GEARIES
PRIMARY SCHOOL

2026 - 2027

WHOLE SCHOOL

SELF EVALUATION AND IMPROVEMENT PLANNING

EVIDENCE • REFLECTION • COLLECTIVE ACTION

OUR VISION

We act in the best ways we can; to support each child become the best version of themselves.

We selflessly act in the best interests of our children and families, fostering a culture of community and belonging centred on a complete understanding of our children and our families. We will ensure all children establish a strong, courageous sense of self, so that they become responsible, global citizens for the future. We will be a safe haven for our children; with each child becoming the best version of themselves, prepared for an active and positive role in society.

LEARNING TOGETHER, BUILDING THE FUTURE

CONTENTS

A coherent evidence-to-action record for staff, governors and the school community

HOW TO READ THIS DOCUMENT

The publication moves from stakeholder experience, through attainment evidence, to the strategic actions that will sustain strengths and address priorities.

LISTEN
Stakeholder voice

›

EVALUATE
Outcomes and impact

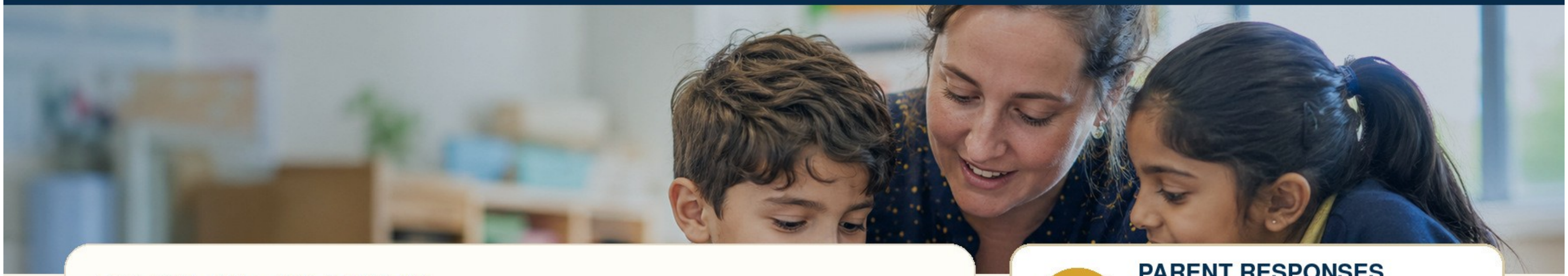
›

IMPROVE
Strategic action

GEARIES
PRIMARY SCHOOL

School Evaluation Executive Summary

Parent & Pupil Voice 2026 | Governor and staff evidence pack



EXECUTIVE OVERVIEW

Stakeholder voice presents a strongly positive picture: pupils feel safe, supported and successful, and parents report high confidence in wellbeing, progress and communication. The next step is to test consistency across groups and translate the strongest opportunities into focused improvement.

Strong evidence base • working hypotheses, not inspection grades

393 PARENT RESPONSES

2026 PARENT + PUPIL VOICE

FOUR HEADLINE INDICATORS

97%	95%	91%	87%
Parents: child feels safe	Parents: child is happy	Would recommend the school	Pupils: feedback improves work

EVIDENCE STORY

CLEAR STRENGTHS

- Wellbeing and safety
- Relationships and support
- Feedback and progress
- Curriculum breadth

REFINEMENT OPPORTUNITIES

- Love of learning
- Book borrowing
- Writing enjoyment
- Parent communication

EVALUATION DISCIPLINE

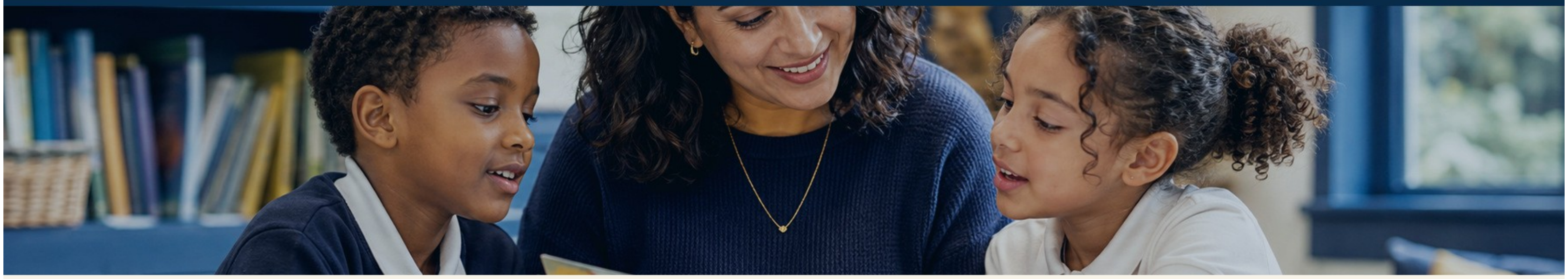
- Analyse groups
- Triangulate sources
- Test consistency
- Agree success measures

Data note: the malformed parent behaviour entry is interpreted as 94% positive (42% strongly agree + 52% agree).

GEARIES
PRIMARY SCHOOL

Parent Voice

Confidence is high; communication offers the clearest refinement opportunity



KEY FINDINGS • % POSITIVE

Finding	% positive
Child feels safe	97%
Child is happy	95%
Behaviour is well managed	94%
Child does well	94%
Kept informed about progress	93%
Would recommend school	91%
Good range of subjects	91%
Clubs and activities	90%
Wider personal development	83%
Aware of what child will learn	79%
High expectations	76%
Concerns handled properly	75%

WHAT THE EVIDENCE MEANS

CELEBRATE

Safety, happiness, progress and trust are established strengths.

TEST

Are the strongest experiences equally strong across every class, phase and pupil group?

REFINE

Make learning communication, expectations and concern pathways more consistently understood.

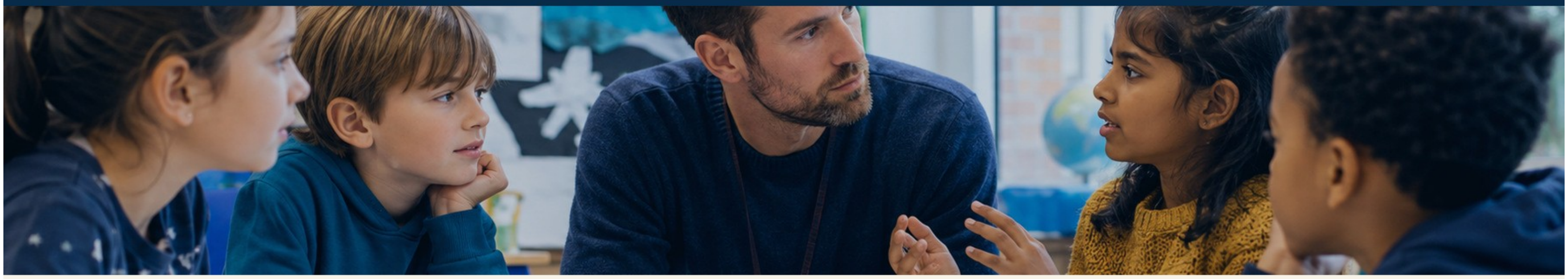
INTERPRET WITH CARE

SEND: 56% selected 'don't know'; this is a communication prompt, not a direct judgement on provision. Bullying: 49% selected 'don't know', so analyse the applicable subgroup before drawing conclusions.

GEARIES
PRIMARY SCHOOL

Pupil Voice

393 responses • learning, feedback, confidence and agency



STRONGEST LEARNING INDICATORS • % POSITIVE

Teachers tell me how to improve	87%
Chance to learn about lots of things	85%
Teachers help when I am stuck	83%
Confident writing independently	81%
Like learning at school	80%
Make good progress	79%

LOVE LEARNING

68%

Lower than support, feedback and progress.

ASK FOR HELP

72%

Strengthen agency and confidence when unsure.

KNOW TARGETS

77%

Make next steps visible and usable.

PREPARE FOR NEXT YEAR

76%

Explore transition understanding by cohort.

PUPIL EXPERIENCE: STRENGTHS AND QUESTIONS

WHAT PUPILS VALUE

- Help when stuck
- Specific improvement feedback
- Breadth of learning
- Success and progress
- Positive relationships

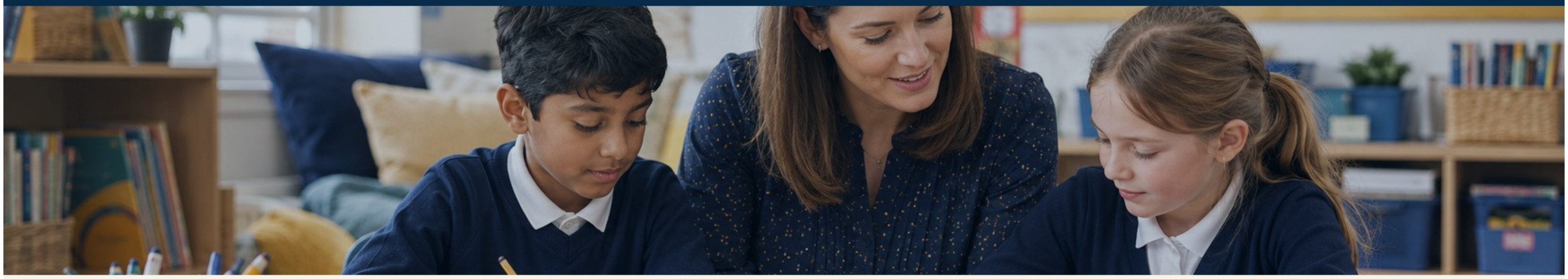
QUESTIONS TO TEST

- Why is 'love learning' lower?
- Who is represented in negative responses?
- Do pupils act on feedback?
- Do all groups know their next step?

GEARIES
PRIMARY SCHOOL

Reading & Writing

Strong confidence and enjoyment sit alongside clear access and motivation gaps



READING EVIDENCE

Enjoy reading 79%

Read outside school 77%

Know how to improve reading 76%

Borrow school books for home 60%

READING FREQUENCY

Every day 36%

3–4 times/week 30%

Once/week 20%

Twice/week 15%

WRITING EVIDENCE

Confident writing independently

81%

Enjoy writing lessons

70%

THE KEY GAPS

19-point gap Reading enjoyment vs school-book borrowing

11-point gap Writing confidence vs writing enjoyment

IMPROVEMENT HYPOTHESIS

Protect strong confidence and attainment while improving choice, access, authenticity and enjoyment. Use pupil voice and work sampling to identify which experiences motivate different groups.

GEARIES
PRIMARY SCHOOL

From Evidence to Action

Working judgements • governor enquiry • 2026–27 priorities

WORKING SELF-EVALUATION JUDGEMENTS

Wellbeing & safety	STRONG
Relationships & support	STRONG
Teaching, feedback & progress	STRONG
Curriculum breadth	STRONG
Reading	STRONG
Writing	MODERATE
Pupil agency	MODERATE
Parent communication	MODERATE
SEND communication	MODERATE

FIVE IMPROVEMENT PRIORITIES

1. **Increase intrinsic motivation and love of learning**
2. **Strengthen pupil agency and next-step understanding**
3. **Strengthen reading access and home-school reading culture**
4. **Increase enjoyment and engagement in writing**
5. **Improve consistency of parent communication**

GOVERNOR AND STAFF ENQUIRY

01 Which groups sit behind negative and “don’t know” responses?

02 Does stakeholder voice align with progress, attendance, behaviour and safeguarding evidence?

03 Why is 'love learning' lower than teacher support and feedback?

04 What explains lower school-book borrowing?

05 Are strengths equally consistent across classes and phases?

06 What one or two priorities would make the greatest difference?

GOVERNOR DISCUSSION PROTOCOL

Celebrate evidence of impact • challenge averages • identify hidden groups • triangulate before judging • agree actions and success measures.

GEARIES
PRIMARY SCHOOL

2026 Outcomes Executive Summary

School self-evaluation working document | Staff and governors

WHAT THE EVIDENCE TELLS US

The overall picture is strong, with high attainment at the end of KS2 and substantial growth in Greater Depth. Combined RWM and EYFS GLD improved. Year 1 phonics is the key area for deeper evaluation.

95%
MATHEMATICS EXS+

83.1%
COMBINED RWM EXS+

AT A GLANCE

90%	87%	86%	81.6%
GPS EXS+	READING EXS+	WRITING EXS+	EYFS GLD

STANDOUT EVIDENCE

GREATER DEPTH

Reading rose from 31.3% to 52%. Mathematics rose from 45% to 53%. GPS rose from 42.6% to 58.

FOUNDATIONS

EYFS GLD improved to 81.6%. Multiplication mean: 24.67/25; 71.7% achieved full marks.

KEY QUESTION

Year 1 phonics reduced to 79% from 84% in 2025 and 94% in 2024. Understand why and act precisely.

SELF-EVALUATION POSITION

Strong and improving achievement, high expectations and effective teaching—with phonics identified as a specific priority for evaluation, targeted support and sustained improvement.

GEARIES
PRIMARY SCHOOL

Early Years Review: Impact Evidence

Stronger foundations • earlier identification • improved inclusion

HEADLINE REVIEW EVIDENCE

81.6%	**+5.9pp**	**60%**	**36.8%**
GLD 2025-26	increase reported by review	SEND pupils achieving GLD	SEND expected+ progress

SEND: EARLIER IDENTIFICATION LINKED TO STRONGER OUTCOMES

IDENTIFICATION JOURNEY

4 children • 2023–24 / 2024–25

13 identified at start of 2025–26

19 identified by Autumn Term Two

GLD FOR RECEPTION CHILDREN WITH SEND

0% 2023 • 2024 • 2025

60% **2026**

Review interpretation: earlier identification, teacher ownership and timely provision are making a measurable difference.

REPORTED GAINS FOR DISADVANTAGED GROUPS

+62pp	**+23.8pp**	**+23.8pp**
SEN	FSM	PUPIL PREMIUM

WHAT DROVE THE IMPROVEMENT

- Early identification and targeted intervention
- Responsive and adaptive teaching
- Close progress monitoring
- High expectations and purposeful provision
- Teacher ownership of SEND provision
- Language-rich, high-quality interaction
- Strong partnership with families
- Focus on confidence and independence

DATA RECONCILIATION NOTE

The Early Years review reports the prior GLD as 75.6%; the outcomes working document reports 77.5%. Confirm the agreed comparator before external publication. The current 2025–26 figure is consistently reported as 81.6%.

GEARIES
PRIMARY SCHOOL

Foundations: EYFS & Phonics

Improvement to celebrate • a decline to understand

THREE-YEAR OUTCOMES

EYFS GOOD LEVEL OF DEVELOPMENT

2024	82.9%
2025	77.5%
2026	81.6%

YEAR 1 PHONICS PASS

2024	94%
2025	84%
2026	79%

WHAT TO CELEBRATE • WHAT TO INVESTIGATE

EYFS: CELEBRATE & TEST

Explore which aspects of provision supported recovery in GLD; how SEND and other barriers are addressed; and how securely Reception prepares children for Year 1.

PHONICS: UNDERSTAND & RESPOND

Analyse pupils who did not pass, decoding gaps, intervention impact, SEND/context, attendance and transition into Year 2. EHCP: 9% in 2026 compared with 2% in 2024.

EVIDENCE TO TRIANGULATE

- Phonics assessment and pupil-level gap analysis
- Intervention entry/exit evidence and attendance
- Reception-to-Year-1 transition evidence
- SEND progress and provision impact
- Book scrutiny, pupil voice and learning visits
- Consistency of systematic phonics practice

GEARIES
PRIMARY SCHOOL

KS2 Attainment & Depth

High expected-standard outcomes • significant growth in challenge and depth

EXPECTED STANDARD OR ABOVE

Subject	%
Mathematics	95%
GPS	90%
Reading	87%
Writing	86%
Reading • Writing • Mathematics	83.1%

GREATER DEPTH: YEAR-ON-YEAR

Reading	31.3% →	52%	+20.7pp
Mathematics	45% →	53%	+8.0pp
GPS	42.6% →	58%	+15.4pp

SUBJECT EVALUATION LENSES

READING

Identify the curriculum and teaching behind gains in fluency, vocabulary, comprehension, inference and deeper reading.

MATHEMATICS

Identify approaches that secured understanding, challenge and depth—and how successful practice is shared.

WRITING

Sustain 86% EXS+ and 31% Greater Depth while identifying pupils needing additional support.

GPS

Explore how grammatical knowledge, spelling and punctuation transfer into pupils’ independent writing.

SUSTAINABILITY QUESTION

Which practices caused the improvement, are they consistent across classes and groups, and are they embedded strongly enough to sustain?

Subject & Foundation Evidence

Strong outcomes • disciplined questions about impact and consistency

OUTCOME CARDS

SCIENCE
87% EXS+
2025: 85% • 2024: 90%

MULTIPLICATION
24.67 / 25 mean
71.7% scored 25/25

READING GD
52%
2025: 31.3%

MATHEMATICS GD
53%
2025: 45%

GPS GD
58%
2025: 42.6%

WRITING GD
31%
Sustain challenge + support

STRENGTHS TO SUSTAIN

- High levels of KS2 attainment
- Substantial growth in Greater Depth
- Strong reading and mathematics outcomes
- Combined RWM improved to 83.1%
- EYFS GLD improved to 81.6%
- Exceptionally secure multiplication facts

PRIORITIES FOR FURTHER EVALUATION

- Understand the phonics reduction to 79%
- Provide precise, systematic support below standard
- Consolidate Greater Depth gains
- Identify and share high-impact teaching/curriculum practice
- Close remaining gaps for SEND and other barriers
- Check improvements are embedded and sustainable

EVIDENCE DISCIPLINE

Triangulate outcomes with books, pupil/staff voice, parent feedback, learning visits, progress meetings, SEND and Pupil Premium analysis, attendance, interventions and curriculum review.

Business Manager Review & Budget Monitoring

July 2026 • financial position, variance review and forward projection

HEADLINE FINANCIAL POSITION

£108.9k
FORECAST IN-YEAR SURPLUS
2026/27 forecast

£507.1k
PROJECTED CLOSING SURPLUS
revised total balance

£6.527m
WORKING INCOME BUDGET
after +£114.3k adjustments

£6.010m
WORKING REVENUE EXPENDITURE
after +£74.2k adjustments

APRIL-JULY MONITORING POSITION

£2.537m
INCOME ACTUAL TO DATE
Apr-Jul

£1.880m
REVENUE SPEND ACTUAL TO DATE
Apr-Jul

£26.0k
ADVERSE REVENUE VARIANCE
actual above YTD budget

£17.9k
FAVOURABLE EMPLOYEE VARIANCE
staffing below YTD budget

WHAT IS DRIVING THE POSITION?

INCOME & PUPIL FUNDING

Working income has increased by £114.3k. Inclusive Mainstream / pay award funding and full additional notional funding are now reflected.

- 3 pupils fewer than expected
- UIFSM lower than expected

WORKFORCE

Employee costs are £17.9k favourable to the July budget profile.

- TA leaver not replaced; ad-hoc midday costs lower than expected
- REP salaries continue for one further term
- September appointments and maternity cover increase future commitments

RUNNING COSTS

Non-staff areas are currently above the July budget profile.

- Premises: £11.4k adverse
- Learning resources: £19.4k adverse
- Supplies & services: £13.1k adverse
- Cloud backup: 2 years invoiced this year; missed accrual noted

EVALUATION & NEXT CHECKPOINTS

EVALUATION

- Projected out-turn remains aligned to the revised working budget, with a £507.1k closing surplus.
- The £108.9k forecast in-year surplus provides resilience, but current non-staff pressures require active control.
- Some variances are timing / one-off items; pupil-related income assumptions and recurring premises costs need close review.

MANAGEMENT ACTIONS

- Reforecast after September staffing changes and the pupil census.
- Track energy, cleaning and learning-resource spend monthly against profile.
- Validate accruals and one-off invoices, including the cloud-backup treatment.
- Review the 2025/26 capital deficit and protect the revenue position.

OVERALL JUDGEMENT

The school remains in a positive forecast position. Financial control should now focus on confirming September staffing and pupil-led income, containing premises and learning-resource pressures, and distinguishing one-off timing effects from recurring costs.

GEARIES
PRIMARY SCHOOL

School Improvement Plan 2026–2029

Strategic overview • Draft 5

SCHOOL CONTEXT

909	92%	11%	20%
PUPILS ON ROLL	EAL	PUPIL PREMIUM	SEND / EHCP

BASELINE EVIDENCE

OFSTED

Outstanding • no listed areas for action

ATTENDANCE

Persistent absence 15.9% • authorised 4.1% • unauthorised 1.6%

FINANCE

Projected 2026 balance: £358,099 (28 February 2026)

KS2 AND GROUP OUTCOMES • CURRENT BASELINE

RWM

2026 • EXS+ 83.1%

READING

2026 • EXS+ 87% • GDS 52%

WRITING

2026 • EXS+ 86% • GDS 31%

MATHS

2026 • EXS+ 95% • GDS 53%

GPS

2026 • EXS+ 90% • GDS 58%

HEADLINE FINANCIAL POSITION

£108.9k	£507.1k	£6.527m	£6.010m
FORECAST IN-YEAR SURPLUS	PROJECTED CLOSING SURPLUS	WORKING INCOME BUDGET	WORKING REVENUE EXPENDITURE

STRATEGIC IMPERATIVE

Sustain outstanding provision while strengthening SEND capacity, financial sustainability, learning environments, foundations, curriculum coherence and readiness for national reform.

Six Strategic Objectives

One connected improvement programme

2026–2029 STRATEGIC MAP

1 SUSTAINABLE SEND

Restructure the practitioner team and redesign the Haven.

2 FINANCIAL RESILIENCE

Reduce agency supply pressure and improve internal cover.

3 ENVIRONMENTS

Deliver the site plan and improve outdoor play.

4 STRONG FOUNDATIONS

Review EYFS against 2024 research.

5 CURRICULUM & PEOPLE

Curriculum, writing, leadership and professional learning.

6 NATIONAL REFORM

Prepare for ISPs, inclusion and trust collaboration.

THREE-YEAR IMPLEMENTATION RHYTHM

2026–27 • DESIGN & ALIGN

Restructure, define, audit, prepare and establish baselines.

2027–28 • IMPLEMENT & EMBED

Deliver agreed models, build consistency and monitor impact.

2028–29 • SUSTAIN & ASSURE

Quality assure, demonstrate impact and prepare for full reform.

HOW PROGRESS IS GOVERNED

- Half-termly SLT/phase review
- Termly site and play-space review
- Committee and full governing-board scrutiny
- RAG-rated milestones, cost and impact evidence

GEARIES
PRIMARY SCHOOL

Objective 1 • Sustainable SEND

Practitioner-team redesign and the Haven

WHY CHANGE IS NECESSARY

48
EHCP pupils • 5%

136
SEND Support • 15%

£1.014m
2026/27 projected LSA cost

40%
predicted funding reduction

THE REDESIGNED MODEL

ZONE THE HAVEN
Focused work • collaboration • quiet retreat

CALM & PREDICTABLE
Reduced visual overload • fixed resources • sensory support

OPTIMISE CAPACITY
Clear scheduling • maximum intervention use • increased independence

RESTRUCTURE TEAM
Align staffing and intervention delivery to funding and need

RESOURCES, OWNERSHIP AND MONITORING

RESOURCE ENVELOPE
Screens £840 • rugs £300 • soft furnishings/blankets £255 • ear defenders £47 • listed total £1,442

OWNER
Laura Ciobanu / SLT • half-termly review

SUCCESS
£60,000 three-year saving • staffing closer to benchmark • SEND outcomes sustained

IMPACT EVIDENCE

SEND Support achieving expected RWM: 0% (2023) → 20.2% (2024) → 33.7% (2025). The new structure must protect this upward trajectory while becoming financially sustainable.

GEARIES
PRIMARY SCHOOL

Objectives 2 & 3

Financial resilience • environments for learning

REDUCE AGENCY PRESSURE

£55k
potential annual SEND agency reduction

£948k → £1.4m
unmitigated SEND expenditure risk

£57,965
targeted three-year reduction

£464–£536
weekly saving from 10 extra cover hours

INTERNAL CAPACITY

Increase classroom time for teachers not teaching full time by 10 hours weekly—approximately two supply days—while improving pupils’ cover experience.

FUNDING REALITY

Average funding per pupil projected to reduce 40%: £10,106 → £6,304. Team structure and interventions must align.

LEARNING ENVIRONMENTS

THREE-YEAR SITE PLAN

RAG-rated estates schedule; planned maintenance; purposeful, calm and accessible spaces.

OUTDOOR PLAY

Safer, richer equipment; structured adult engagement; PINS programme; more voice and choice.

RESOURCE NOTES

Brig £15,108 • pagoda repairs £1,000 • strategic Sports Premium/fundraising.

SUCCESS EVIDENCE

Reduced repair costs and distraction; stronger focus, independence, engagement and pupil experience.

MONITORING

SLT and Site Team: half-termly estates review • termly outdoor-play review • pupil voice, safety, engagement, maintenance cost and learning-environment evidence.

GEARIES
PRIMARY SCHOOL

Objective 4 • Strong Foundations

Research-informed EYFS review

REVIEW LENS

CURRICULUM CLARITY

Define foundational knowledge and skills in Reception and KS1.

MASTERY & ASSESSMENT

Secure core knowledge; identify gaps quickly; intervene promptly.

TEACHING

Balance whole-class/adult-directed practice with relational pedagogy.

INCLUSION

Adapt provision for diverse needs and lower starting points.

INTERACTION

Strengthen communication, language and social-emotional development.

BEHAVIOURS FOR LEARNING

Consistently establish the habits children need to thrive.

PROTECT • IMPROVE • EVALUATE

PROTECT

Relational approaches and established EYFS pedagogies.

IMPROVE

Foundational knowledge, timely intervention, adult interaction and curriculum adaptation.

EVALUATE

All 17 EYFS areas at least Strong, with aspiration to Exceptional—especially EAL and EMA pupils.

EQUITY FOCUS

Sustain strong outcomes for disadvantaged children and reduce significant gender gaps. Explicitly evaluate outcomes for Pakistani, Indian and Bangladeshi boys compared with girls.

OWNERSHIP AND REVIEW

EY Phase Leader + SLT • dedicated leadership/phase time • half-termly monitoring • evidence from curriculum, assessment, provision, pupil groups and transition.

GEARIES
PRIMARY SCHOOL

Objective 5 • Curriculum & People

Coherent curriculum • professional capital • equity

PRIORITY WORKSTREAMS

CURRICULUM VISION

Contextual narrative • breadth and inclusion • oracy/literacy • universal offer • enrichment.

WRITING PEDAGOGY

Clear whole-school structure • regular moderation • reading/GPS connections.

SUBJECT LEADERSHIP

Defined expectations • implementation plans • appropriate CPD and TLR alignment.

PROFESSIONAL LEARNING

Coaching • lesson study • self-directed inquiry • connected leadership.

SUPPORT-STAFF DEVELOPMENT

Mapped CPD • progression • confidence • additional responsibility.

BOYS' OUTCOMES

Weekly review • SEND boys • engaging curriculum • relational pedagogy • recognition.

INVESTMENT AND ACCOUNTABILITY

£45,031	**£77,817**	**£6,940**	**£3,024**
coaching, lesson study + delivery	**UPS evidence-based work**	**SD + INSET budgets listed**	**annual SAM People cost**

SUCCESS MEASURES

- Reduced variation across subjects
- Writing pedagogy understood and embedded
- Professional capital and leadership strengthened
- Curriculum documentation quality assured
- Moderation consistent across phases
- Target groups sustain/improve outcomes

GEARIES
PRIMARY SCHOOL

Objective 6 • Reform & Governance

Every child achieving and thriving • 2026

STRATEGIC DUTIES

INCLUSION & ISPs

Prepare digital Individual Support Plans for every child with SEND.

GOVERNANCE

Scrutinise pupil movement, exclusions and disaggregated data.

POLICY & VALUE

Align with trust standards, community collaboration and value for money.

DATA & AI

Assure data protection and Public Sector Equality Duty compliance.

TRUST COLLABORATION

Explore high-quality MAT / LA-established trust pathways.

PARENTS & COMMUNITY

Give due regard to parent views and Children and Young People’s Plans.

IMPLEMENTATION ROADMAP

2025–26

ALIGN

Align to best practice and strengthen oversight.

2026–27

PREPARE

Prepare for SEND and curriculum reforms.

2028–29

IMPLEMENT

Full implementation readiness; no child enters new system before 2029–30.

MONITORING AND ASSURANCE

- SLT and Governing Body
- Committee and full-board meetings
- Policy/compliance review
- Disaggregated inclusion data
- ISP readiness and implementation
- Workforce, retention and collaboration evidence

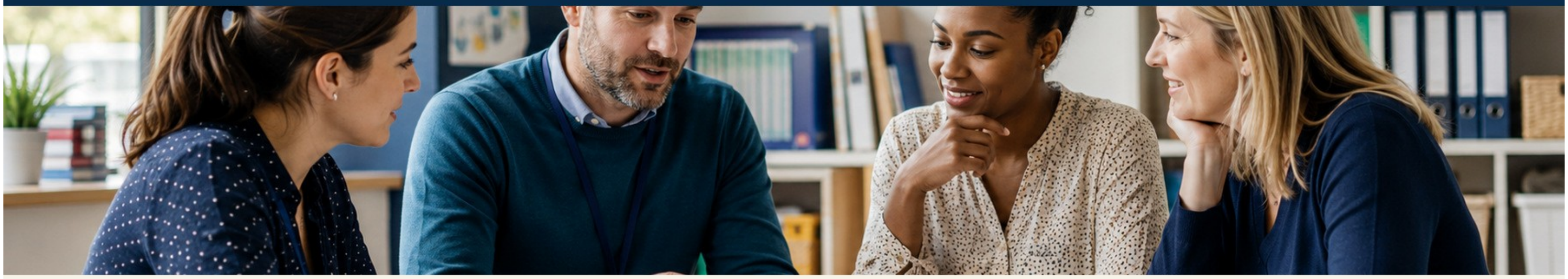
GOVERNOR TEST

Are resources, implementation milestones and monitoring evidence sufficient to deliver all six objectives without weakening current strengths?

GEARIES
PRIMARY SCHOOL

Collective Action: You • Me • We • Us

Move from outcome evidence to shared professional action



FOUR LEVELS OF RESPONSIBILITY

YOU

My role, my impact

What is within my influence? What one habit or action will I strengthen—and when will I review it?

ME

My professional contribution

How will I seek feedback, share useful practice and help colleagues succeed?

WE

Our team

What shared strength, gap or inconsistency will we address together? How will we check impact?

US

Our collective impact

What will we change as a school community, share more widely and embed sustainably?

FROM REFLECTION TO ACTION

What will I do? • What will we do? • Who will help? • How will we know? • When will we review?

Record evidence rather than opinion. Agree one specific action, the collaboration required, the success evidence and a clear review point.