of October 2025	EYFS lead and English lead	
			2	Embed daily oral rehearsal and purposeful writing opportunities in planning	Weekly	EYFS practitioners	
			3	Implement regular handwriting and spelling practice with fine motor activities	Ongoing	EYFS practitioner	
			4	Create writing-rich environments with prompts, vocabulary displays, and visual aids	End of November 2025	EYFS practitioner	

	End Points (Success Criteria) What will success look like? Percentaged/ Timeframed	Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	- Curriculum map aligned with EYFS statutory framework and outdoor learning principles - Gaps and strengths are identified		 		
2	- Detailed medium-term plans showing progression and integration of outdoor learning - Staff feedback on clarity and coherence		 		
3	Evidence of pupil-led outdoor activities in planning and observations - Pupils demonstrate application of skills outdoors		 		
4	- All EYFS staff complete training - Increased staff confidence and competence in delivering outdoor learning		 		
5	- Assessment tools in place that track skill development across contexts - Termly reports show pupil progress in outdoor learning		 		
6	- At least five parent workshops held - Positive parental feedback on understanding and engagement		 		

Staffing Structure-Responsibilities

HEADTEACHER

Overall management of the school	Safeguarding
Inspection – SEF	Designated Teacher for Child Protection
Staffing and recruitment	Tracking and Assessment: Analysis of school data and monitor systems
Finance and marketing	Behaviour Management
School communication – internal and external	Security – Key Holder
Health and Safety	Leader of SLT
Continuing Professional Learning for all staff	Governance
Performance Management - Team Leaders (SLT, School Business Manager, SENDCo and Site Manager)	School Improvement

DEPUTY HEADTEACHER

• Deputise for HT in his absence	• Timetables
• UKS2 Phase Leader	• Attendance management and Early Help
• Assessment Lead/Behaviour Lead	• Quality of Teaching and Learning throughout the school including strategic development planning.
• Inclusion Manager: lead teachers for all groups of children in KS1 or KS2	• Track, assess and analyse data with SLT
• Oversee management of Statutory Assessments in KS1 and KS2	• Produce reports for Governors and attend GB meetings
• Monitor and support staff to maintain high standards	• Write policies to ensure statutory regulations are followed
• Performance manager (UPS and Main Scale Teachers)	• Security – Key Holder
• Lead on a core subject	• Deputy Safeguarding Officer
• Lead whole school projects	• Support lunchtime supervision
• Control website content	
• Team teach and support colleague development	

N.B. SLT to have a collective brief for school self-evaluation process, School Impact Planning (SIP), Assessment and Tracking, Curriculum: balance and content of all schemes of work as well as the day to day management and routines of the school. 'Resident Inspection Team'.

Special Educational Needs Lead: 4days	EYFS/KS1 Leader– Development of Reading and Writing and Mathematics throughout school	LKS2 leader- Development of ECTS and Personal Development	School Business Manager:
• Track, assess and analyse data with SLT	• Track, assess and analyse data with SLT	• Track, assess and analyse data with SLT	• Day to day management of finance and administration of school
• Provide support to staff and advice to SLT by leading, monitoring and supporting the	• Oversee management of Statutory Assessments in EYFS	• Provide support to staff and advice to SLT by leading, monitoring and supporting the development of ECTs	• Support head teacher in strategic finance management of the school

development of teaching, learning and assessment for children with SEN • LAC Designated Teacher • Senior Mental Health Lead • Maintain SEN Register • Plan and lead SEN review meetings • Access appropriate support for individual children as is necessary.	• Provide support to staff and advice to SLT by leading, monitoring and supporting the development of Reading and Writing throughout school • Lead on initiatives to support the wider teaching and learning in English • Deliver CPD to staff • Access appropriate support for staff as is necessary	• Lead on initiatives to support the wider teaching and learning in Lower Key Stage 2 • Deliver CPD to staff • Access appropriate support for staff as is necessary	• Management of information related to families: e.g. letters, payments, website. • Health and Safety Officer • Team leader for Admin staff

UPS/LPS Teacher: • Duties in line with teacher standards for Threshold teachers, notably demonstrating qualities of a high functioning and consistently good teaching and wider school effectiveness. • Supports implementation of whole school projects • Subject leadership role in 1 or 2 areas. • Subject leadership in a Core Subject. • Outstanding practitioner and role-model for demonstrating effective practice.	**Main Scale Teacher:** • Duties in line with teacher standards, notably demonstrating qualities of a good teacher and wider school effectiveness. Subject leadership role in at least one area. **ECT** • Working towards duties in line with teacher standards, notably demonstrating qualities of a good teacher and wider school effectiveness.

Priorities for 2026-2027:
- Trauma-Informed School Accreditation
- SEND Resourced Provision- SEMH