CULTURE DEVELOPMENT

CONTENTS

0: Introduction

- Contextual concerns
- Core Values

1: **Curriculum**

Intent poster, link to prog doc, characteristics [taken from curr handbook]:

- PSHE Curriculum/ Progression map [SCARF]
- RE Progression map
- Computing Progression map To be completed
- SEMH/ SEL Universal Provision

2: 4.1a Character

Outside learning time Assemblies [National days/ Charities All Different: All Equal/ Core Values/ Competencies/ Celebration/ Performance/Pupil]

- Health [Physical/mental] Curriculum
- Keeping Safe Curriculum
- National Days
- Performance opportunities
- PE offer - SSP
- Forest School
- Transition and mentorship

- Trips, Workshops, Now Press Play, Partnerships [Trailblazers]

3: 4.1b Pupil Leadership and Social Action

- Website/ case studies Gateway Learning Community - All Different: All Equal
- Ormiston Framework
- Events e.g. Wellbeing Walks, Senior Citizens

4: 4.1c/d Opportunities [link to Website]

- Extra [Interest/ talent]
- Additional Learning Periods [ALPs]/ Study
- Super [Academic]
- More able
- Peer to Peer
- Holiday Provision

5: 4.2 Parents

- Thrive Hive
- Thriving Families: Equity for all, wraparound care, learning experiences

6: Monitoring and Evaluation

- [review, pupil voice-add link, presentation to directors]
- General Attendance
- Club Attendance

- Appendices

British values at The GLC 2024-2025

Personal Development at The GLC

At The GLC Primary Schools, our vision for personal development is deeply rooted in our mission to develop develop 'active and thriving citizens within a diverse, truly fair and equal community'. Inspired by the principles of a broad, engaging, and inclusive curriculum, we're committed to fostering essential competencies and values in every child and across our whole community.

We believe that personal development extends beyond academic achievement, encompassing the growth of character, motivation, and self-assurance. Our comprehensive approach integrates personal, social, and health education across the curriculum and through a rich array of extra-curricular activities. This ensures that every pupil has the opportunity to explore their talents, broaden their experiences, and develop a strong sense of self.

We are dedicated to upholding high standards of learning and behaviour, alongside providing a vast breadth of opportunities for all pupils. We champion equity and diversity nurturing an environment where every child feels valued, understood, and empowered to achieve their full potential.

We provide comprehensive training that not only deepens our staff's subject knowledge in PSHE but also enhances their understanding of the unique contextual challenges and opportunities present in Tilbury and Chadwell St Mary. This includes professional development focused on areas such as: fostering resilience in the face of deprivation, promoting positive mental health and wellbeing, understanding and addressing anti-social behaviour, and celebrating the diverse cultural tapestry of our school communities. Through regular in-house training, access to external experts, and collaborative planning sessions, we ensure our staff are confident in delivering a rich and responsive personal development curriculum.

To ensure our personal development program truly makes a difference, we employ a rigorous and continuous cycle of monitoring and evaluation for impact. This includes genuinely understanding the difference our efforts are making in the lives of our pupils and the wider school community. We gather evidence through a variety of methods, including pupil voice surveys, observations of engagement in extracurricular activities, and analysis of a range of data, such as the number of pupils attending clubs, behavioural trends, and attendance rates in various initiatives.

Furthermore, we consult with parents, staff, and community partners to gather qualitative feedback on the program's effectiveness. This holistic approach allows us to identify areas of strength, pinpoint areas for further development, and make data-driven adjustments to ensure our personal development provision remains dynamic, relevant, and highly impactful in preparing our pupils to be 'active and thriving citizens'.
https://padlet.com/danburnett/personal-development-and-behaviour-safety-2024-2025-fci8gkq9zeov797j

LITTLE CITY
CONSTRUCTION

Contextual Concerns

Our personal development programme is designed to address and overcome the contextual concerns of our locality:

Deprivation:

- Highest quintile [IDACI index highlights Tilbury and Chadwell wards in the top 5% for deprivation].
- Tilbury is the most deprived area in Thurrock with a deprivation score of 1.
- Chadwell St. Mary is ranked 4th out of 20 for deprivation
- 56.4% of children in Tilbury live in poverty.
- 64% of households claim housing benefit.
- 44.8% of households claim Employment Health Allowance for a mental health condition.
- Chadwell St Mary – 64.5% of households were deprived in at least one dimension at the time of the 2021 census
- Tilbury – 63.7% of households were deprived in at least one dimension at the time of the 2021 census

Life expectancy:

- On average, 10 years less than the Thurrock average, in part due to poor diet and lifestyle. Obesity and dental hygiene are major issues.

Baseline assessments in nursery/reception [significantly below the national average]:

- Speech and language.
- Reading [phonics/comprehension].
- Vocabulary.
- Personal, social, emotional development.
- Limited life experiences.

Crime:

- Tilbury is a high crime area, at 166 crimes per 1000 people. The crime rate in Tilbury is 105% higher than the East of England. [Census] 21% of all recorded crime is for antisocial behaviour [Census 2021].
- Chadwell St.Mary is a high crime area at 150 crimes per 1000 people. The crime rate in Chadwell St. Mary is 86% higher than the East of England
- The most common crimes in Tilbury and Chadwell St. Mary are violence and sexual offences.
- Tilbury is ranked as the most dangerous small town in Essex.
- Chadwell St. Mary is the third most dangerous small town in Essex.

% of adults with higher education qualifications:

- 28% of residents have no formal qualifications, 30% of residents in Tilbury are unemployed and 10% are economically inactive.

Over-crowded housing:

- The average number of persons per household for both Tilbury wards is 2.83, which is higher than the national average of 2.36 and the Thurrock average of 2.62.

OUR GLC CORE VALUES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather.'

Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.

Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.

Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best.'

OUR GLC COMPETENCIES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

Communication

The ability to express thoughts and feelings confidently in a range of media and forms.

Curiosity

The ability to ask questions and explore how the world works better.

Critical Thinking

The ability to generate new ideas and to apply them in practice.

Creativity

The ability to analyse information and ideas and to form reasoned arguments and judgements.

1: Curriculum

The curriculum at the Gateway Learning Community Primary Academies is the key vehicle to achieving the Gateway Learning Community's [GLC] mission to develop active and thriving citizens within a diverse, truly fair and equal community. The curriculum aims to reflect our community, be ambitious, exciting and challenging for all our young people and will be a gateway for all to excel in the next stage of their education, in whatever career they choose and throughout their life.

Intent	Implementation	Impact
PSHE is central to the development of each child, enabling students to become confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair and equal community	**PSHE progression map**	"I appreciate the diversity of my community and understand my rights and responsibilities." "I can use my critical thinking skills to in order to make informed choices and stay safe" "I will become a good citizen by adopting the GLC values"
RE gives pupils valuable insights into the diverse beliefs and opinions held by people today.	**RE progression map 24-25**	"I have a knowledge of the world's major religions and their relevance in today's society." "I understand and respect that people may have different religious views [or none] to my own"
Computing equips pupils with computational thinking and creativity to understand and operate in a changing world.	Teach Computing Curriculum	"When online, I am responsible, respectful and follow e-safety rules." "I have developed skills, confidence and understanding necessary to make the most of an evolving digital world."

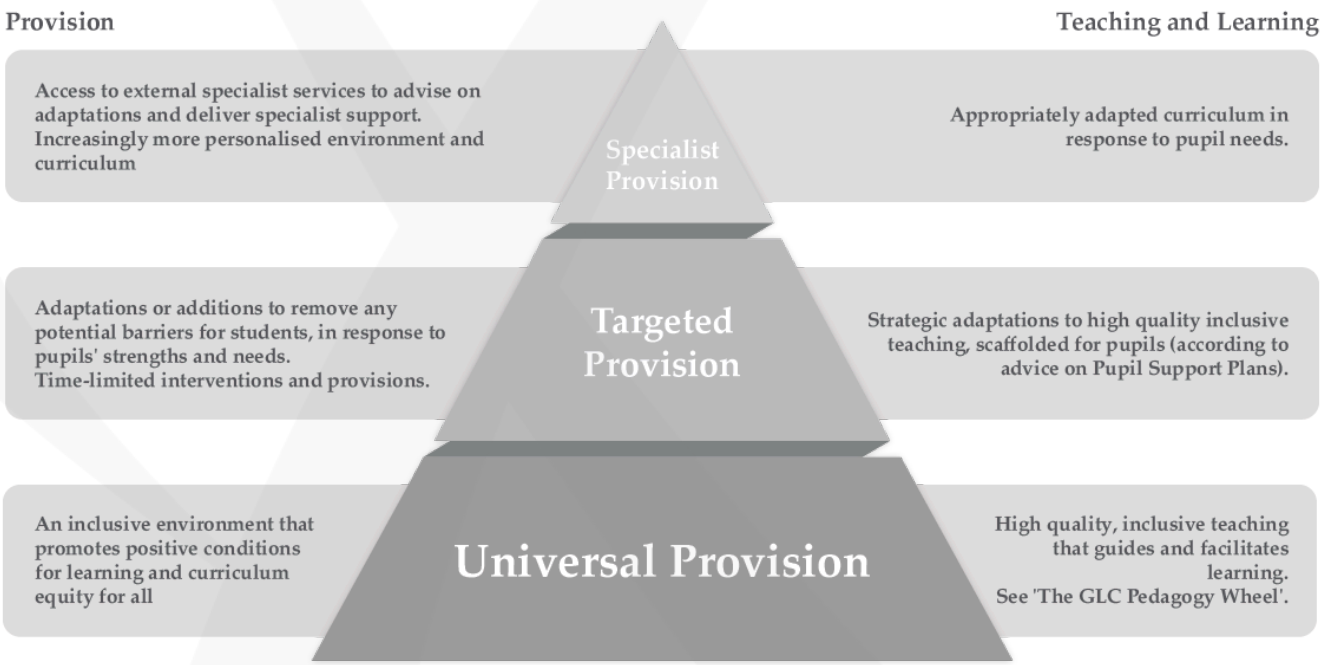
Personal Development is strong with exemplary aspects.

SEMH/ SEL Universal Provision

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.
In the Bespoke Provisions this will be achieved through:

- High quality, individualised teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum that is adapted to the age, stage and needs of our pupils;
- Building positive relationships with each pupil through 'pairing' to develop learning behaviours;
- Forming productive relationships with pupils and their families, working together to develop the values of compassion, resilience, responsibility and aspiration;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships and use of specialist advice for the benefit and wellbeing of our pupils.

Implementation



Supporting Documents [Links]

Bespoke Provision in the GLC

Impact

Key Performance Indicators

1. Reduction in Permanent Exclusions and Suspensions:
    - Measure: Percentage decrease in permanent exclusions and fixed-term suspensions for pupils within the provision, compared to their pre-provision rates or comparable cohorts.
2. Improvement in Academic Progress (Core Skills):
    - Measure: Demonstrated progress in reading, writing, and mathematics skills for pupils within the provision, as assessed through standardised termly or annual assessments.
3. Pupil Re-engagement and Attendance:
    - Measure: Increase in average attendance rates for pupils within the provision, alongside qualitative and quantitative evidence of improved engagement in learning activities and reduced avoidance behaviours.
4. Positive Shift in Social, Emotional, and Mental Health (SEMH) Wellbeing:
    - Measure: Documented improvement in pupils' SEMH needs and wellbeing, as evidenced by pre- and post-provision standardised SEMH assessment tools (e.g., Strengths and Difficulties Questionnaire - SDQ), teacher observations, and parental feedback.
5. Parental Engagement and Empowerment:
    - Measure: Participation rates in the Triple P Parenting Programme and other "Community Thrive Hive" initiatives, alongside qualitative feedback from parents/carers on their increased confidence and ability to support their child's SEMH needs.

Monitoring and Evaluation [Specific KPIs]

- Suspensions, exclusions and the use of part time timetables is reduced by 50%

2: 4.1a. Character

Intent

- At the Gateway Learning Community (GLC), we are committed to nurturing the whole child. Our intent is to develop pupils into well-rounded, responsible citizens who embody our **core values** of **Responsibility**, **Resilience**, **Compassion**, and **Aspiration**. Through a values-driven culture, inclusive ethos, and rich character-building experiences, we aim to instil confidence, integrity, and a deep sense of social responsibility in every pupil.
- We believe character education is vital for preparing pupils for life beyond school. Our ambition is to embed character development in all aspects of school life, ensuring pupils develop key **GLC Competencies – Curiosity**, **Critical Thinking**, **Creativity**, and **Communication** – which empower them to contribute positively to society and thrive in an ever-changing world.

Implementation

Character development at the GLC is not a standalone subject but is integrated across the curriculum, school ethos, enrichment opportunities, and community engagement. We implement our intent through [see Personal Development Overview: Personal Development Overview]

Ethos and Values-Driven Culture

- Our behaviour policies, relationships, and learning environments are rooted in the GLC core values.
- Assemblies and tutor sessions focus on themes that promote moral, civic, and emotional development and build cultural capital.
- The curriculum and other events allow pupils to explore Responsibility, Resilience, Compassion, and Aspiration in depth.

The GLC Competencies

- Teachers explicitly develop Curiosity, Critical Thinking, Creativity, and Communication across subjects.
- Projects, discussions, and collaborative learning promote deeper thinking and problem-solving skills.

Enrichment and Personal Development Opportunities

- **Celebrations and Awards**: Achievements in character, leadership, attendance, effort, and community contribution are recognised through celebration assemblies and awards evenings.
- **Trips and Visits**: Educational visits and residentials develop independence, curiosity, resilience, and social awareness.

- **Charity Events and Community Engagement**: Pupils plan and participate in fundraising, food drives, and volunteering projects that cultivate compassion and responsibility.
- **Core Values Days and Theme Weeks**: Dedicated days explore key values through workshops, guest speakers, and experiential learning.

Leadership and Pupil Voice

- Pupil leadership opportunities (e.g., school council, eco leaders, wellbeing ambassadors) empower young people to take responsibility and drive change.
- Regular feedback and dialogue ensure pupils are heard and involved in shaping their school experience.

Assemblies and PSHE

- Weekly assemblies explore moral, spiritual, and ethical issues, reinforce core values and promote reflection.
- The PSHE curriculum systematically builds knowledge and character traits to support wellbeing, relationships, and future success.

The GLC Health strategy

- Teachers explicitly deliver key messages each half term through various forms of communication - assemblies, class dojo, newsletters and lunchtime activities:

Health Strategy

AUTUMN 01

WHOLE SCHOOL THEME:

HEALTHY HYGIENE HABITS!

FOCUS:

Handwashing/coughs & colds - tissues, etc

AUTUMN 02

WHOLE SCHOOL THEME:

2 X 100 CALORIE SNACK A DAY!

FOCUS:

Reduction in fat/ sugar/salt

SPRING 01

WHOLE SCHOOL THEME:

I LIKE TO MOVE IT, MOVE IT!

FOCUS:

Sedentary Behaviour

SPRING 02

WHOLE SCHOOL THEME:

TERRIFIC TEETH!

FOCUS:

Dental/Oral Hygiene

SUMMER 01

WHOLE SCHOOL THEME:

HEALTHY HYDRATION!

FOCUS:

Increasing water consumption

SUMMER 02

WHOLE SCHOOL THEME:

SAFE IN THE SUN!

FOCUS:

Sun Protection

Keeping Safe Curriculum

- Embedded into the curriculum and through assemblies, events and partnerships; students develop their understanding of risk and how to manage and navigate this
- Parents are routinely provided with information that supports the Keeping Safe Curriculum

National Days and Awareness Days

- integral to understanding our trust moto, 'All different, All equal, Together improving Upon our best' national and awareness days and events support students knowledge and understanding of academy values, protected characteristics, British values, culture, and history
- They foster national pride, cultural awareness, and unity among students.
- Days are celebrated through pupil tannoy announcements, assemblies, educational projects, performances and planned lessons.
- All Different All equal Overview

Performance Opportunities

- Pupils regularly engage in school plays, music performances, dance showcases, and public speaking, which boost confidence and communication.
- Performance opportunities

PE and School Sport Offer

- The Thurrock School Sports Partnership [SSP] serves as the coordinating body for the School Games in the Thurrock area. It focuses on providing opportunities for physical activity and sports for young people from years 3-13, encompassing a wide range of abilities and backgrounds. The SSP facilitates events, training, and resources to promote participation and skill development in various sports.
- Coordinating School Games:
- The SSP is the main point of contact for the School Games in Thurrock, a national program celebrating physical activity and school sport.
- The SSP organises and manages various sporting events, including competitions, festivals, and tournaments, for different age groups and sports.
- The SSP provides training opportunities for pupils, teachers, and other adults involved in school sport, focusing on areas like leadership, coaching, and officiating.
- The SSP offers resources such as rules, guidelines, and downloadable documents to support schools in delivering sports and physical activity programs.
- The SSP supports young people in developing their leadership skills through programs like the School Games Leaders scheme.
- School Games Leaders: The SSP offers opportunities for students to become School Games Leaders, developing their leadership skills and contributing to the organization of school sports events.

- Borough Olympics: The SSP is involved in the Borough Olympics, a local sports competition.
- CPD for Teachers: The SSP provides professional development opportunities for teachers in Thurrock schools, often in collaboration with partners like "The PE Train".
- Overall, the Thurrock SSP plays a vital role in promoting physical activity, sport, and leadership development within the Thurrock school community.

Forest School

Exploring Core Values in Forest School.docx

Outdoor learning overview

- The GLC offers a unique opportunity to learn through hands-on experiences in a natural environment.
- This approach nurtures creativity, resilience, and independence while supporting physical and emotional well-being and language and communication.
- By engaging with nature, children develop problem-solving skills, confidence, and a deeper sense of environmental responsibility.
- The impact of Forest School can be profound—boosting self-esteem, improving social skills, and enhancing academic outcomes by making connections from the classroom to outside in an engaging and meaningful way.

Transitions and Mentorship

- A structured transition programme supports pupils moving from primary to secondary education, emphasising aspiration, resilience, and belonging:
  Primary & Secondary Transition Implementation Plan 2024-2025.docx
- Peer mentors and transition days ensure pupils feel connected and confident in new environments.

Impact

Our approach ensures that GLC pupils leave school not only with strong academic outcomes but also as confident, reflective, and principled young people. The impact of our character development programme is evident in:

- **Pupil Outcomes**: Improved self-esteem, behaviour, and engagement in learning.
- **Resilience and Wellbeing**: Pupils demonstrate emotional literacy, perseverance, and the ability to overcome challenges.
- **Social Contribution**: Increased participation in community and charity events, with pupils taking initiative to lead and support social causes.
- **Readiness for Life**: Pupils transition successfully to new year groups and secondary school with the social and emotional tools to thrive.

- **Recognition and Awards**: GLC pupils regularly achieve local and national recognition for leadership, kindness, and community impact.

Character development is a living, evolving process at GLC – not only something we teach but something we live. Through our inclusive ethos, values-based curriculum, and vibrant community life, we shape individuals who are **aspirational, compassionate, resilient, and responsible – ready to make a positive difference in the world.**

Monitoring and Evaluation [Specific KPIs]

-% of disadvantaged pupils accessing enrichment experiences

-% of year groups offered at least one external cultural or immersive learning opportunity annually

-% of pupils reporting increased engagement or enjoyment of learning after attending a trip/workshop

-% of staff reporting enhanced pupil understanding or enthusiasm linked to a specific trip/workshop

Premier League

3: 4.1b Pupil Leadership and Social Action

Intent:

To empower pupils to become responsible, confident, and active citizens by developing leadership skills and a sense of social responsibility. The goal is to foster a culture where every pupil feels their voice matters and they can make a difference in their school and wider community.

Implementation:

- Pupil Leadership Roles: A wide range of leadership opportunities are provided into three categories:
- GLC Pupil Leadership roles and responsibilities

Trust and school leadership teams	Community leaders	Class responsibilities	More able opportunities
All Creating Our Futures Head and Deputies	Play Leaders	Digital leaders	Brilliant Club
All Solving Our Problems School Council representatives	Singing playground leaders	Sports Leaders	More Able Mathematicians
All Protecting Our Planet Eco council	Dinner hall monitors	Oracy champions	Phonics tutors
All Thriving Wellbeing Ambassadors	Pupil Librarians	Science ambassadors	Peer mentoring
All Telling Our Story Arts Council	Story seekers	Reading Ambassadors	
House Captains	Junior road safety officers		

- Election and Training: Pupils are democratically elected or selected based on application/interview processes. All leaders receive training to develop communication, teamwork, and problem-solving skills. We will ensure all groups of pupils are representative of the demographic.

- Social Action Projects: Pupils take part in meaningful projects such as:

    - Fundraising for charities (local, national, international)
    - Organising community events or awareness campaigns (e.g., anti-bullying, sustainability)
    - Supporting local causes (e.g., food banks, care homes)

- Community Partnerships: Collaborations with local organisations, councils, and charities enhance the real-world impact of pupils' actions.

- Curriculum Integration: Leadership and social action are woven into PSHE, RE, and assemblies to promote citizenship and ethical understanding.

- Pupils use a range of creative ways to capture community views . This will be completed within the wider curriculum time i.e. playtime, breakfast club, school gate etc..

Youth Voice: Youth Voice

Impact:

- Leadership Development: Pupils demonstrate increased confidence, responsibility, and ability to lead others. They take initiative and articulate their ideas clearly.
- Improved School Culture: Pupil voice is embedded in school improvement, leading to a greater sense of ownership, inclusion, and respect.
- Positive Behaviour and Relationships: Peer-led initiatives contribute to better relationships, reduced conflicts, and a more respectful environment.
- Civic Awareness: Pupils develop a deep understanding of community needs, empathy, and the value of giving back. Many continue engaging in voluntary and leadership roles beyond primary school.
- Recognition: Pupil contributions are celebrated in school newsletters, assemblies, and wider trust communications, fostering pride and aspiration.

Monitoring and Evaluation [Specific KPIs]

60% of all pupils/ students hold a position of responsibility.

- All pupil leaders attend regular meetings and are part of the pupil-led projects
- Pupil voice is captured each half term
- 2 pupil-led presentations or assemblies are delivered each half term
- Increased awareness of pupil leaderships roles , responsibilities and the impact and changes they are making.
- % of pupils reporting development of one or more GLC Core Values or Competencies.

Ormiston Framework: GLC End of Project Report
Webpage: Gateway Learning Community - All Different: All Equal

£1.50
Tin can alley game
£1

4: 4.1c/d Opportunities

Extra [Interest/Talent]

Intent:
To identify and nurture individual pupil interests and talents beyond the standard curriculum, promoting confidence and personal growth.

Implementation:

Gateway Learning Community - Thriving Families: Wraparound Care
A wide range of enrichment clubs and activities are offered (e.g. music, art, languages), led by staff and external providers. Pupil voice is used to shape offerings.

Clubs are signposted to children/partners and there are partnership links with:

- Gators
- Tilbury Football Club
- BB's Dance
- Dancepoint

Impact: Evaluation
Increased pupil engagement and attendance at extra-curricular clubs. Pupils develop a strong sense of identity, belonging, and enthusiasm for school life.

Monitoring and Evaluation [Specific KPIs]
80% of pupils/ students engage with an extracurricular club

- % of pupils participating in at least one enrichment activity per term
- % of pupils identifying a personal talent or interest through school provision (via surveys or reviews)
- % of pupils reporting increased confidence and development of GLC Core Values and Competences (pupil voice data)
- Pupils achieving recognition and given a platform to showcase talent (e.g. music, art, languages)
- Each half term each school offers ???? variety of enrichment clubs
- % of clubs run by external specialists or community partners
- % of enrichment offerings that change or adapt based on pupil voice feedback

Our Core Values

Our Competencies

All Different; All Equal
Together, Improving Upon Our Best

Super [Academic]

Intent:
To extend academic learning for pupils who demonstrate high potential, pushing them to excel and deepen their understanding.

Implementation:
Targeted intervention and enrichment sessions (e.g., Mastery Maths, Maths Masterclass, The Brilliant Club Scholars Programme, Peer tutoring, Writing Challenge), differentiated tasks in lessons, and competitions or external academic challenges.

Supporting Documents [Links]
Trust Implementation Plan for More Able 2025-26.docx
24-25 MORE ABLE Operational Plan
2025-2026 MORE ABLE Operational Plan

Impact:
Improved performance in core subjects, especially at Greater Depth. Pupils report increased self-belief and enjoy challenging academic experiences.

- Improved academic performance
- Enhanced independent study skills
- Increased equity
- Greater confidence and self-reliance
- Stronger academic culture

Additional Learning Periods [ALPs]

Intent:

The intent of our additional learning periods, provided both before and after the core school day, is to extend and enhance the holistic development of every child, maximising opportunities for both academic progress and personal growth.

Implementation:

- Year group leads analyse data to identify pupils who are under-performing academically compared to their targets
- Year group leads plan who will lead the ALP and support them to ensure they this is well-planned and delivered to a high standard, incorporating our teaching and learning signature strategies

- Year group leads make arrangements for pupils to attend and rigorously monitor attendance, providing an appropriate balance of support and challenge
- Year group leads monitor and evaluate the effectiveness of each ALP, by dropping into the session and analysing the progress pupils make

Impact:

- Pupils participating in ALPs will demonstrate significant, sustained progress in core subjects, consistently exceeding their pre-intervention growth rates and closing individual learning gaps.
- ALPs will empower a substantially higher percentage of participating pupils to meet or exceed their academic targets and age-related expectations, ensuring they are on track for future success.
- ALPs will demonstrably narrow and ultimately close attainment gaps for disadvantaged and underperforming pupils, fostering greater equity and ensuring all pupils have an equal opportunity to achieve their full potential.
- Targeted interventions within ALPs will lead to rapid and robust acquisition of specific foundational skills, providing pupils with the essential building blocks for broader academic success.

Monitoring and Evaluation:

- Ongoing progress tracking
- Individual progress analysis
- Case studies
- Intervention effectiveness review

Study Hubs:

Intent:

The intent of Study Hubs is to provide a supportive, well-resourced, and consistent environment that empowers all pupils to effectively complete homework, deepen their understanding, and cultivate strong independent study habits. It aims to foster a culture of self-reliance and academic ambition, ensuring every pupil has equitable access to the conditions necessary for successful learning, both within and beyond the regular school day.

Implementation:

- Each academy establishes a conducive and well-resourced environment for the study hub
- The study hub is stocked with essential resources, such as information relevant to key subjects, revision guides, and basic stationery supplies [e.g., paper, pens, highlighters] to supplement pupils' own resources.
- Each academy establishes clear and consistent operating hours for the study hub, allowing pupils to drop in both before school, during designated break/lunch times, and after school
- Each academy assign dedicated, trained staff members (e.g., teachers, teaching assistants, or library staff) to supervise the Study Hub during all operational hours Their role is to maintain a productive atmosphere, offer general guidance, and provide academic support
- Each academy provides clear communication, publicising the Study Hub's availability, purpose, and benefits widely to all pupils and parents through assemblies, newsletters, the school website, and notice boards.
- Each academy proactively identifies pupils who might particularly benefit from the Study Hub [e.g., those known to have challenging home study conditions, or those struggling with organisation] and encourages their attendance.

Impact on Pupils

- Improved academic performance
- Enhanced independent study skills
- Increased equity
- Greater confidence and self-reliance
- Stronger academic culture

PUMA
Ready
School
Writing

More able

Intent:
To stretch more able learners across subjects through bespoke opportunities and high expectations.

Implementation:
Identification of more able pupils in each subject area; curriculum compacting, peer to peer mentoring, and access to advanced learning pathways and regional gifted programmes, participation in trust and local competitions [Rotary, Mathletics, Poetry], Maths and Super Curricular Masterclass programme, The Brilliant Club Scholars Programme

Supporting Documents [Links]

Trust Implementation Plan for More Able 2025-26.docx

Impact:
Enhanced outcomes for more able pupils, with a high proportion achieving above national expectations. Pupils show strong metacognitive awareness and leadership.

Monitoring and Evaluation [Specific KPIs]

Peer to Peer

Intent:
To empower pupils through collaborative learning and leadership roles, enhancing social and academic outcomes.

Implementation:
Peer tutoring, reading buddies, playground leaders, and class-based collaboration projects. Training provided for peer mentors.

Supporting Documents [Links]

Impact:
Improved social skills, confidence, and pupil relationships. Pupils take pride in leadership and learning from each other, with increased independence noted.

Monitoring and Evaluation [Specific KPIs]

Holiday Provision

Intent:
To provide structured, enriching experiences during school holidays, particularly for vulnerable and disadvantaged pupils.

Implementation:
GLC-run holiday clubs with a mix of academic refreshers, enrichment, creative ,sports, and wellbeing activities.

Supporting Documents [Links]
Evaluation

Impact:
Supports families with childcare; pupils return to school more settled and engaged. Increased attendance and uptake, particularly from FSM families.

Monitoring and Evaluation [Specific KPIs]

-% of eligible pupils attending holiday provision

-% increase in attendance compared to previous holiday period

-% of pupils reporting positive experiences in post-programme surveys

=% of parents/carers satisfied with holiday provision (via feedback forms or surveys)

-Staff observation of pupil engagement

-% of pupils reporting improved GLC Core Values and Competencies post-provision

5: 4.2 Parents

ThriveHive

Intent

Implementation

- The GLC Thrive Hive [LPA] - Implementation Plan
- Promotional Video: https://youtu.be/FNflFEzOKUY
- Webpage: The GLC Lansdowne Primary Academy Thrive Hive

Impact [See page: 11] - broken down into the following categories:

- **Parent and Carer Engagement & Satisfaction**
- **Access to Support & Services**
- **Skills Development & Empowerment**
- **Community & Wellbeing**

Thriving Families: Equity for all, wraparound care, learning experiences

Intent:

Our Mission is to foster a welcoming space where all parents and carers are empowered to lead fulfilling lives [no matter their path], thrive personally, and collaborate with The GLC to nurture their children as active, thriving citizens within a diverse, truly fair and equal community.

Equity For All: Empowering parents and carers to lead fulfilling lives and collaborate with the GLC to foster thriving children in a diverse, fair, and equal community. This includes ensuring access to various support systems.
Learning Experiences: We offer diverse learning opportunities for children in our Trust, including a focus on rich **cultural experiences**, varied teaching approaches, and inclusive education for everyone.
Wraparound Care: Offering a range of clubs and care options to support families and children outside of regular school hours.

Implementation:

- Gateway Learning Community: Thriving Families: Equity For All
- Gateway Learning Community - Thriving Families: Wraparound Care
- Gateway Learning Community - Thriving Families: Learning Experiences

Impact:

- Increase in Parental/Carer Engagement and Empowerment
- Enhanced Student Engagement and Attainment in Diverse Learning [including Cultural Experiences]
- Improved Family Access to and Utilisation of Wraparound Care and Support Services
- Demonstrated Sense of Belonging and Inclusivity within the Community

6: Monitoring and Evaluation

- [review, pupil voice-add link, presentation to directors]
- General Attendance
- Club Attendance

Intent

-

Implementation

-

Supporting Documents [Links]

Impact

-

Monitoring and Evaluation [Specific KPIs]

8: Appendices

British values at The GLC 2024-2025