

GOVERNOR ANNUAL COMMUNITY REPORT

2025–26 school year



Celebrating learning, achievement and belonging at Gateway

Headteacher Mrs Kayleigh Anstee	Chair of Governors Mr Kevin Moyes
From The Full Governing Board	Date July 2026

A message from the Chair of Governors

A parent-friendly summary of the year, the work of governors and the school's achievements

Dear Parents, Carers and members of the Gateway community,

As part of our commitment to openness and transparency, the Governing Board has prepared this end-of-year report. It brings together the key themes from our Full Governing Board meetings, governor monitoring, and external reviews, alongside some of the many stories and photographs shared on the school website and in weekly newsletters.

Gateway has continued to be a busy, welcoming and ambitious school. It reached 306 pupils during the autumn term, and while pupil numbers naturally fluctuate because so many families are connected to the Armed Forces, the school remains popular. Forty-five children have accepted places in EYFS for September 2026, and staff have introduced home visits to help new pupils and families settle confidently.

Governors have continued to challenge and support school leaders by scrutinising pupil progress, safeguarding, SEND, behaviour, wellbeing, finance, premises, and the school's improvement priorities. We have also celebrated the creativity, resilience, and kindness that pupils show every day, and the commitment of staff, families, the Gateway School Association, and community partners.

This report is not intended to cover every discussion or activity. Instead, it provides a clear overview of the progress made, the assurance governors have received, the impact of governance and the priorities we will carry forward into 2026–27.

Kevin Moyes

Chair of Governors

2025–26 at a glance

6 formal governing board meetings	21 monitoring reports reviewed	60 parent and carer survey responses	45 EYFS places accepted for September 2026
95% parents said their child is taught well	96.7% parents said their child makes good progress	93.2% parents said their child feels safe	88.3% parents said the school is well led

School improvement and pupils' learning

Governors used data, classroom evidence and external review to test whether improvement plans were making a difference

What governors monitored

- The School Evaluation Form (which outlines the school's strengths and development areas) and School Development Plan (annual objectives), including progress against priorities in mathematics, English, curriculum knowledge and assessment.
- Pupil attainment and progress through SONAR data, Pupil Progress Meetings and focused monitoring of SEND, disadvantaged pupils and highly mobile service pupils.
- The administration of Year 6 SATs, with governors confirming that statutory procedures were followed and that pupils were calm, positive and well prepared.
- The impact of external school-improvement support from Oxfordshire County Council's School Improvement Team and Cambrian Trust's school-improvement partner.

Positive end-of-year indicators

- 83% of EYFS pupils reached their early learning goals, continuing a strong three-year picture.
- The average Year 4 multiplication-check score rose from 16 to 18, with a significant group achieving full marks.
- Year 6 writing outcomes were reported at 78% at the expected standard and 15% at greater depth.
- The phonics programme, mathematics planning and use of high-quality reading texts were all judged to be having a positive impact.



Curriculum enrichment included the Years 1 and 2 visit to Warwick Castle.

Science Week encouraged pupils to investigate, question and learn through practical experiences.

External validation

The Oxfordshire school-improvement visit described Gateway as calm, organised, inclusive and well led. It recognised strong investment in reading and robust safeguarding, while helping leaders and governors identify the next steps in mathematics fluency, phonics participation and assessment of essential curriculum knowledge.

Inclusion, safeguarding and wellbeing

A strong focus on helping every child feel safe, included and ready to learn

Gateway's inclusive culture remained central to governor oversight. Monitoring visits included safeguarding audits, learning walks, scrutiny of exclusion processes, staff wellbeing and detailed discussion of SEND and pastoral provision.

Safeguarding assurance

- Audits found safeguarding embedded across leadership, training, safer recruitment, referrals and the curriculum.
- The site was secure and pupils and staff understood procedures.
- Governors followed up actions and monitored online safety, attendance and support for vulnerable families.

Enhanced SEND support

- The enhanced "Hangar" provision was having a positive impact for pupils with Education, Health and Care Plans.
- A full-time SEND teacher has been appointed for September to extend this work.
- SEND progress remained a regular focus in pupil-progress monitoring.

Inclusive classrooms

- Learning walks saw calm, engaged pupils and tailored classroom resources.
- Movement breaks, sensory tools and safe spaces supported regulation and access to learning.
- Governors saw evidence that staff know pupils and their individual needs well.

Ready to learn

- A new Ready to Learn Lead role was created to provide earlier, proactive pastoral support.
- Governors will track impact through engagement, behaviour information and reduced escalation.
- The role complements the Family Support Worker and wider emotional-regulation provision.



EYFS pupils met some extraordinary visitors during the Jungle Roadshow.



Creative projects and reading activities brought stories and ideas to life.

A year of memorable experiences

Trips, visitors, community events and curriculum themes enriched pupils' learning throughout the year



Autumn adventures

The school year began with almost 300 pupils and a strong focus on belonging. Year 6 developed independence at the Yenworthy residential and through Junior Citizens, while Years 1 and 2 visited Warwick Castle. Pupils explored the "We Are Invaders" theme through Romans, Vikings, castles and practical history.



Celebrating reading and discovery

World Book Day, the book fair, Science Week and practical investigations encouraged curiosity. Pupils created books and models, explored Roman designs, carried out experiments and shared their learning with families through class updates and book looks.



Belonging and service families

Month of the Military Child focused on belonging, resilience and community. RAF Brize Norton visitors contributed to assemblies and family events, a Buddy Club was launched, and the school strengthened links with the Carterton Veterans Hub. Dandelion Day raised £196 for Little Troopers.



Environmental action

The "We Are Environmentalists" theme included minibeast exploration, outdoor science and David Attenborough Day. Parents and grandparents helped plant nature-focused areas and refresh bug hotels and hedgehog homes, turning the school grounds into an active learning resource.



Sport, teamwork and community

Sports Day celebrated healthy competition, encouragement and teamwork. Hurricane House won both events. The GSA's Colour Run brought families together and raised more than £1,400 for resources, equipment and experiences that enrich school life.



Creativity on show

Pupils' art was displayed at Carterton Art Week, music continued through iRock and guitar tuition, and Year 6 prepared for their summer production. Across the school, newsletters captured children taking pride in their work and celebrating one another's achievements.

What governors did this year

Strategic leadership, constructive challenge and practical assurance across the school

Governors do not run the school day to day. Our role is to set strategic direction, hold the Headteacher to account for educational performance, oversee financial performance and ensure that statutory responsibilities are met. During 2025–26, governors met formally six times, including a dedicated budget approval meeting, and reviewed 21 monitoring reports.

1. Improvement and standards

- Approved and monitored the School Development and Improvement Plan and School Evaluation Form.
- Scrutinised attainment, progress and pupil-group information throughout the year.
- Visited lessons, reviewed books and joined Pupil Progress Meetings.
- Monitored Year 6 SATs administration and external improvement support.

2. Safeguarding and inclusion

- Completed safeguarding audits and inclusion learning walks.
- Reviewed exclusion practice, confirming that exclusion was used only as a last resort.
- Monitored SEND, the enhanced provision and the new pastoral role.
- Kept online safety, attendance, wellbeing and support for vulnerable families under review.

3. Finance, premises and resources

- Approved the three-year budget before the Local Authority deadline.
- Monitored spending and the impact of pupil numbers on future income.
- Reviewed health and safety, site security, premises, insurance, energy and sustainability.
- Confirmed that sports and capital spending was directed towards pupil and staff benefit.

4. Governance and community

- Completed website-compliance and school-uniform affordability reviews.
- Reviewed policies, governance documents, training, skills and succession needs.
- Considered parent and staff survey results and shared regular community updates.
- Continued recruitment for governor vacancies and encouraged wider community involvement.

End-of-year self-review

Governors concluded that every area of the monitoring schedule had been covered. We also identified a practical improvement for next year: finance, premises and health and safety monitoring will be spaced more regularly across the year, rather than being concentrated towards the summer term.

Responsible stewardship and community voice

Using public funds carefully, improving the learning environment and listening to families

Finance and resources

- The 2025–26 position improved from an anticipated deficit to a small surplus, helped by increased pupil numbers.
- Governors approved a balanced three-year budget and continued close monitoring of staffing, SEND funding, pupil numbers and wraparound care.
- Planned capital investment included refurbishment of the staffroom, kitchen and work areas, improved space for pastoral work and office improvements.
- Sports funding supported new metal goals, a cycle shelter, cricket equipment, scooters and skipping ropes.
- Premises monitoring found the site secure and well maintained, with follow-up actions clearly recorded.

What parents told us

The spring survey received 60 responses and showed high levels of confidence in the school:

- 95.0% agreed their child is taught well.
- 96.7% agreed their child is making good progress.
- 93.2% said their child feels safe.
- 95.0% said behaviour expectations are clear.
- 88.3% believed the school is well led.
- 85.0% said their child enjoys school.

Listening and improving

Families also highlighted opportunities to strengthen extracurricular provision and make information about online safety, road safety, healthy lifestyles and the work of governors more visible. These points have informed planning for next year.

Community partnership

Governors were pleased to see strong participation in open classrooms, parent book looks, Mingle in the Mess, environmental activities, Sports Day and the Colour Run. The Gateway School Association continues to make a significant difference by funding resources and experiences. We are grateful to every volunteer, donor, family member and community partner who contributed time, ideas or financial support.



Outdoor learning during the “We Are Environmentalists” topic.



Gateway pupils' work displayed for the wider community at Carterton Art Week.

Looking ahead to 2026–27

Building on this year's progress while keeping pupils' needs at the centre

The Governing Board and school leaders have agreed four core school-improvement priorities for the year ahead:

Effective SEND provision Continue developing the enhanced provision, embed the new SEND teacher role and ensure children with complex needs receive consistent, high-quality support.	Improved mathematics outcomes Build on stronger planning, Maths Hub support, fluency work and “Diving Deeper” challenge so that pupils can reason confidently and achieve well.
Consistently good teaching and assessment Strengthen handwriting, writing targets, curriculum knowledge, subject vocabulary and the use of assessment to plan next steps.	Developing staff and leadership Invest in professional development, role clarity and succession planning so that the school has the capacity to sustain improvement.

Governors will also:

- Maintain a planned programme of monitoring that is closely aligned to the school's priorities and statutory duties.
- Continue to monitor the budget, pupil mobility and admissions so that resources remain sustainable.
- Strengthen communication with families and make the role and impact of governors more visible.
- Recruit to governor vacancies and build succession and leadership capacity across the Board.
- Support the school to remain a welcoming place for new families and to provide thoughtful transitions for pupils moving on.

Thank you

The Governing Board would like to thank every pupil, member of staff, parent, carer, volunteer and partner for the contribution they have made this year. We wish our Year 6 pupils every success as they move to secondary school and hope all Gateway families enjoy a safe and restful summer.

Interested in becoming a governor?

Gateway currently has governor vacancies. The Board benefits from people with different skills, experiences and perspectives, and full induction and training are provided.

Contact: kmoyes@gateway.oxon.sch.uk

School website: www.gateway.oxon.sch.uk

Report sources

Full Governing Board papers and monitoring reports for 2025–26; Gateway Primary School weekly newsletters and website. Photographs reproduced from the school's published newsletters.