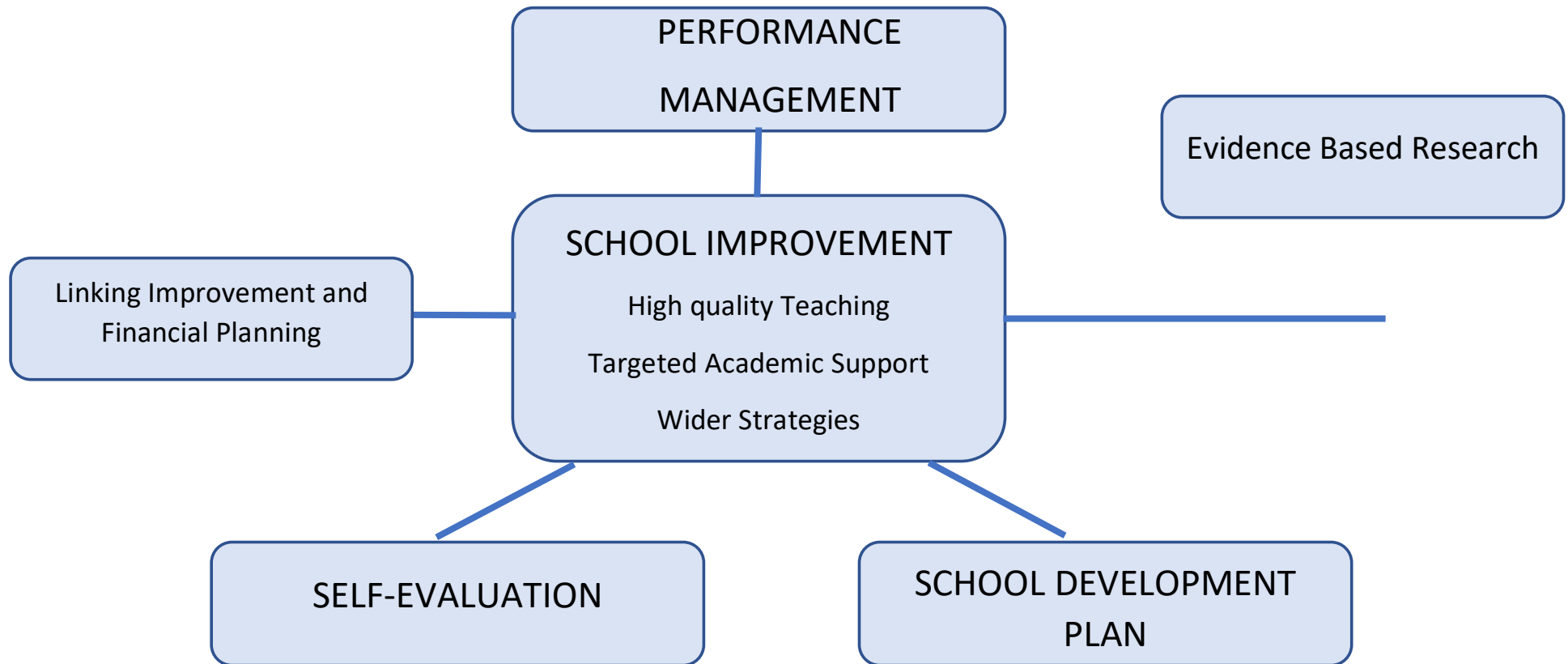




REDHILL PRIMARY ACADEMY

ACADEMY IMPROVEMENT PLAN 2025-26





SCHOOL DEVELOPMENT PLAN SUMMARY 2024-25

Section 1: Quality of Education	
Strengths	Next Steps
<ul style="list-style-type: none"> • Outcomes remain high across all phases of the school, including the unvalidated 2025 SATs outcomes, where combined reading, writing and maths attainment was 78% at expected and 22% at greater depth. A particularly strong feature were the GPS outcomes, with 85% at expected and 50% at greater depth. • A priority for development in the last summary report was for Year 6 to make exceptional progress in the core subjects from their starting points at the beginning of the academic year. This priority has been well achieved. • Advisor monitoring alongside senior leaders throughout the academic year 2024 – 2025 confirms that pupils with SEND, including those with complex needs are well supported and whenever possible fully accessing the curriculum offer. Additional adults work effectively with children with additional needs extending knowledge of technical vocabulary, developing pupil independence and modelling small component steps of new learning with clarity and precision. • The core subjects continue to be well taught and embedded. Staff are aware of the importance of teaching foundational knowledge in a well sequenced manner, particularly for pupils across the school at the early stages of reading , writing and mathematics. Curriculum policy and practise continues to be adapted to ensure appropriate adaptations to the curriculum offer to enable pupils attaining below age related expectations to catch up with their peers. • Staff in the Early Years and Key Stage 1 have adapted the early reading and mathematics offer to take account of research recommendations regarding the teaching of foundational knowledge. The rationale for teaching spelling, handwriting and phonics and how they relate to each other is clear and effective and staff recognise the importance of embedding transcriptional knowledge before exposing the pupils to a 	<ul style="list-style-type: none"> • Mathematics will be a key priority in the new school development plan. Main areas for development are to ensure consistent provision, to refine and clarify curriculum intent and to ensure that procedures and pedagogical approaches for teaching the 3 key areas of knowledge (declarative, procedural and conditional) are revised and agreed. This will include refining assessments. A coaching, action research methodology will be used to ensure cohesion and ‘buy in’ from both new and existing staff across both Redhill Primary Academy and the new Thomas Telford School. • Continue to improve Year 4 multiplication test score outcomes. • Embed Mastery in Number in the Early Years and Key Stage 1. • Due to changes of staffing, revise and agree key pedagogical approaches to ensure consistent use of a range of strategies to develop oracy, pupil questioning, Kagan strategies and to deepen vocabulary knowledge across all areas of the curriculum. • Embed the new foundation knowledge trackers to ensure all staff are clear about expectations and end of year milestones and use the information effectively to target adaptive teaching and interventions. • All staff to adopt an agreed PPQ first strategy.



wide range of composition work when writing. Dictation is well taught and embedded in Year 1.

- The use of high quality knowledge organisers scaffold learning well and are more fully enabling the pupils to apply knowledge to different contexts. For example, in art and history lessons. Pupils are more articulate when sharing their learning and they can more readily use technical vocabulary well to explain how they know and remember a wide range of knowledge linked to the whole school key concepts.
- The whole school key concepts are embedding well and pupil voice monitoring confirmed which concepts need further adaptations so that they are revisited frequently enough but also linked to other curriculum areas to ensure that the pupils can make meaningful links. For example, links to fair trade , climate change, sustainability etc
- In subjects such as history, art and music, pupils are developing a more secure understanding of chronology and the passage of time. They use the timelines on their knowledge organisers well to prompt discussion.
- Assessment for learning in lessons is a strength of the school. The assessment for learning research project is enabling quality reflection and dedicated time for staff to hone the assessment offer in a meaningful and productive manner. The project is based on effective lesson study principles which place pupil voice and team work at the heart of all review and training activity.
- The assessment for learning research project has been very successful in the humanities subjects. This is because there is a clear, appropriate rationale for assessment in history and geography and consistent expectations for implementation across the school. The effective assessment strategies were shared with Senior Leaders across the Borough at the Deputy Headteacher update that took place in June 2025.
- Assessment procedures are creative, varied and carefully designed to help pupils regularly revisit substantive and disciplinary knowledge throughout units of work and over time. Some of the effective



<p>assessment procedures in science have been well adapted to assessment in humanities.</p> <ul style="list-style-type: none"> • Revised assessment along with the key historical and geographical concepts being upfront and referred to in workbooks is resulting in pupils ability to remember their learning over a unit of work and over time. • Accurate teacher explanations and effective modelling and demonstration of the important component knowledge that they want the pupils to learn and how it builds on prior learning within the unit. • Pupils demonstrate a real pride in their workbooks and sketch books. They also demonstrate high levels of enjoyment, fun and pride in work. • In art lessons there is a good balance of art theory and practical work. Pupils are becoming more proficient as they move through a sequence of learning / over time. There is excellent quality of work in Year 6 sketch books sampled and also the Yr 6 work on display linked to the unit on observational drawing linked to the work by Peter Max and Andy Warhol in the EYFS / KS1 corridor. • The impact of the well sequenced art curriculum that results in high quality drawing, technical expertise but also unique composite end pieces of work. This is clearly evident in the sketch books, lesson visits and when talking to the pupils. • All priorities from the last summary report have been well met. 	
Section 2: Leadership and Management	
Strengths	Next Steps
<ul style="list-style-type: none"> • The headteacher continues to be strategic in her role and provides clear direction to ensure continued improvement. She is very well placed to take up the role of executive headteacher. • Senior Leaders remain strategic in their role despite numerous, unavoidable staff changes. The teaching team value the opportunity to work closely with their colleagues to review curriculum intent and effective pedagogical approaches. This way of working is continuing to upskill an already knowledgeable staff on subject specific knowledge. • The detail in the subject unit plans continues to be precise, well sequenced and separates types of knowledge. This makes it easier for 	<ul style="list-style-type: none"> • Ensure a smooth and strategic leadership transition by embedding distributed leadership structures, empowering the new Head of School, and maintaining high standards in teaching, learning, and school culture. • Develop cohesive teams of staff who research and develop best practice. This should include developing efficient ways of working across both Redhill Academy and Thomas Telford Primary School. • Senior leaders to cultivate a supportive professional culture where staff thrive through collaborative coaching and ongoing professional learning, by embedding effective pedagogical



<p>subject leaders to ensure that assessment procedures can identify progress in component and composite knowledge. The plans also support staff new to school and the new academy with workload and subject knowledge. This serves to enhance capacity for further improvement.</p> <ul style="list-style-type: none"> The staff team continue to be experienced and effective practitioners. This supports the giving of specific and pertinent feedback throughout lesson observations, book scrutiny etc. and was a clear strength during the selection process when appointing staff to work at the new academy. 	<p>approaches, using formative assessment strategies, and prioritising the development of long-term learning retention, to ensure that every pupil makes exceptional progress, particularly in core subjects.</p> <ul style="list-style-type: none"> Strengthen governance structures and strategic oversight to reflect the governing board’s broader responsibility for two primary schools, ensuring robust accountability, clarity of roles, and consistency in standards across the trust.
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Section 3: Behaviour and Attitudes

Strengths	Next Steps
<ul style="list-style-type: none"> Pupils behaviour and attitudes to learning was exemplary in all classes visited during advisor visits. They were numerous examples of high quality collaboration and peer to peer support. Children in all classes are settled and the characteristics of effective learning and executive function are being well embedded for the earliest days. In pupil voice discussions with the attached advisor, pupils say that they are lucky to attend Redhill Primary Academy. Older pupils appreciate the many opportunities to develop independence, to research and make decisions for themselves. The school establishes strong and supportive relationships with pupils and their parents and carers. This results in excellent pupil attitudes to learning, and an inclusive school community. Overall attendance figures for 2024-25 remain above the national average at 96.54, PA at 6%. 	<ul style="list-style-type: none"> To use best practice at Redhill, to create a strong sense of community, inclusivity, and partnership among children, parents, staff, governors and external stakeholders at TTPFS.

Section 4: Personal Development

Strengths	Next Steps
<ul style="list-style-type: none"> The outcomes of a range of pupils voice activities confirm that provision for personal development remains outstanding. The offer remains broad, vibrant and key elements are regularly revisited to ensure that the pupils are given the exposure needed to equip them with lifelong citizenship skills, to ensure that are tolerant, respectful and safe inside and outside of school. 	<ul style="list-style-type: none"> Embed the revised curriculum offer for financial education as planned. Continue to develop the reach and impact of the safe surfers group with the planned changes to staff with effect from September 2025. The group are clearly having a real impact and are bursting with ideas for next steps.



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|---|---|
| <ul style="list-style-type: none">• The curriculum offer is well embedded and provision for financial education has been revised and enhanced.• Pupils articulate well how to stay safe in school, at home and on line. They are very confident that if they encountered unsafe situations at home or in the community, they could and would confidently confide in a trusted adult in school.• The NSPCC PANTS campaign is revisited annually and as a result of this even the youngest pupils in Key Stage 1 are happy to have simple and age-appropriate conversations regarding keeping themselves safe from abuse. The use of stay safe scenarios where pupils debate how they would tackle a variety of situations that are often beyond their lived experience is giving pupils the self-assurance to tackle potentially difficult situations with sensitivity and confidence.• All pupils sampled for pupil voice activity really love school and fully appreciate the wide range of visits, visitors and extra-curricular experiences that enliven the curriculum offer and make learning fun. The carefully planned enrichment weeks make learning memorable. A recent enrichment week included aspirations and careers where former pupils visited school and inspired the pupils. The choir have visited a local Care Home. They returned to the home on VE day and sang at the bench reveal at the local park / green. All planned enrichment weeks have taken place. E-safety week included workshops for all Year groups. All pupils have also accessed a bullying workshop during friendship week.• The power of pupil voice to make a significant difference to life and wellbeing in school and the community. For example, the way in which the Safe Surfers group have interacted with parents / carers during parent consultation meetings to alert them to age restrictions on a range of apps and the way in which the Travel Council have quickly changed the mindsets and habits about using vehicles to come to school.• The oldest pupils have an excellent understanding of the protected characteristics and British values. They use correct vocabulary and exemplify well. The use of scenarios is empowering pupils to be reflective | <ul style="list-style-type: none">• Staff and Safe Surfers group to continue to educate pupils regarding e-safety and access to age appropriate apps as they feel that there is a group of younger pupils who appear to be accessing inappropriate sites at home. |
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and more 'world wise' than they might otherwise typically be. This helps demonstrate the well-established culture of safeguarding and the power of a very well thought out PHSE offer in class and assembly.

- The wide range of pupil voice groups in place are integral to driving change in school. For example, the Safe Surfers, Travel Council and School Council. The pupils in the groups are ambassadors for the school and the way in which roles are elected and organised are preparing the pupils well for future life and transition to Key Stage 3.
- Pupils across KS1 and 2 know the school values and readily align them to the behaviour policy.



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END OF YEAR OUTCOMES

KS2 Attainment School/PP/SEND	2019	2021	2022	2023	2024	202 Nat/ 2023 LA	Sum 2025 + above nat	2025 Targets	KS1 data School	2019	2021	2022	2023	2024	2024 Nat/LA 2024	Summer 2025	2025 Targets
Reading, writing & maths: expected	72%	73%	69%	82%	73%	61%/61%	78% + 17%	75%	Reading, writing & maths: expected	72%	60% 56%	62% 33%	62%	67%	59%/55% 9/11%DD 12/33SS	62%	62%
Reading, writing & maths: high	13%	20%	13%	18%	17%	8%/7%	22% + 14%	12%	Reading, writing & maths: high	13%	8% 0%	8% 0%	8%	13%	7%	11%	11%
Reading test expected	78%	88%	77%	92% 109 SS	78% 107 SS	74%/76%	83% + 9% 107 SS	78%	Reading test expected	78%	75%	72%	72%	75%	67%/68%	73%	72%
Reading test high	25%	37%	35%	44%	38%	29%	43% + 14%	32%	Reading test high	25%	27%	17%	20%	23%	18%/18%	22%	15%
Writing TA: exp	75%	80%	82%	90%	88%	72%/71%	88% + 16%	80%	Writing TA: expected	75%	65%	72%	71%	72%	58%/59%	72%	69%
Writing TA: high	22%	23%	18%	27%	25%	13%	30% + 17%	22%	Writing TA: high	22%	14%	15%	17%	20%	8%/8%	17%	15%
GPS test: expected	80%	83%	82%	90% 111 SS	88% 110 SS	72%	85% + 13% 110 SS	80%	GPS test: expected	80%	70%	75%	73%	69%	tbc	70%	70%
GPS test: high	25%	32%	42%	63%	53%	30%	50% + 20%	35%	GPS test: high	25%	18%	17%	24%	21%	tbc	18%	18%
Maths test: exp	80%	80%	81%	87% 108 SS	88% 108 SS	73%/73%	83% + 10% 108 SS	85%	Maths test: expected	80%	73%	77%	75%	75%	67%/70%	73%	73%
Maths test: high	23%	32%	29%	39%	39%	24%	47% + 23%	30%	Maths test: high	23%	20%	17%	19%	29%	16%/16%	20%	19%
Science	80%	82%	80%	86%	91%		85%	82%	Science TA	80%	75%	85%	84%	85%	tbc	85%	82%
NB: 1 pupil out alternative provision, and 1 pupil went on holiday. 1 pupil 2%									Other Reportable Data			2022	2023	2024	2024 Nat/LA 2023	2025	
									Phonics data			96.2%	85%	92%	79%/81%	85%	
									EYFS			63%	68%	68%	67%/68%	71%	
									Year 4 Multiplication Test			23%		62% 68% 24+ 92% 20+	29%/32% 20.2/20.5 DA School 20.5/nat 18.3	31% 18% 24+ APS 22	



Significant targets for the year ahead

Quality of Education	Leadership & Management
<p>Enhance the quality and consistency of mathematics teaching across Redhill Primary Academy and the new Thomas Telford School by refining curriculum intent, ensuring alignment in provision, and developing shared pedagogical approaches rooted in the teaching of declarative, procedural, and conditional knowledge to improve pupil outcomes.</p> <p>All staff to adopt an agreed PPQ first strategy.</p> <p>Prepare pupils for future careers and foster lifelong learning by integrating technology meaningfully into teaching and learning, enhancing digital literacy, and ensuring equitable access to innovative digital tools and real-world skill development.</p>	<p>Ensure a smooth and strategic leadership transition by embedding distributed leadership structures, empowering the new Head of School, and maintaining high standards in teaching, learning, and school culture.</p> <p>Strengthen governance structures and strategic oversight to reflect the governing board's broader responsibility for two primary schools, ensuring robust accountability, clarity of roles, and consistency in standards across the trust.</p>
Behaviour and Attitudes	Personal Development



Linking Improvement and Financial Planning

In addition to maintaining existing work, the main delegated budget will be used to:

- Maintain the strength within the leadership team.
- Provide 10% non-contact time for all teachers to plan, prepare and assess children's work, contributing towards raising standards.
- To provide training for teaching and non-teaching staff to meet the needs of the school development plan.
- Cover the cost of supply teachers to allow all teaching staff to fulfil their management and curriculum responsibilities.
- Capitation – to purchase equipment and materials to support all curriculum areas and the school development plan.
- To support the school's catch up program.
- To enhance the ICT facilities to enable ICT to be taught effectively as a discreet subject and to deliver the curriculum through ICT.
- To provide the necessary resources and training to support the curriculum and the SDP.
- To purchase new guided reading books.
- To fund release time for all teachers to develop the role as subject leaders.
- To provide training for non-teaching staff, to enable them to meet the requirements of job descriptions & provide professional development opportunities.
- To lead workshops for children with special educational needs.



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- To use pupil premium to narrow the attainment gap between pupils from disadvantaged and more affluent backgrounds.



Leadership and Management including Governance, including subject leaders.

Priority 1

Ensure a smooth and strategic leadership transition by embedding distributed leadership structures, empowering the new Head of School, and maintaining high standards in teaching, learning, and school culture.

Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Leadership Capacity Building	<p>Provide coaching and mentoring for the new Head of School.</p> <p>Clarify roles and responsibilities between the Executive Head and Head of School.</p> <p>Develop a distributed leadership model with clear accountability structures.</p>	<p>Head of School demonstrates confidence and independence in operational leadership.</p> <p>Leadership roles across SLT are clearly defined and understood.</p> <p>Staff feedback reflects trust in the leadership structure.</p>	<p>Termly leadership performance reviews.</p> <p>Staff surveys and 1:1s.</p> <p>Governor meetings and external adviser reports.</p>	<p>External leadership coach or mentor.</p> <p>Time for joint SLT planning and development.</p> <p>Professional development budget.</p>	<p>Autumn: Roles defined and coaching starts.</p> <p>Spring: Mid-year review of distributed leadership.</p> <p>Summer): Evaluation and planning adjustments for Year 2.</p>
Communication and Stakeholder Confidence	<p>Maintain clear communication with staff, governors, parents, and pupils about the leadership changes.</p> <p>Conduct regular feedback opportunities to assess stakeholder confidence during the transition.</p>	<p>High levels of awareness and understanding of leadership roles among stakeholders.</p> <p>Feedback shows confidence in school direction.</p> <p>No increase in staff or parent concerns post-transition.</p>	<p>Termly stakeholder surveys or forums.</p> <p>Parent and staff voice gathered at key points.</p> <p>SLT and governor review of communication effectiveness.</p>	<p>Communication templates and tools (e.g. newsletters, website updates).</p> <p>Time for in-person forums and listening sessions.</p> <p>Admin support for survey analysis.</p>	<p>Autumn: Initial announcement and launch communications.</p> <p>Spring: Stakeholder listening events.</p> <p>Summer: Feedback cycle review.</p>



<p>Strategic Continuity</p>	<p>Review and align strategic goals to ensure continuity with the school's vision and values.</p> <p>Retain momentum on key improvement priorities already in progress.</p>	<p>Key development priorities continue on schedule.</p> <p>Strategic goals align with trust-wide vision.</p> <p>Improvement data shows no disruption due to leadership change.</p>	<p>Progress against SDP milestones.</p> <p>Half-termly SLT and governor updates.</p> <p>Comparison of baseline vs in-year assessment data.</p>	<p>SLT time for strategic planning sessions.</p> <p>Access to prior development plans and data.</p> <p>Support from Executive Head for alignment.</p>	<p>Autumn : Full review of SDP goals and action plans.</p> <p>Spring : Alignment with wider trust/federation aims.</p> <p>Summer : Final progress analysis and next year planning.</p>
<p>Sustain Standards and School Culture</p>	<p>Monitor performance indicators closely to ensure no dip in standards.</p> <p>Reinforce the school's ethos and culture under the new leadership.</p>	<p>Attainment and progress remain stable or improve.</p> <p>Behaviour, attendance, and wellbeing indicators remain positive.</p> <p>Staff and pupil feedback reflect a consistent, positive culture.</p>	<p>Termly data review (attainment, behaviour, attendance).</p> <p>Pupil/staff surveys.</p> <p>Governor visits and school reviews.</p>	<p>Leadership team time for data analysis.</p> <p>Culture and ethos CPD (e.g. restorative practice, staff wellbeing).</p> <p>External moderation or quality assurance support.</p>	<p>All terms: Ongoing monitoring of standards.</p> <p>Spring (Q2): Culture review with pupil/staff voice.</p> <p>Summer (Q4): End-of-year data analysis and action planning.</p>
<p>Priority 2 Strengthen governance structures and strategic oversight to reflect the governing board's broader responsibility for two primary schools, ensuring robust accountability, clarity of roles, and consistency in standards across the trust.</p>					
<p>Clarify Governance Structures</p>	<p>Review and formally adopt governance models that reflect the</p>	<p>Scheme of Delegation (SoD) is updated and agreed.</p>	<p>Minutes from governance meetings.</p>	<p>Governance consultant (if required).</p>	<p>Governance model reviewed and approved</p>



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	<p>shift from single-school to multi-school oversight</p> <p>Ensure clarity around the strategic and operational responsibilities of the Executive Headteacher, Head of School, and the governing board.</p> <p>Develop a clear communication and reporting protocol between the Executive Head, school leaders, and governors</p>	<p>Governors and leaders articulate clear role boundaries.</p> <p>Communication flows are timely and well-documented.</p>	<p>Leadership/governor feedback sessions.</p> <p>Termly governance review by Chair/Clerk.</p>	<p>Time allocated for document revision.</p> <p>Clerk support.</p>	<p>early in the academic year.</p> <p>Communication and reporting protocols implemented by mid-year.</p> <p>Governance model reviewed for impact by end of academic year</p>
Build Governor Capacity	<p>Provide tailored training and development for governors on multi-school governance, including understanding data across contexts, school improvement strategy, and executive leadership oversight.</p> <p>Identify link governors or committee leads for key priority areas across schools (e.g., curriculum, safeguarding, SEND), ensuring both consistency and local responsiveness.</p>	<p>Governors report increased confidence in multi-school oversight.</p> <p>Link governors regularly report to full board.</p> <p>Committee leads effectively monitor delegated areas.</p>	<p>Training logs and self-evaluation.</p> <p>Committee minutes and link governor reports.</p> <p>Governor feedback on role clarity.</p>	<p>Training from NGA/trust.</p> <p>Access to multi-school governance best practice guides.</p> <p>Budget for CPD.</p>	<p>Training needs identified early in the year.</p> <p>Training delivered and link roles assigned by mid-year.</p> <p>Review of governor capacity and feedback collected by year-end.</p>
Implement Effective Monitoring Across Schools	<p>Introduce structured reporting templates and aligned performance metrics to support governors in comparing and monitoring performance across schools.</p> <p>Schedule regular school visits, deep dives, or leadership link meetings to</p>	<p>Standardised reports support clear comparison across schools.</p> <p>Governors engage in focused, evidence-based challenge.</p> <p>All schools receive equitable oversight</p>	<p>Committee agendas and minutes.</p> <p>Governor visit logs and feedback forms.</p>	<p>Reporting templates.</p> <p>Governor visit schedule and proformas.</p>	<p>Templates and formats developed at start of year.</p> <p>Monitoring visits and reviews conducted</p>



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	gather qualitative insight and maintain a strong presence in each school.		Review of performance tracking tools.	Data analysis tools across schools.	throughout the year. Effectiveness evaluated at year-end
Ensure Strategic Alignment and Individual School Identity	<p>Promote shared values and strategic objectives across the schools while respecting and preserving each school's distinct ethos and context.</p> <p>Ensure school leaders are empowered and supported to lead with autonomy where appropriate, within the broader strategic direction.</p>	<p>School plans reflect shared strategic priorities.</p> <p>Leaders feel ownership of their own school's direction.</p> <p>Stakeholder feedback reflects identity preservation.</p>	<p>School development plans cross-checked for alignment.</p> <p>Headteacher feedback.</p> <p>Annual stakeholder survey comparisons.</p>	<p>Time for strategic vision workshops.</p> <p>Collaboration sessions for school leaders.</p> <p>Branding and messaging review.</p>	<p>Shared values and priorities established at beginning of year.</p> <p>School plans aligned by mid-year.</p> <p>Feedback gathered and adjustments made before planning for next year.</p>
Evaluate and Adapt Governance Practice	<p>Establish an annual governance self-evaluation cycle to assess the board's effectiveness in a multi-school context.</p> <p>Use feedback from leaders and stakeholders to continuously refine governance practices.</p>	<p>Self-evaluation identifies strengths and gaps.</p> <p>Adjustments made improve efficiency and effectiveness.</p> <p>Stakeholders report confidence in governance.</p>	<p>Annual self-evaluation report.</p> <p>Chair and clerk review meetings.</p> <p>Leadership and stakeholder feedback surveys.</p>	<p>Governance self-review tools (e.g. NGA, The Key).</p> <p>External review (if needed).</p> <p>Time for reflection and planning sessions.</p>	<p>Governance self-review completed in spring term.</p> <p>Feedback reviewed and action plan developed by summer.</p> <p>Improvements implemented in following year's cycle.</p>
Evaluation					



Quality of Education Priority 3 All staff to adopt an agreed PPQ first strategy.					
Objective:	Action Points	Success Criteria	Monitoring	Resources	Timescale
The school to have appropriate systems in place to prioritise the needs of the disadvantaged pupils.	<p>Devise and agree PPG first strategy</p> <p>Provide whole-school CPD on effective use of the Pupil Premium Grant and related strategies. Use research-based materials for example RADY and EEF.</p> <p>Share best practice case studies and impact stories during staff briefings and INSET days.</p> <p>Use a collaborative coaching model, for staff to learn from best practice in schools.</p> <p>Identify and track the progress of PPG pupils with precision and regular review.</p> <p>Ensure all teachers know who their PPG pupils are and plan targeted support accordingly.</p> <p>Embed PPG-first thinking into all learning walks, lesson observations, and book scrutinies.</p> <p>Strengthen parental engagement and pupil voice for PPG cohorts.</p>	<p>An effective PPG first strategy in place.</p> <p>Staff to understand the rationale for the strategy.</p> <p>All staff articulate and demonstrate a clear understanding of the PPG-first strategy.</p> <p>Planning, teaching, and intervention decisions consistently prioritise the needs of PPG pupils.</p> <p>Accelerated progress and improved outcomes are evident for PPG pupils across year groups.</p> <p>Gaps in attainment and engagement between PPG and non-PPG pupils are narrowing.</p>	<p>PPG pupil progress data and impact reports</p> <p>Planning documentation with clear references to PPG support</p> <p>Book looks and observations focused on PPG engagement and achievement</p> <p>Staff reflections and CPD evaluations</p> <p>Pupil premium strategy statement and governor reports</p> <p>Pupil and parent feedback</p>	<p>PPG grant</p> <p>EEF / RADY materials</p> <p>Staff meeting time to deliver CPD</p>	<p>Autumn Term: Finalise strategy, deliver CPD, begin tracking and coaching.</p> <p>Spring Term: Embed strategy in monitoring and planning; review progress.</p> <p>Summer Term: Evaluate impact, gather feedback, and refine approach.</p>
Senior leaders to cultivate a supportive professional culture where staff thrive through collaborative coaching and ongoing professional learning, by embedding effective pedagogical approaches, using formative assessment strategies, and prioritising the development of long-term learning retention, to ensure that every pupil makes exceptional progress, particularly in core subjects.					
Objective:	Action Points	Success Criteria	Monitoring	Resources	Timescale



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<p>To cultivate cohesive, research-driven teams across Redhill Primary Academy and Thomas Telford Primary School that identify and embed best practice through efficient collaboration.</p>	<p>Establish cross-phase working groups with representatives from both schools.</p> <p>Schedule regular joint CPD sessions focused on evidence-based practice.</p> <p>Create a shared digital platform for collaboration and resource sharing.</p> <p>Identify and train staff as research leads to guide inquiry cycles.</p>	<p>Staff report increased collaboration and shared understanding of best practices.</p> <p>Evidence of joint planning and shared resources across phases.</p> <p>Research-informed strategies implemented in classrooms.</p>	<p>Staff surveys and feedback forms. Minutes from joint CPD and working group meetings.</p> <p>Learning walks, lesson observations, work scrutinies and pupil voice demonstrate high standards of teaching and learning.</p>	<p>Staff meeting time for joint CPD and planning.</p> <p>Access to educational research databases (e.g., EEF, Chartered College of Teaching).</p> <p>Collaboration tools (e.g. use of Teams, shared drive).</p>	<p>Autumn Term: Establish teams and schedule CPD.</p> <p>Spring Term: Begin implementation of shared strategies.</p> <p>Summer Term: Review impact and refine approach.</p>
<p>Pedagogical approaches to ensure consistent use of a range of strategies to develop oracy, pupil questioning, Kagan strategies and to deepen vocabulary knowledge across all areas of the curriculum.</p>	<p>Deliver CPD on oracy, questioning techniques, Kagan structures, and vocabulary development.</p> <p>Create a teaching and learning document with agreed strategies which could be added to the teaching and learning policy.</p> <p>Model and coach strategies in classrooms.</p> <p>Embed strategies into lesson planning templates.</p>	<p>Strategies observed consistently in lessons across subjects.</p> <p>Improved pupil engagement and vocabulary use.</p> <p>Positive pupil voice feedback on classroom interaction.</p>	<p>Learning walks, lesson observations, work scrutinies and pupil voice demonstrate high standards of teaching and learning.</p>	<p>CPD</p> <p>Time for peer observations and coaching.</p>	<p>Autumn Term: CPD and initial implementation.</p> <p>Spring Term: Coaching and embedding.</p> <p>Summer Term: Evaluate impact and adjust.</p>



Embed the new foundation knowledge trackers to ensure all staff are clear about expectations and end of year milestones and use the information effectively to target adaptive teaching and interventions.	<p>Train EY / Y1 / Y2 staff on the use of knowledge trackers and expectations.</p> <p>Integrate trackers into planning and assessment cycles.</p> <p>Use tracker data to inform interventions and adaptive teaching.</p> <p>Review and refine trackers based on staff feedback.</p>	<p>All EY / Y1 / Y2 staff use trackers consistently and confidently.</p> <p>Planning reflects use of tracker data.</p> <p>Targeted interventions show impact on pupil progress.</p>	<p>Tracker audits and planning reviews.</p> <p>Pupil progress meetings.</p> <p>Staff feedback on usability and impact.</p> <p>Pupil voice and work scrutiny.</p>	<p>Digital trackers.</p> <p>Training sessions.</p> <p>Time for data analysis and planning.</p>	<p>Autumn Term: Training and initial use.</p> <p>Spring Term: Full integration into planning and assessment.</p> <p>Summer Term: Review and refine.</p>
Evaluation					

SEND					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To work closely with all stakeholders, including governors, to review how effectively high quality SEND provision is monitored and supported in school	<p>Chair and SEND link governor with the SENDCO:</p> <ul style="list-style-type: none"> Audit the provision in the school. Review the impact of decision making on SEND pupils, including curriculum, financial, and administrative decisions. Priorities ensure that they meet the best interests of all pupils. Create an action plan and report progress at LGB meetings. <p>Ensure all subject leaders include SEND provision in their monitoring and work with SENDCo to improve practice for SEND pupils across the whole curriculum</p>	<p>High quality SEND provision</p> <p>LGB are:</p> <ul style="list-style-type: none"> fully aware of the legal duties these responsibilities are met understand SEND provision in school governing board influences an inclusive culture monitor the impact of SEND provision <p>Subject leaders are aware of what adaptive teaching</p>	<p>Chair termly meetings with SENDCo</p> <p>SEND thread through all monitoring systems, drops ins, book looks, deep dive processes</p>	<p>Appropriate SEND budget set</p> <p>CPD for subject leaders and class teachers from SENDCo</p>	Autumn and Spring Term



		methods work for their subject and can support staff with this.			
To effectively lead and manage the provision for vulnerable pupils, including those with SEND and mental health challenges.	<ul style="list-style-type: none"> • A robust handover between DR and EH re Redhill SEND • GP to take on Zones of regulation • GP to implement sensory circuits for pupils needing support with regulation • GP audit EY and KS1 provision maps • FB to take on EHA and continue ELSA provision for vulnerable pupils <p>EH to become familiar with pupils and families at Redhill</p>	<p>SEND team members will be established in their roles and responsibilities.</p> <p>SEND pupils needs will be effectively met within school</p>	<p>PM/appraisal outcomes</p> <p>SENCO/teacher meetings</p> <p>SENCO monitoring</p> <p>Half termly meeting between GP and EH to ensure Zones of regulation and sensory circuits is effective</p> <p>Weekly scheduled meetings between FB, DR and EH</p>	Sensory circuit CPD	Summer 2026
To ensure that appropriate and consistent resources (including Widgit & Colourful Semantics) and adaptive teaching methods (such as scaffolding, breaking down learning etc.) enable children access learning in class with their peers.	<ul style="list-style-type: none"> • DR/EH to facilitate training for teaching staff on the use of Colourful Semantics. • EH/SEND team to facilitate training for teaching staff on the use of Widgit. • Colourful Semantics is used across all year groups to support children's literacy attainment. • SEND team to monitor the implementation of Widgit and Colourful Semantics across school. <p>Monitoring includes a focus on adaptive teaching strategies used in classrooms</p>	<p>All staff are confident in the use of Widgit, including the creation of visuals prompts and social stories.</p> <p>All children across school are familiar with consistent Widgit and Colourful Semantics resources.</p>	<p>Minutes of meetings</p> <p>Evidence of book looks and drop-ins</p> <p>Pupil voice interviews</p>	Time Cover	Summer 2026
To work with the ELSEC team to improve the provision for pupils with	<ul style="list-style-type: none"> • School to complete whole school CPD on developing vocabulary and questioning in the classroom 	Support staff involved in the programme will feel	Accredited and implemented	ELSEC CPD Time cover	Summer 2026



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<p>speech, language and communication needs (SLCN), allowing them to better access the curriculum.</p>	<ul style="list-style-type: none"> Select TAs in EYFS and KS1 to be trained in TalkBoost and supported to deliver them by EH and ELSEC team ELSEC HLTA to be supported to deliver interventions in school <p>SALT to support senior leaders in the management of the ELSEC programme</p>	<p>confident in delivering interventions for SLCN</p> <p>All staff will have a better understanding of supporting SLCN in the classroom</p> <p>Pupils with SLCN will make progress both in their language skills and curriculum attainment.</p>			
<p>To continue to implement and monitor the Literacy Pathway intervention across KS2.</p>	<ul style="list-style-type: none"> Identify KS2 TAs to train via coaching model / LSAT team led training LST Belinda Sherlock to support SEND team with monitoring the intervention <p>Trained TAs CK and SH to support/lead on roll out</p>	<p>Support staff will feel confident coaching each other with the intervention, consulting with each other and EH to ensure quality support is in place.</p> <p>Pupils working below ARE will make better than expected progress in their reading.</p>	<p>Minutes of meetings</p> <p>Evidence of drop-ins</p> <p>Intervention monitoring</p> <p>Pupil progress meetings</p> <p>Pupil voice interviews</p>		<p>Summer 2026</p>
<p>To continue to develop our understanding on how best to meet the needs of our most complex pupils, including those with needs relating to trauma and mental health.</p>	<p>CPD from specialists in the LA with experience of complex needs</p> <ul style="list-style-type: none"> Claire Aston PMLD Darren Lennon – ODD, PDA, ASD EH to support EYFS and KS1 with the specialist provision needed for pupils with EHCPs through coaching, modelling and team teaching 	<p>CPD delivered, strategies and approaches in place</p> <p>Staff will feel more confident in meeting the needs of the most complex learners</p>	<p>Evidence of drop-ins</p> <p>Pupil voice interviews</p>	<p>Cath Aston/Darren Lennon</p>	<p>Summer 2026</p>



Evaluation					
Curriculum Subject Area: EYFS					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Nursery					
To increase % of N2 achieving ARE in CL by improving children's early literacy outcomes by embedding high-quality oracy development across the Nursery curriculum, laying strong foundations for transcription fluency and oral composition in Reception, in line with the 2025 Writing Framework	<p>Design continuous provision areas to encourage talk (e.g. role play, small-world play, construction).</p> <p>Use visual prompts, story props, and themed vocabulary displays.</p> <p>Ensure staff are positioned to engage in meaningful conversations during child-led play.</p> <p>Continue the use of routines such, circle time discussions, show-and-tell sessions and story retelling with props.</p> <p>Extend children's speech through open-ended questions</p> <p>Plan daily singing and rhyme sessions to develop phonological awareness.</p> <p>Introduce new vocabulary through themed books and songs</p> <p>Record examples of children initiating talk, asking questions, and expressing ideas</p>	<p>All continuous provision areas include prompts and resources that encourage talk.</p> <p>Staff consistently engage children in meaningful conversations during play.</p> <p>Observations show children initiating and sustaining talk in different areas.</p> <p>Circle time, storytelling, and small-group talk routines are delivered daily.</p> <p>Children demonstrate improved turn-taking and listening skills.</p> <p>Daily rhyme and singing sessions are embedded in the timetable.</p> <p>Children join in with familiar songs and begin to use new vocabulary in play.</p>	<p>Monitoring of planning, lessons and book looks by ST and key workers.</p> <p>ST and keyworkers to identify children not on track and adapt provision.</p> <p>Early Talk boost interventions used for children not on track.</p> <p>Monitoring of timetable to ensure times allocated for stories, singing, guided reading and show and tell intervention if appropriate.</p>	<p>Phonics resources to support teaching.</p> <p>Good quality texts to share with the children.</p> <p>Motivating book corners and writing areas.</p> <p>Early Talk boost scheme</p>	<p>Half termly monitoring</p> <p>End of year data</p>



		<p>Vocabulary tracking shows progress in word use and understanding</p> <p>Children show progress in speaking audibly, joining ideas, and asking questions.</p> <p>Transition records to Reception include oracy development notes.</p>			
<p>Ensure full compliance with updated Health & Safety and Nutrition requirements in the EYFS Framework 2025.</p>	<p>Audit current health & safety and nutrition policies</p> <p>Staff to undertake training on allergy awareness and be paediatric first aid trained.</p> <p>Review and revise mealtime supervision protocols – sitting alongside the children and ensuring a paediatric first aid trained member of staff is present.</p> <p>Align nutrition planning with EYFS 2025 guidance – monitor new menus for both nursery and reception.</p>	<p>All relevant policies reviewed and updated by end of September 2025 and read by all staff.</p> <p>All EYFS staff complete training as soon as training courses are available. Staff demonstrate confidence in responding to allergic reactions and choking incidents (via updated allergen records and choking information posters displayed)</p> <p>Staff consistently positioned within sight and hearing of children during snack and meal times.</p>	<p>Monitored by DSL and EYFS lead</p>	<p>Training for allergen awareness and PFA.</p> <p>Menu planning.</p>	<p>As soon as possible to train all staff.</p>



		<p>At least one PFA-trained staff member present during every meal/snack</p> <p>Menus revised to meet EYFS 2025 nutrition guidance Meals reflect balanced, age-appropriate nutrition</p>			
Reception					
<p>To increase the percentage of Reception pupils achieving ARE in reading and writing by embedding the principles of the 2025 Writing Framework, with a focus on handwriting, transcription fluency and oral composition.</p>	<p>Introduce daily handwriting routines using explicit modelling and practice.</p> <p>Ensure correct letter formation is taught from the start of Reception following the ELS scheme.</p> <p>Handwriting sessions to focus on pre writing lines and curves prior to starting formation of the letter families.</p> <p>Use fine motor activities (e.g. threading, tweezers, playdough) to build muscle strength and pencil control.</p> <p>Monitor grip and posture to support fluent writing daily through each adult focus activity.</p> <p>Use dictation activities to consolidate phonics and spelling knowledge.</p>	<p>All Reception pupils demonstrate correct letter formation by Summer Term.</p> <p>Pupils show improved pencil grip and posture through fine motor tracking.</p> <p>Handwriting routines are embedded daily and observed consistently.</p> <p>Pupils confidently rehearse and articulate sentences before writing.</p> <p>Staff use sentence stems and oral rehearsal strategies daily.</p>	<p>Monitoring planning both medium and short term.</p> <p>Book looks, learning walks to see reading and writing opportunities embedded within the environment.</p> <p>Intervention timetables and recording to ensure those not on track are having intervention required. Drop ins</p>	<p>Planning time</p> <p>Resources – scaffold and visual aids linking to phonics schemes.</p> <p>Motivating environment with appropriate resources.</p>	<p>Half termly data to assess and analysis to support further changes or adaptations to support those not on track.</p>



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	<p>Provide regular opportunities for children to write words and short phrases using known sounds.</p> <p>Use daily oral storytelling, sentence rehearsal, and role play to build sentence structure awareness.</p> <p>Encourage children to articulate ideas before writing them down.</p> <p>Use story maps and retelling to support narrative structure in writing</p>	<p>Observations show increased use of vocabulary and sentence structure in speech</p> <p>Pupils confidently rehearse and articulate sentences before writing.</p> <p>Staff use sentence stems and oral rehearsal strategies daily.</p> <p>Observations show increased use of vocabulary and sentence structure in speech</p>	<p>to check interventions are in place.</p>		
<p>Ensure full compliance with updated Health & Safety and Nutrition requirements in the EYFS Framework 2025.</p>	<p>Audit current health & safety and nutrition policies</p> <p>Staff to undertake training on allergy awareness and be paediatric first aid trained.</p> <p>Review and revise mealtime supervision protocols – sitting alongside the children and ensuring a paediatric first aid trained member of staff is present.</p> <p>Align nutrition planning with EYFS 2025 guidance – monitor new menus for both nursery and reception.</p>	<p>All relevant policies reviewed and updated by end of September 2025 and read by all staff.</p> <p>All EYFS staff complete training as soon as training courses are available.</p> <p>Staff demonstrate confidence in responding to allergic reactions and choking incidents (via updated allergen records and choking information posters displayed)</p>	<p>Monitored by DSL and EYFS lead</p>	<p>Training for allergen awareness and PFA.</p> <p>Menu planning.</p>	<p>As soon as possible to train all staff.</p>



		<p>Staff consistently positioned within sight and hearing of children during snack and meal times.</p> <p>At least one PFA-trained staff member present during every meal/snack</p> <p>Menus revised to meet EYFS 2025 nutrition guidance Meals reflect balanced, age-appropriate nutrition</p>			
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Evaluation

Curriculum Subject Area: English

Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To have a clearly planned provision for developing pupils' spoken language across the curriculum including explicit teaching of Standard English.	<p>Audit current provision. Ensure that policy and pedagogy are secure e.g. talk partners, my turn your turn, sentence stems, questions directed to PP, disadvantaged, no hands up.</p> <p>Map planned opportunities for 'exploratory talk' as well as for 'presentational' talk. These require direct and explicit teaching and practice.</p> <p>Ensure that all adults are clear about the progression within the year to clear end points.</p>	<p>Impact – improved outcomes for all pupils when selecting and using appropriate grammar and register for audience and purpose.</p> <p>Clear progression in spoken language through school.</p> <p>Consistent practice through school.</p>	<p>Audits</p> <p>Learning walk</p> <p>Pupil voice</p>	<p>Subject lead to audit current provision.</p> <p>Staff meeting slot</p>	<p>Autumn term ensure that pedagogy is secure and monitor through the year.</p> <p>Spring term monitor planned opportunities for developing oracy.</p>
Ensure that there is consistency in practice with the teaching of phonics	All staff, with a focus on new staff to school or changes of year, to be supported in the teaching of the school's phonic schemes using	An increased % of children able to demonstrate fluency of reading during guided	To be monitored through coaching partners and by phonics lead.	<p>Team meetings</p> <p>ELS anthologies.</p>	Monitoring of ELS phonics teaching in Autumn term.



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<p>and reading through school so that at least 85% of children in Year 1 meet the age-related expectations to pass the phonic screening check and 85% at the end of KS2 meet age-related expectations.</p>	<p>coaching partners, supported by Phonics Lead and ELS videos.</p> <p>KS1 to use new ELS anthologies to support fluency. All staff have consistency with pedagogy including modelled reading, choral reading, echo reading, paired reading, repeated reading, teaching of high frequency words through games and activities to gain automaticity.</p> <p>KS2 whole class guided text to focus on the teaching of vocabulary, building fluency and developing comprehension.</p>	<p>reading sessions and within other planned activities.</p> <p>Children will have automaticity with high frequency words.</p> <p>Emphasis on vocabulary through all subject areas.</p>	<p>Monitoring of phonics teaching, guided reading, literacy sessions to ensure these skills are being developed.</p>	<p>Visual prompts. scaffolds available for children to support reading and writing.</p> <p>Engaging and motivating activities and environments.</p>	<p>Monitoring of KS2 guided reading spring term.</p>
<p>Ensure that the group of SEN children in Year 2 who did not pass the phonic screen in the summer of 2025 have precise intervention to catch up quickly.</p>	<p>Y2 teachers to plan a programme of phonics / early reading support for the group of SEN children in Year 2 who did not pass the phonic screen in the Summer of 2025.</p> <p>Y2 teachers identify children and assess gaps for targeted intervention.</p> <p>Intervention programme precise and well delivered.</p> <p>Individual records of progress for identified children with current assessment and targets for intervention.</p>	<p>Impact – improved outcomes for vulnerable pupils. Attainment gap closed and identified children back on track.</p>	<p>Year 2 reading/phonics folder with identified children and assessment of phonic gaps.</p> <p>Monitor delivery of intervention.</p> <p>Listen to target children read and ensure books are well-matched.</p>	<p>SSP and early reading support planned.</p> <p>Time for phonics lead to monitor intervention.</p> <p>Individual records of progress for identified children.</p>	<p>Assessment of current gaps in week 1 with intervention programme to start in week 2.</p> <p>Phonics screen to be delivered at the end of Autumn term.</p>
<p>To ensure children in KS1 are being given opportunity to practise foundational skills and overlearn previous knowledge. All children to be given opportunity to</p>	<p>Teachers make use of the early writing checklist for foundational knowledge to inform teaching, planning-medium term and pedagogy.</p> <p>Overlearning opportunities and revisiting evident to embed learning. E.g. When letter formations have been highlighted, don't limit</p>	<p>All staff to be aware of the foundational knowledge being prioritised in KS1.</p> <p>See more evidence of practice green pen through books.</p>		<p>Literacy books</p> <p>Team meeting</p>	<p>Evidence of implementation Autumn 2.</p>



<p>practise and correct misconceptions.</p>	<p>to 3 or 5 practices. Should be a whole line of a new letter. Re-write the whole sentence using newly practiced formations</p> <p>More evidence or re-reading, proof reading, opportunity to practice before moving on. “Tick and a Flick” strategy from Read Write Inc or something similar.</p>	<p>Books will show more evidence of overlearning and repeated practice of the same dictated sentence.</p>			
<p>To ensure that there is a consistent approach to teaching handwriting to meet the guidelines of the DFE writing framework and increase % of children writing with a fluent script and pace by the end of KS2.</p>	<p>Explicit handwriting instruction, in addition to phonics, begins early in reception for all children. Handwriting is taught daily/regularly in all year groups in a clearly, sequenced progression. Teaching should be consolidated before moving on. Teachers’ own handwriting should provide a model of high standards across all subject areas. Once children can join letters to write words, they continue to practise handwriting discretely to develop automaticity.</p>	<p>All children by the end of phase meet end goals for letter formation and handwriting. Fluency is achieved by the end of KS2.</p>	<p>Book Looks Drop Ins</p>	<p>Subject lead to audit current provision using the writing framework audit.</p>	<p>Audit Autumn. Monitored termly.</p>
<p>To ensure that spelling is taught systematically so that it becomes automatic.</p>	<p>Spelling is taught systematically with opportunities to practise and reinforce their spelling knowledge. Teaching is explicit, cumulative and engaging. It is taught regularly and consistently, in small steps, with lots of opportunity for practice. Consideration has been given to adapting the learning. Teaching should use phonics throughout school but this should be supported with letter pattern conventions orthography, the</p>	<p>Direct spelling instruction takes place regularly. Pupils are taught how to apply their spellings using dictation. Pupils are given tasks that allow them to practise and apply what they have been taught.</p>	<p>Book looks Learning walk Pupil voice</p>	<p>Subject lead to audit current provision using the writing framework audit. Monitor spelling to assess whether pupils are on track to spell all NC words.</p>	<p>Audit autumn term. Implement changes end of Aut 2 as needed and monitor impact spring and summer.</p>



	units of meaning in words morphology and to a more limited extent the origins of words etymology.	Effective procedures in place to identify pupils who struggle with spelling.			
Sentence progression	Teachers are aware of the importance of oral composition and this is embedded in pedagogy and policy. Teachers provide oral models of appropriate sentence structure. Teachers make use of colourful semantics in EYFS/KS1 to support sentence construction. Using model texts, teachers draw attention to how sentences are constructed. Sentence-level teaching focuses on building understanding of how to construct sentences. Teachers use a range of activities to support mastery of sentences.	Children compose sentences orally and say out loud what they want to write. Adaptations and scaffolds including colourful semantics support all children to achieve end goals. Teachers are confident when teaching composition through the progression of sentence construction.	Book looks Learning walk	Embedded in policy and medium term plans.	Termly monitoring.
To increase the number of independent writing in each block of writing.	To decide an appropriate number of independent writing opportunities to be seen in each block. To give children more opportunities to write unaided, without the use of tabletop resources and word banks. – This could be planning in totally unaided pieces more regularly than the hot write or it could be for children to use the tabletop resources at the start of the lesson and then put them away for the final paragraph.	Children to be given more opportunities to write independently. Books will show a clearer picture of what children can do unaided. How well they are applying spelling knowledge.	Writing moderation Book Looks	Policy and non-negotiables.	Termly writing moderation.
To develop a team of literacy experts within the primary academy phase.	Subject lead shares good practice with team. Team supports with audits through phases.	Team is confident when supporting with coaching or supporting with planning alongside the subject lead.	Senior leaders are confident that practice is consistent across the primary phase for the MAT.	Literacy team to meet regularly to share good practice before	Termly.



	Team support with CPD/staff meetings and coaching to develop confidence and consistency in practice.	Consistency in practice across the primary phase.		disseminating to staff.	
Evaluation					
Priority 5 Curriculum Subject Area: Maths To enhance the quality and consistency of mathematics teaching across Redhill Primary Academy and the new Thomas Telford School by refining curriculum intent, ensuring alignment in provision, and developing shared pedagogical approaches rooted in the teaching of declarative, procedural, and conditional knowledge to improve pupil outcomes.					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Provision (classroom pedagogy)	<p>Refine and clarify curriculum intent to ensure that procedures and pedagogical approaches for teaching the 3 key areas of knowledge (declarative, procedural and conditional) are revised and agreed.</p> <p>Ensure consistency in provision:</p> <ul style="list-style-type: none"> • Following teaching sequences • Use of worksheets • Integration of oracy • Use of effective models and images • Use of questioning and AFL <p>The curriculum offer to be adapted to address gaps related to all 3 types of knowledge and the outcomes used to target interventions.</p>	Book scrutiny demonstrates that gaps in understanding are swiftly identified for all areas of knowledge and result in targeted intervention and adaptive teaching strategies.	Pupil workbooks Lesson observations Pupil interviews Target grids or tracking documents		Autumn term – through staff meeting and monitoring
Assessment	<p>SLT and staff to agree the purpose and use of the numeracy target grids and half termly targets</p> <ul style="list-style-type: none"> • Review and edit target grids and half termly targets to be more purposeful 	Numeracy targets are embedded, accessible, and regularly used by pupils.	Lesson plans and sequences Pupil books (jottings and annotations)		Autumn term 1



	<ul style="list-style-type: none"> • Ensure foundational knowledge is integrated within these • Children and staff to use these within blocks • Monitoring to confirm these are accessible and used by the pupils in their workbooks <p>Review the use of pre and post assessments.</p> <ul style="list-style-type: none"> • Taking out pre-assessments and making effective use of retrieval and AFL in lessons (see separate objective) • Post assessments: WR resources to be used consistently at the end of each block (no requirement for re-formatting) to systematically assess the 3 types of knowledge • Assessments can be marked and edited with the pupils. <p>Maths team to agree a system for checking which pupils are secure with efficient methods (procedural knowledge) and then systematically address any emerging gaps in knowledge for key groups of children in all year groups.</p>	<p>Targets are owned and used by the pupils as a device to help them know and remember more.</p> <p>Evidence in workbooks shows clear progress toward targets.</p> <p>The intent of pre-assessments have been clarified.</p> <p>Post-assessments provide actionable insights into pupil misconceptions and errors.</p> <p>Plans include explicit time for rehearsal and overlearning.</p>	<p>Teacher planning documentation</p> <p>Learning walks</p> <p>Marked pre- and post-assessments</p> <p>Assessment policy review notes</p> <p>Pupil self-assessments and feedback</p> <p>Lesson plans and sequences</p>		
Curriculum (with a focus on methods)	<p>Maths team to review when methods are introduced and the time spent on scaffolds to ensure children are proficient in these</p> <p>Ensure integration of problem solving within each block</p> <p>Develop retrieval practice systems to allow for recall of recent and longer-term learning</p>	<p>Pupils are secure using efficient strategies</p> <p>Book scrutiny confirms age-appropriate methods are taught</p> <p>There is regular identification and</p>	<p>Book scrutiny to evidence that pupils are taught efficient methods early enough, particularly in lower Key Stage 2.</p> <p>Revised policy documentation</p>	Curriculum (with a focus on methods)	



	<p>Ensure jottings are integrated within classroom practice And evidenced in books</p> <p>Expand teachers' confidence in using a range of high-quality teaching resources (WR, NCETM, Oak Academy, Which Ones Don't Belong, Maths Bot) to supplement the WR curriculum</p>	<p>support of pupils with gaps.</p> <p>Calculation policy reflects agreed progression in efficient methods.</p> <p>Pupil work shows consistent methods aligned with policy.</p> <p>Staff are confident in applying the policy in planning and teaching.</p> <p>Jottings are consistently evident in pupil books.</p> <p>Methods are broken down clearly and repeated across lessons.</p>	<p>Lesson observations and plans</p> <p>Workbooks with evidence of efficient methods</p> <p>Pupil books (jottings and annotations)</p> <p>Teacher planning documentation</p> <p>Learning walks</p>		
Fluency	<p>Consolidate the intent and use of the maths early work books to include a range of mental arithmetic as well as fluency / factual maths knowledge</p> <ul style="list-style-type: none"> Provide KS appropriate guidance for staff <p>Maths early work books/maths books show evidence of jottings</p> <p>Embed Mastery in Number in the Early Years and Key Stage 1.</p>	<p>Mental maths books show breadth and progression in arithmetic coverage.</p> <p>Regular fluency activities integrated into lessons.</p> <p>Jottings are consistently evident in pupil books.</p>	<p>Fluency journals / mental maths books</p> <p>Times table assessments</p> <p>Pupil voice</p> <p>Lesson drop-ins and planning</p>		<p>Autumn 1 – EMA</p> <p>Start Autumn 1 and ongoing for mastery of number</p>
Times tables	<p>Continue to improve Year 4 multiplication test score outcomes.</p>	<p>Times table recall improves across the</p>			<p>Autumn and ongoing</p>



	<p>Increase the coverage and focus on times table knowledge.</p> <ul style="list-style-type: none"> Implementing the key 36 facts and where they are taught specifically over years 2, 3 and 4 Ensuring the teaching of facts is consistent and effective <p>Increase the use of oracy in the teaching of tables facts</p>	<p>school, particularly in KS2.</p> <p>Outcomes in 2026 multiplication screen confirm high levels of attainment and progress from September base line.</p>			
Retrieval Practice	<p>Ensure an adequate range of recall across a unit of work and the whole year. (Evidence on the retrieval sheets).</p> <ul style="list-style-type: none"> Implementing a consistent format for retrieval practice Monitoring to check books for evidence of consistency and range 	<p>Retrieval sheets demonstrate that pupils have excellent recall of factual knowledge/fluency.</p>	<p>Retrieval sheets</p> <p>Pupil Books</p> <p>Learning Walks</p>		Autumn term
Evaluation					
<p>Priority 6 Curriculum Subject Area: Computing including online safety Prepare pupils for future careers and foster lifelong learning by integrating technology meaningfully into teaching and learning, enhancing digital literacy, and ensuring equitable access to innovative digital tools and real-world skill development.</p>					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale



<p>Personalised Learning & Digital Expression</p> <p>Introduce personalised learning tools and apps to support differentiated learning.</p> <p>Foster digital literacy by encouraging diverse forms of expression including digital art, videos, and podcasts.</p> <p>Ensure meaningful integration of technology across the curriculum to support future readiness.</p>	<p>Pupils use a variety of digital tools to demonstrate learning.</p> <p>Teachers regularly use personalized digital platforms in lesson delivery.</p> <p>Pupil outcomes improve in targeted areas through differentiated tech-based approaches.</p>	<p>Pupil work samples and portfolios.</p> <p>Lesson observations and planning reviews.</p> <p>Pupil and staff surveys.</p>	<p>Licenses for digital learning platforms</p> <p>Teacher CPD on digital expression tools.</p> <p>Devices</p>	<p>Full integration across all year groups by end of year.</p> <p>Annual review of tool effectiveness.</p>	
<p>Real-World Digital Skills (Coding & Robotics)</p> <p>Implement coding and robotics sessions across relevant year groups. Integrate real-world digital problem-solving into the</p>	<p>Pupils complete coding/robotics projects each term.</p> <p>Increased engagement in computing/ STEM subjects.</p> <p>Digital skill progression tracked annually.</p>	<p>pupil assessment data in computing.</p> <p>Samples of pupil-led coding/robotics projects.</p> <p>Staff feedback and evaluation logs.</p>	<p>Coding platforms (Scratch, Tynker, micro:bit).</p> <p>Robotics kits (LEGO Spike, Beebots).</p> <p>Staff training in computing curriculum delivery.</p>	<p>Curriculum revision and resource audit at start of year. Coding introduced by mid-year. Robotics clubs or units established by year-end.</p>	



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computing curriculum.					
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<p>Continuous Access to Learning</p> <p>Provide pupils with access to online curriculum materials and digital learning spaces.</p> <p>Encourage independent learning and lifelong learning habits.</p>	<p>Pupils access digital resources regularly at home and in school.</p> <p>Engagement with online curriculum increases.</p> <p>Improved pupil confidence in independent learning.</p>	<p>Platform usage data (logins, assignments submitted).</p> <p>Parent/pupil surveys.</p> <p>Staff monitoring logs.</p>	<p>Online platforms (e.g. Oak National, BBC Bitesize, Purple Mash).</p> <p>Devices or home-access initiatives for families without digital access.</p> <p>Ongoing digital skills workshops.</p>	<p>Ensure access at start of academic year.</p> <p>Monitor usage each term.</p> <p>Evaluate impact and make adjustments at end of year.</p>	
<p>Cutting-Edge Technologies (VR/AR)</p> <p>Introduce immersive learning tools using VR and AR to deepen engagement and contextual understanding.</p> <p>Embed technologies into targeted subjects (e.g., science, geography).</p>	<p>Pupils report increased engagement and understanding in immersive lessons.</p> <p>Teachers integrate VR/AR in at least one unit per year.</p> <p>Improved retention of content in AR/VR-supported topics.</p>	<p>Pupil voice and learning reflections.</p> <p>Lesson observations and planning reviews.</p> <p>Staff feedback on tech usability and impact.</p>	<p>VR headsets or AR-compatible devices.</p> <p>Subscriptions or licenses to VR/AR educational content (e.g., CoSpaces, Google Expeditions).</p> <p>Staff training and support.</p>	<p>Pilot technology in selected classes early in the year.</p> <p>Expand integration school-wide by mid-year.</p> <p>Evaluate learning impact and plan future use by year-end.</p>	



<p>Online Collaboration Platforms Use platforms like Google Workspace, Padlet, or Microsoft Teams to promote digital collaboration.</p> <p>Enable global connections through shared projects and virtual exchanges.</p>	<p>Pupils engage in collaborative projects with peers and external partners.</p> <p>Increased pupil engagement in digital communication tasks.</p> <p>Teachers use platforms consistently in curriculum.</p>	<p>Platform usage analytics.</p> <p>Pupil portfolios and shared work.</p> <p>Staff planning reviews and digital learning logs.</p>	<p>Subscriptions and user accounts.</p> <p>Devices and internet access.</p> <p>CPD for effective use of collaboration tools.</p>	<p>Platforms introduced early in the year.</p> <p>Collaborative projects launched mid-year.</p> <p>Global connection opportunities explored by end of year.</p>	
<p>AI-Powered Tutoring & Feedback Tools</p> <p>Use AI tools to provide immediate feedback, personalised practice, and adaptive challenges (e.g., Century, Atom Learning, Google AI tools).</p>	<p>Pupils receive timely, targeted feedback.</p> <p>Teachers report reduced workload and improved assessment accuracy.</p> <p>Improved pupil progress in core subjects.</p>	<p>Analysis of pupil progress data.</p> <p>Teacher workload surveys.</p> <p>Weekly usage reports from platforms.</p>	<p>AI-based learning subscriptions.</p> <p>Staff CPD on using tools for assessment and feedback.</p> <p>Technical support and monitoring policies.</p>	<p>Tools trialled early in the year.</p> <p>Impact review and full rollout by mid-year.</p> <p>End-of-year review on learning gains and teacher feedback</p>	



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<p>Invest in Technology and Innovative Teaching Tools</p> <p>Upgrade and expand access to devices and interactive technologies.</p> <p>Train educators on integrating tools like AR/VR, AI, and virtual labs into lessons.</p>	<p>Classrooms equipped with up-to-date technology.</p> <p>Teachers confidently integrate tools into daily practice.</p> <p>Improved pupil engagement and attainment.</p>	<p>Technology audit reports.</p> <p>Staff training logs.</p> <p>Classroom observations and lesson plans.</p>	<p>Capital investment for hardware/ software.</p> <p>Ongoing CPD programme.</p> <p>Technical support and IT maintenance.</p>	<p>Tech audit and investment plan completed at start of year.</p> <p>Phased hardware upgrades throughout year.</p> <p>Staff fully trained by year-end.</p>	
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<p>Build Digital Awareness and Safe Habits</p> <p>Integrate online safety education into the computing and PSHE curriculum across all year groups.</p> <p>Run regular awareness sessions for pupils, staff, and parents.</p> <p>Promote pupil-led initiatives (e.g., e-safety ambassadors).</p> <p>Review and update filtering, monitoring, and safeguarding systems to ensure robust protection in school.</p>	<p>All pupils receive regular online safety lessons appropriate to their age.</p> <p>Fewer incidents of unsafe online behaviour or digital misuse reported.</p> <p>Pupils demonstrate understanding of online risks (e.g., cyberbullying, privacy, sharing content).</p>	<p>Pupil voice and quizzes to measure awareness.</p> <p>Incident logs and reporting trends.</p> <p>Termly safeguarding audits.</p> <p>Governor oversight via safeguarding link.</p>	<p>Online safety schemes (e.g., <i>Project Evolve</i>, <i>ThinkUKnow</i>, <i>Childnet</i>).</p> <p>Staff and parent training sessions.</p> <p>IT systems and firewalls for monitoring/filtering.</p>	<p>Begin lessons and awareness campaigns at start of year.</p> <p>Deliver parent sessions each term.</p> <p>Conduct mid-year and end-of-year audits and review policies annually.</p>	
<p>Maintain Sustainable and Eco-Friendly Practices:</p> <ul style="list-style-type: none"> Implement a zero-waste policy, promoting recycling, composting, and 	<p>Reduction in waste output by within the first year, tracked through waste audits and recycling programs.</p> <p>Establishment of at least one sustainability-focused school-wide event per term (e.g., green</p>				



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<p>reducing single-use plastics within the learning environment. Promote sustainability in the curriculum by integrating environmental topics across subjects and holding workshops on eco-friendly practices.</p>	<p>initiatives, environmental education days).</p>				
Evaluation					



Curriculum Subject Area: STEAM					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To train staff on the new robotics resources that have been purchase across both schools	<ul style="list-style-type: none"> • STEAM leads to meet to explore the new equipment and learn how to use it • Create an inventory of new equipment • Train staff on the new equipment Support staff on the implementation of the equipment within the curriculum	<ul style="list-style-type: none"> • Training session held with each teacher • New robotics equipment used within a unit work Cross-curricular links identified within each year group	Half-termly meeting with STEAM leads to review progress	<ul style="list-style-type: none"> • Cubetto • VEX 123 • Vex Go • Crumble • Microbits VU+ Data Logger	End of year
Look for cross curricular links between computing, science, art and DT.	<ul style="list-style-type: none"> • STEAM leads to meet to set the initial objectives and generate some cross curricular links to be shared with staff After the initial resources training, staff to have time to consider how the equipment can be used cross curricular.	<ul style="list-style-type: none"> • Plan created and shared for implementation of computing in cross-curricular subjects Teachers to create a plan with an example of cross curricular usage for spring term	<ul style="list-style-type: none"> • Staff meeting to be held in Autumn term to allow for training and planning time Subject lead to observe and review the outcome of a cross curricular application of resources	<ul style="list-style-type: none"> • Staff meeting time • Resource TBC Release time	End of Spring term
Hand over of Science from current lead to new lead	Tom and Olivia to meet to hand the subject over, what actions for science are needed to continue to move the subject forward				End of Summer term 2025



Develop the profile of STEAM from STEM across the school.	Share STEAM quotes and weekly projects that can be shared on the Mail On Friday	Engage children in STEAM activities outside school	<ul style="list-style-type: none"> Monitor and gather evidence of some children completing the weekly projects Gather evidence to be used in the PSQM portfolio for next year	Mail on Friday	Trial Autumn 1
Ensure the safe and ethical use of AI by staff and students	<ul style="list-style-type: none"> Do an audit of how teachers are using AI at the moment, share good practice. Review the E-Safety curriculum and how AI is being shared with children Create a list of useful resources for staff	<ul style="list-style-type: none"> Children to be able to explain the meaning of AI Complete an assembly on AI Staff to be aware of and able to use 'safe' AI resources	<ul style="list-style-type: none"> SurveyMonkey or Google form Filtering and monitoring systems	Google forms	Review end of Autumn term

Curriculum Subject Area: Music					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To develop the teaching of composition through school.	Coaching and lesson study approach in year groups. Staff meeting to deliver the Powerpoint for composition strands and to ensure all staff are clear on expectations.	Teachers are confident when teaching composition Progression for composition throughout school, evidenced on Seesaw.	Coaching and lesson study approach in teams. Pupil voice. Seesaw. Learning walks.	-Sing up scheme -Seesaw -Music hub Powerpoint	Project through the 2025-6 academic year.
To ensure children can confidently talk about music they have listened to using musical vocabulary-	Pupil voice (termly) to test the use of vocabulary in the listening strand. Embed use of knowledge organisers to deepen long-term memory around elements of music.	Children are clearly articulating their learning with correct terminology. Are able to cite-know composers and the piece of music they have enjoyed.	Learning walks. Seesaw. Coaching and lesson study	-Chronology knowledge organisers	Project through the 2025-6 academic year.



interrelated dimensions of music.				
Evaluation				
Curriculum Subject Area: PE (taken from PE sports premium strategy)				
Action – what are you planning to do?	Who does this action impact?	Key Indicator to meet	Impact and how sustainability will be achieved?	
CPD training for lunch time staff to lead a lunch time activity.	TA's and children	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff will run an activity on a rota basis and feed back regularly on the impact.	
Run daily lunch time sports activity targeting the bottom 20% and PP	Staff and children	Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	Increased daily exercise for PP and bottom 20% and ensuring more children are achieving at least 30 minutes of activity during school hours.	
Celebrate participation in sport through class and key stage assemblies.	Teaching staff to deliver assemblies.	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Children feel proud of their achievements in sport and the whole school is aware of these achievements.	
Staff to identify gifted and talented pupils and signpost to local clubs and teams. External sports coach to come and deliver sessions for sports not typically offered including disability sports.	Teaching staff	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children and parents will have more knowledge of local clubs and have the opportunity to improve with trained specialist coaches.	



<p>Continue to develop new house competitions.</p> <p>Enter multiple teams into a variety of competitions allowing more children to apply their skills in a competitive fixture.</p> <p>Continue to offer all pupils a chance to participate in a sporting competition or event by the time they leave year 6.</p>	<p>Subject leaders, sports coaches and house captains to lead house competitions.</p> <p>Sports coach to enter competitions both competitive and inclusive.</p> <p>Sports coach to track participation within competitions.</p>	<p>Key Indicator 5: Increased participation in competitive sport</p>	<p>More pupils participate in sporting competitions through the use of house days.</p> <p>Increased number of house competitions allowing all children to participate in a competitive situation.</p>

Curriculum Subject Area: Behaviour, Attitudes and Personal Development					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
<p>Embed the revised curriculum offer for financial education as planned.</p>	<p>Review and finalise the revised financial education curriculum.</p> <p>Deliver staff CPD on teaching financial literacy across key stages.</p> <p>Integrate financial education into PSHE, maths, and cross-curricular projects.</p> <p>Use real-life scenarios, enterprise activities, and external visitors (e.g. banks, credit unions).</p> <p>Develop age-appropriate resources and assessment tools.</p>	<p>Financial education is taught consistently across year groups.</p> <p>Pupils demonstrate improved understanding of money, budgeting, and financial decision-making.</p> <p>Staff feel confident delivering financial education.</p> <p>Positive pupil feedback on lessons and activities.</p>	<p>Curriculum maps and activboards.</p> <p>Pupil work samples and project outcomes.</p> <p>Pupil voice</p> <p>Learning walks</p>	<p>CPD through staff meeting time and training materials</p> <p>Guest speakers and community partnerships</p> <p>Budget for resources and enterprise activities.</p>	<p>Autumn Term: Finalise curriculum and deliver CPD.</p> <p>Spring Term: Begin delivery and monitor implementation.</p> <p>Summer Term: Evaluate impact and refine resources.</p>



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	Involve pupils in budgeting activities (e.g. school events, charity fundraising).				
To strengthen the reach and impact of the Safe Surfers group following the planned staffing changes in September 2025, by fostering pupil-led e-safety initiatives and continuing staff collaboration to educate all pupils on safe, age-appropriate digital behaviour.	<p>Re-establish the Safe Surfers group with new staffing and children in September 2025.</p> <p>Train pupils to lead safeguarding / e-safety campaigns and assemblies.</p> <p>Plan termly safeguarding / e-safety themes aligned with national guidance (e.g. Safer Internet Day).</p> <p>Safe Surfers to contribute to the school's weekly MOF newsletter to share tips and updates.</p> <p>Engage parents through workshops and digital safety guides.</p>	<p>Safe Surfers group is active, and pupil led.</p> <p>Increased pupil awareness of safeguarding themes and safe digital behaviour.</p> <p>Staff consistently reinforce safeguarding / e-safety messages.</p> <p>Positive feedback from pupils, staff, and parents.</p> <p>Reduction in school safeguarding incidents e.g. racism, bullying, online incidents.</p>	<p>Minutes of Safe Surfers meetings outlining activities and campaigns.</p> <p>Pupil and parent surveys.</p> <p>Incident reports and safeguarding logs.</p>	<p>Time for meetings and campaign planning.</p> <p>Access to online safety resources (e.g. CEOP, Childnet).</p> <p>MOF</p>	<p>Autumn Term: Relaunch group and train digital leaders. Hold meetings and deliver assemblies.</p> <p>Spring Term: Deliver assemblies and campaigns and monitor impact.</p> <p>Summer Term: Evaluate and plan for next year.</p>
<p>Maintain whole-school attendance at 96% or above.</p> <p>Increase the attendance of disadvantaged pupils (summer 2025 93%).</p> <p>Continue to reduce persistent</p>	<p>Reinforce attendance policies and expectations to staff, students, and parents at the beginning of the school year.</p> <p>Identify pupils with attendance less than 96%.</p> <p>Continue a graduated system of interventions based on the number of absences (e.g., first-tier:</p>	<p>Clear communication ensures everyone understands the importance of regular school attendance.</p> <p>Achieving $\geq 96\%$ overall school attendance.</p>	<p>Weekly attendance reports by office staff</p> <p>Half-term analysis by SLT</p> <p>Termly governor reports</p>	<p>Attendance tracking software - Arbor</p> <p>Budget for certificates/postcards</p> <p>Dedicated pastoral staff time</p>	<p>Autumn Term: Launch plan, begin tracking pupils below threshold, school council to lead assembly and have powerpoint on display at parent consultations.</p> <p>Spring Term: Review impact, tweak interventions.</p>



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<p>absenteeism (summer 2025 5% vs 15% nationally).</p> <p>Foster a positive culture around attendance with pupils, parents, and staff.</p>	<p>attendance warning letters, second-tier: parent meetings, third-tier: external agency support).</p> <p>Identify and provide additional support for disadvantaged children who are at risk of persistent absence (e.g., free school meal students, children in care, and those with additional needs). Support Methods:</p> <ul style="list-style-type: none"> • Early morning and after-school care options. • Breakfast clubs to encourage attendance. • Targeted communication with parents to understand specific barriers. <p>Share half-term attendance data with parents (for those who are PA, fortnightly).</p> <p>Half termly attendance pieces in the MOF newsletter.</p> <p>Equip staff to identify and support attendance issues. Attendance is an agenda item at every staff meeting.</p> <p>Work with pastoral team to support families with any potential barriers to attendance.</p>	<p>Decreasing number of pupils classified as persistently absent.</p> <p>Increased parental engagement</p> <p>Positive pupil feedback about attendance</p> <p>Staff confidence in identifying and addressing barriers</p>	<p>Monthly review of intervention impact</p>		<p>Summer Term: Celebrate successes, share impact, plan for next year based on findings.</p>
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	<p>Work with EWO (Education Welfare Officer).</p> <p>Collaborate with external agencies (e.g., social services, local charities, health services, housing, transport etc.) to provide wraparound support for families facing persistent absence.</p> <p>Celebrate half-term good attendance in the MOF newsletter.</p> <p>Termly HT certificates/postcards for improved attendance.</p> <p>Integrate attendance themes into PSHCE curriculum offer.</p> <p>School council to discuss barriers to attendance and create an assembly to deliver to the school and then be shown at parent consultations.</p>				
Evaluation					