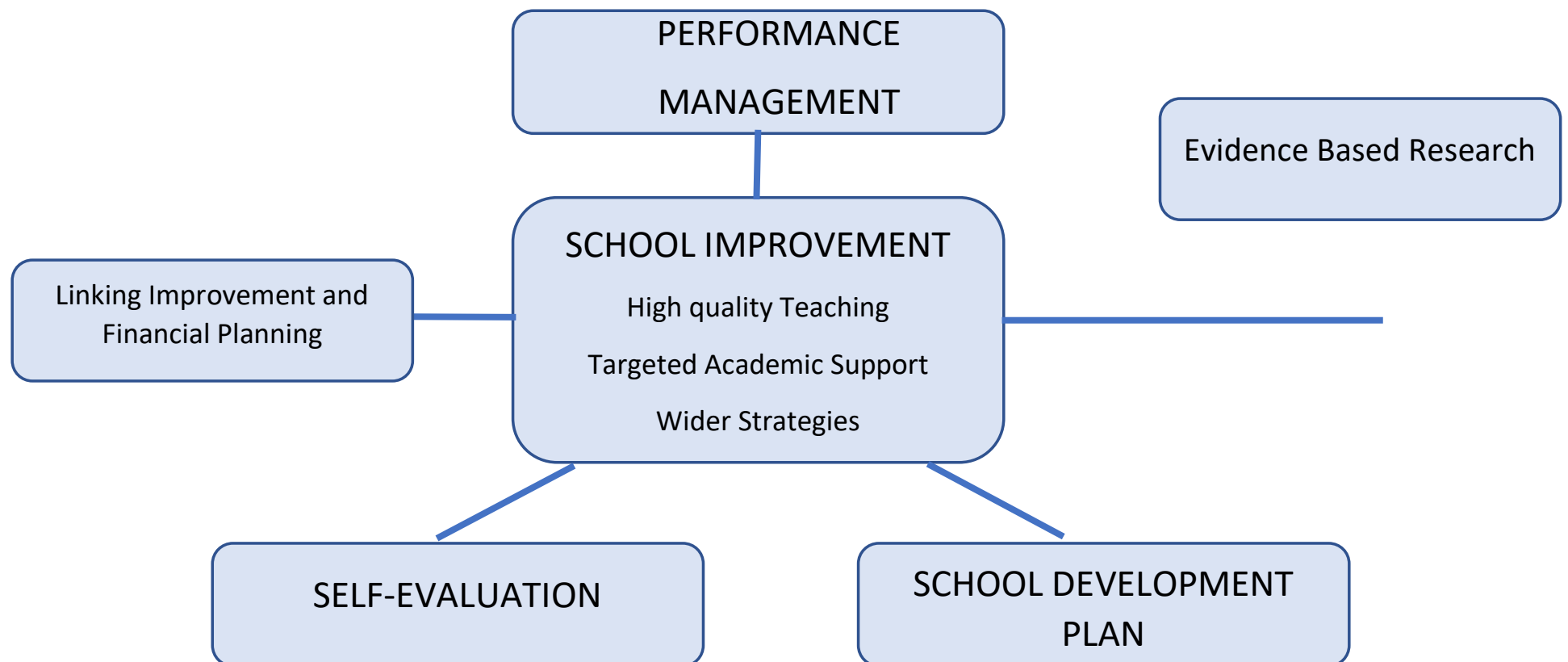




THOMAS TELFORD PRIMARY FREE SCHOOL & REDHILL PRIMARY ACADEMY

ACADEMY IMPROVEMENT PLAN 2026-2027





SCHOOL DEVELOPMENT PLAN SUMMARY

Redhill Primary Academy	Thomas Telford Primary School
Safeguarding	Safeguarding
Inclusion	Inclusion
Curriculum and teaching	Curriculum and teaching
Achievement Drop in data, inc SEND, PP, PLAC/LAC, Progress measure? Statement on: the progress that pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more Foundational knowledge Reading	Achievement Drop in data, inc SEND, PP, PLAC/LAC, Progress measure? Statement on: the progress that pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more Foundational knowledge Reading
Attendance and behaviour Inc Data, ic SEND, DA, PLAC/LAC	Attendance and behaviour Inc Data, ic SEND, DA, PLAC/LAC
Personal development and wellbeing	Personal development and wellbeing
Early years	Early years
Leadership and governance	Leadership and governance



END OF YEAR OUTCOMES

KS2 Attainment RPA/TTPFS	Yr3	Yr 4	Yr 5 RPA to add	Yr 6 (RPA only)	2025 National	Yr 6 (RPA only) 2025	Yr 6 (RPA only) 2024
Reading, writing & maths: expected	71% / 60%	75% / 47%	77% / 47%	77%	62%		
Reading, writing & maths: high	12% / 3%	15% / 7%	3% / 0%	15%	8%		
Reading test: expected	82% / 70%	90% / 73%	87% / 87%	87%	75%		
Reading test: high	26% / 10%	30% / 13%	31% / 25%	33%	33%		
Writing TA: exp	80% / 60%	75% / 47%	80% / 63%	87%	72%		
Writing TA: high	16% / 10%	21% / 7%	7% / 0%	21%	13%		
GPS test: expected	80% / 70%	80% / 80%	80% / 75%	85%	73%		
GPS test: high	15% / 17%	40% / 7%	40% / 20%	44%	30%		
Maths test: exp	82% / 70%	84% / 71%	85% / 63%	93%	74%		
Maths test: high	18% / 10%	30% / 13%	30% / 31%	33%	21%		
Science				82%	82%		



KS1 Attainment RPA/TTPFS	R	National 2025	Yr 1	Yr2	2024 National
Reading, writing & maths: expected			/67%	/80%	59%/55%
Reading, writing & maths: high			/10%	/13%	7%
Reading test: expected	63%		/83	/90	67%
Reading test: high			/23	/27	18%
Writing TA: exp	47%		/80	/82	58%
Writing TA: high			/10	/14	8%
GPS test: expected			/66	/93	tbc
GPS test: high			/0	/30	tbc
Maths test: exp	58%		/80	/97	67%
Maths test: high			/17	/30	16%
Other Reportable Data	Reception	National 2025	Yr 1	Yr2	2024 National
EYFS GLD	60% / 71%	68%			68%
	Reception passed phase 5	Yr1 passed	2025 National	Yr2 passed	2025 national
Phonics data RPA 2026 RPA 2025 RPA 2024 TTPFS 2026			80% 79% ? 98%		89%
	Passed 25/25	24/25	20+	APS	2025 National not available, based on 2024
Year 4 Multiplication Test RPA 2026 RPA 2025 RPA 2024 TTPFS 2026					25/25 28% 20+ 73%
	80%	93%	100%	24.66	



Thomas Telford Primary School Development Plan School Context

Thomas Telford Primary School is a new school in Priorslee, committed to delivering high-quality education that fosters innovation, inclusivity, and a love of learning. Grounded in research-based practices, the School aims to provide an engaging curriculum that equips children with skills for the 21st century while fostering staff development through a culture of continuous improvement and coaching.

Vision Statement

We strive to create a nurturing and forward-thinking educational environment where children thrive academically, socially, and emotionally, and where staff are empowered to grow as professionals through collaborative coaching.

Redhill Primary Academy Context

Redhill Primary Academy is an Outstanding primary school in Priorslee, Telford, serving a growing and diverse community of pupils aged 3–11. As part of the Thomas Telford Multi Academy Trust, our school combines high academic expectations with a strong commitment to personal development, inclusion and enrichment. Through a broad, knowledge-rich curriculum and extensive wider opportunities, we aim to ensure that every child is equipped with the knowledge, skills, values and cultural capital needed to succeed in education and make a positive contribution to society.

Vision Statement

Redhill Primary Academy's vision is to ensure every child, regardless of their starting point, is valued, supported and empowered to achieve their full potential. Through high-quality education, rich learning experiences and a culture of respect and inclusion, the school nurtures confident, well-rounded individuals who develop the knowledge, skills, values and cultural understanding needed to succeed. By fostering a love of learning, strong character and a commitment to making a positive difference, we aim to equip every child with the foundations to thrive in life and contribute meaningfully to their community and the wider world.



Strategic Plan

- 1. Safeguarding**
- 2. Inclusion**
- 3. Curriculum and teaching**
- 4. Attendance and behaviour**
- 5. Personal development and wellbeing**
- 6. Early years**
- 7. Leadership and governance, including Staff Development and Wellbeing through Coaching Building a Collaborative and Inclusive Community**
- 8. Infrastructure and Resources**



Safeguarding					
Action Points	Success Criteria	Monitoring	Resources	Timescale	Responsibility
Improve Accessibility of Early Help Information Review and reposition Early Help information on the school website so it is not solely located within the safeguarding section. Ensure language is supportive and non-stigmatising to encourage engagement from families.	Increased parental engagement and improved awareness of Early Help support.	Website analytics, parent voice, Early Help uptake.	Website platform, DSL input, admin support.	Within one term; reviewed termly.	DSL, Headteacher, Website Manager.
Strengthen Signposting to External Support (Family Hubs) Promote Family Hubs and other external services clearly across the website and school communication, emphasising that support can be accessed without referral.	Families independently access support and report improved awareness.	Parent surveys, feedback from external agencies.	Local authority information, Family Hub materials.	Immediate; reviewed termly.	DSL, Family Liaison Officer.
Strengthen EYFS Safeguarding & Parent Information Expand website content for EYFS including early childhood development, safer eating, and safeguarding expectations for children aged 0–5 in line with KCSIE 2026 links to EYFS framework.	Parents demonstrate improved understanding of early development and safeguarding.	Parent voice, EYFS observations, website usage.	EYFS Lead, public health guidance.	Within one term; reviewed annually.	EYFS Lead, DSL, Website Manager.
Ensure Robust Induction for New Staff Deliver comprehensive safeguarding induction for all new staff (including trainees) from September, ensuring understanding of KCSIE 2026 , staff code of conduct, and reporting procedures. Include updates on mental health, online safety, and child-on-child abuse.	100% of new staff confidently understand and apply safeguarding procedures before working independently.	Induction records, safeguarding quizzes, DSL sign-off.	KCSIE 2026 guidance, induction materials.	September and ongoing for new starters.	DSL, Headteacher, SLT



Strengthen Whole-Staff Safeguarding Training (KCSIE 2026) Deliver updated safeguarding training for all staff reflecting KCSIE 2026 changes, including: • Mental health as a safeguarding concern • Child-on-child abuse and misogyny • Serious violence and weapon awareness • Early Help processes	All staff demonstrate improved understanding of updated safeguarding risks and expectations.	Training records, safeguarding audits, staff feedback.	DSL, CPD materials.	Annual with termly updates.	DSL, Headteacher.
Strengthen Mental Health as a Safeguarding Priority Embed mental health within safeguarding systems, including clear procedures for identifying and responding to risks such as self-harm or emotional distress.	Staff identify concerns early and take appropriate safeguarding action.	Safeguarding records, pastoral data, pupil voice.	Mental health resources, trained staff.	Ongoing; reviewed termly.	DSL, Mental Health Lead.
Strengthen Approach to Child-on-Child Abuse and Behaviour Culture Ensure staff recognise and respond to: • Harmful sexual behaviour • Misogyny and inappropriate language • Verbal abuse as emotional abuse	Improved school culture and reduction in incidents.	Improved school culture and reduction in incidents.	Behaviour logs, safeguarding records, pupil voice	PSHE curriculum, staff training.	Ongoing
Strengthen Online Safety (Including AI Risks) Update online safety curriculum and policies to reflect: • Self-generated intimate images • AI risks (e.g. deepfakes) • Safe technology use	Pupils demonstrate safe online behaviours; reduction in incidents.	Safeguarding logs, pupil surveys.	IT systems, filtering software, curriculum materials.	Reviewed termly.	DSL, Computing Lead.



Strengthen Response to Serious Violence Ensure staff understand procedures for reporting concerns related to: • Weapons • Violence or intent to harm	Timely reporting and intervention by DSL.	Safeguarding audits, incident reports.	Staff training, behaviour systems.	Immediate; ongoing	DSL, SLT
Evaluation:					
Inclusion Embed a trust wide primary inclusion strategy aligned to National Inclusion Standards To design and implement a consistent inclusion approach across all primary schools in the trust, ensuring every school meets the expectations of the National Inclusion Standards and delivers strong mainstream SEND provision. This includes: • Creating a shared primary inclusion framework for all trust schools. • Ensuring each school delivers a strong Universal Offer through high-quality teaching and inclusive practice. • Strengthening family partnership and communication around SEND and inclusion. • Ensuring trust level governance has clear oversight of inclusion impact across the primary phase.					
Action Points	Success Criteria	Monitoring	Resources	Timescale	Responsibility
Implement the layered SEND support model consistently across all primary schools To ensure all primary schools adopt the new tiered system (Universal, Targeted, Targeted Plus), improving early intervention and reducing escalation to statutory assessment. • Embedding Individual Support Plans across all schools. • Developing Targeted Support through structured small-group interventions for SEND, disadvantaged pupils,	Layered model (Universal, Targeted, Targeted Plus) embedded across all schools and is consistently implemented and evident in all classrooms. Increased number of pupils supported effectively through Universal and Targeted provision.	Termly SEND reviews. Quality assurance of Individual Support Plans. Analysis of intervention data and pupil outcomes. Monitoring EHCP requests and SEND referrals. Learning walks and provision reviews.	SENCO time and release. SEND Hub resources. Individual Support Plan templates. Trust SEND lead support. Intervention programmes. Expert at Hand provision and inclusion bases. Pupil Premium funding.	Immediate	EHT, HoS, SENDCo, PPG lead



looked after children and other vulnerable learners. Implementing Targeted Plus using “Experts at Hand” and inclusion bases where appropriate. Strengthening early identification of SEND, Pupil Premium, looked after children and other vulnerable learners, reducing reliance on EHCPs where needs can be met through effective graduated support.	Reduced reliance on statutory assessment and EHCP applications where needs can be met through graduated support. Improved progress, attendance, engagement and wellbeing outcomes for disadvantaged pupils, looked after children and other vulnerable learners. Consistent use of Individual Support Plans across all schools. Improved progress, attendance, engagement and wellbeing outcomes for disadvantaged pupils, looked after children and other vulnerable learners	SENCO network meetings. Attendance reviews and persistent absence analysis. Children Champion meetings and documentation review. Parent and pupil voice surveys.	ELSA provision and pastoral support. CPOMS and tracking systems. Protected SENDCo and Pupil Premium Lead release time each half term		
Strengthen SEND leadership, systems and staff expertise across the primary phase To build leadership capacity and ensure staff across all primary schools are	SENCOs and inclusion leaders demonstrate increased confidence and leadership capacity.	SENCO self-evaluation and performance reviews. Staff training	SEND leadership training. Trust-wide CPD programme. SENCO network	Academic Year	



confident, skilled and consistent in delivering inclusive practice. This includes: - Developing SEND, Inclusion and Pupil Premium leadership across the trust (SENCOs, inclusion leads, middle leaders and children champions) - Providing trust wide training in evidence-based interventions aligned to the Universal Offer. - Embedding consistent safeguarding and SEND systems across all primary schools. Ensuring subject leaders understand how curriculum design supports inclusion.	Consistent SEND processes operating across all schools. Staff demonstrate improved confidence in adaptive teaching and inclusive practice. Increased use of evidence-informed interventions. Inclusion considered within curriculum leadership and subject development plans. Subject leaders can articulate how their curriculum supports accessibility, inclusion and achievement for SEND, disadvantaged and vulnerable learners.	evaluations. Learning walks and classroom observations. SEND audits across schools. Curriculum leader monitoring. Feedback from stakeholders. Pupil premium reviews Children champion meetings	meetings. External training providers. NASEN and EEF resources. Inclusion and curriculum guidance materials.		
- Improve outcomes for pupils with SEND and vulnerable groups through trust wide data systems To use data intelligently across the trust to identify need early, monitor progress and ensure interventions have measurable impact.	- Trust-wide data cycle fully established. - SEND and vulnerable pupil data regularly analysed and informs practice.	- Termly pupil progress meetings. - Trust data reviews. SEND and attendance dashboards. Intervention impact reports.	- Assessment and tracking systems. - Data management software. Attendance monitoring systems. Leadership time for data analysis.		DSLs, Pupil Premium Lead, Designated Teacher for Looked After Children and Early Help Lead



This includes: - Establishing a trust wide primary data cycle focused on SEND, disadvantaged pupils and attendance. - Using data to evaluate the effectiveness of the Universal, Targeted and Targeted Plus layers. - Ensuring leaders and teachers use assessment to adapt teaching and support long term learning retention. Monitoring inclusion outcomes across all primary schools to reduce variation.	Improved attainment, progress, attendance and wellbeing outcomes for SEND, disadvantaged pupils and vulnerable learners. Reduction in variation between schools. Intervention impact is clearly evidenced through data analysis and informs future provision planning. Leaders use attendance, assessment and wellbeing data to identify barriers and intervene early.	School improvement visits. Benchmarking across schools. DSL meetings Attendance case reviews Children champion meetings and reviews	Trust improvement support. PPG funding		
Strengthen multi agency collaboration and early help pathways across the trust To ensure all primary schools work effectively with external partners to deliver early, coordinated support. This includes: Developing strong early help pathways across the trust.	Earlier identification and support for vulnerable pupils. Increased engagement with families. Families report positive and effective communication regarding support	Early Help case reviews. Multi-agency meeting records. Safeguarding audits. Family feedback. Monitoring of referrals and outcomes. SEND and	Family support workers. Safeguarding leads. Early Help services. Educational psychology support. Health and social care partnerships. Time for multi-agency meetings.	Academic Year	DSLs, Early Help Lead, Designated Teacher for Looked After Children, ELSA/Pastoral Team.



- Ensuring safeguarding and SEND teams work jointly on vulnerable pupils. - Improving communication with families around early intervention and support plans. Ensuring trust primary schools contribute effectively to local SEND partnerships.	plans and interventions. Improved attendance and wellbeing outcomes for vulnerable learners Staff demonstrate confidence in accessing and coordinating support from external agencies Improved outcomes for pupils receiving Early Help support. Stronger partnership working between SEND, safeguarding and external agencies. Reduced escalation of need through timely intervention and coordinated support School engagement in local and trust-wide SEND networks contributes to	safeguarding reports to Trustees. CPOMS safeguarding records Family engagement records. Parent surveys Case studies Children champion meetings	ELSA provision		
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	continuous improvement Parents and carers report that communication regarding SEND, vulnerable learner provision and support plans is timely, effective and supportive				
Ensure strategic and sustainable use of SEND funding across the primary phase To ensure SEND and inclusion resources are used effectively and transparently across all primary schools. This includes: - Aligning SEND and Pupil Premium funding decisions with the layered model of support. - Monitoring value for money of interventions and inclusion bases. - Ensuring governors understand SEND funding, pressures and impact across the trust. Benchmarking SEND spending across similar primary schools.	SEND funding allocation aligned to identified need and the graduated response model. Resources targeted effectively to improve outcomes. Governors and Trustees have clear oversight of SEND expenditure and impact. Improved value for money from interventions and specialist provision. Financial sustainability	Termly budget reviews. SEND funding impact reports. Governor and Trustee scrutiny. Benchmarking exercises. Annual SEND provision review. Evaluation of intervention effectiveness. Costed provision maps Pupil premium impact reports	SEND budgets. School and Trust finance teams. Governor training. Benchmarking data. Costed provision maps. Trust SEND and finance leadership support. PPG funding	Academic Year	School Business Manager, Pupil Premium Lead, DSLs and Designated Teacher for Looked After Children



	maintained across schools. Funding decisions are evidence-informed and benchmarked against similar schools and trust-wide provision models	Children champion documentation			
Evaluation:					



Curriculum inc Achievement:

Curriculum Innovation and Excellence Objective:

To embed an innovative, research-based curriculum that engages all learners, supports their holistic development, and prepares them for a rapidly changing world.

Action Points	Success Criteria	Monitoring	Resources	Timescale	Responsibility
Implement agreed Oracy Framework across all curriculum subjects. Introduce consistent "Say It Better" routines and structured talk opportunities. Ensure vocabulary discussion, reasoning and partner talk are planned into every lesson.	A consistent Oracy Framework is evident in all classrooms and curriculum subjects. Structured talk opportunities are planned and observed in every lesson. "Say It Better" routines are used consistently by staff and pupils to improve the accuracy and quality of spoken language. Teachers explicitly teach, model and reinforce subject-specific vocabulary across the curriculum. Pupils confidently use ambitious and precise vocabulary when discussing their learning. Partner talk and collaborative discussion support pupils to articulate ideas, justify opinions and explain their reasoning.	Learning walks, pupil voice interviews, book scrutiny, lesson observations.	Voice 21/Oracy Framework materials Staff meeting time sentence stem resources vocabulary displays coaching and monitoring time pupil voice materials	Launch Autumn 2026 staff training Autumn Term monitoring each half term fully embedded by Summer 2027	KR and all staff



	Pupils can explain what they are learning, why they are learning it and how it links to previous learning. Increased pupil participation is evident during lessons, including contributions from disadvantaged pupils and those with SEND. Pupil voice demonstrates improved confidence, communication skills and ability to discuss learning in depth. Learning walks show consistent implementation of agreed oracy strategies across all year groups and subjects. Book scrutiny and lesson observations demonstrate that talk is used purposefully to deepen understanding and improve outcomes. Pupils regularly use sentence stems, talk scaffolds and disciplinary language to construct increasingly sophisticated responses. There is a measurable improvement in pupils' ability to reason, debate, explain and justify their thinking across the curriculum.				
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	Monitoring evidence indicates increased consistency in teaching practice and stronger curriculum articulation by pupils.				
Develop and implement a comprehensive coaching and induction programme for all new teaching staff, ensuring they have a secure understanding of Redhill's innovative curriculum, curriculum intent, pedagogical approaches, non-negotiables, disciplinary teaching, knowledge organisers, retrieval practice, vocabulary development and oracy expectations. The programme will include: - Curriculum induction during the first half term. - Assigned curriculum mentor/coach for each new member of staff. - Fortnightly coaching meetings focused on curriculum implementation. - Opportunities to observe expert practitioners within school.	All new staff complete the curriculum induction programme within their first term. New staff demonstrate a secure understanding of Redhill's curriculum vision, progression models and curriculum non-negotiables. Planning, teaching and classroom environments reflect agreed expectations for concepts, vocabulary, retrieval practice, knowledge organisers and oracy. New staff report increased confidence in delivering foundation subjects and subject-specific pedagogy. Lesson observations demonstrate consistent implementation of curriculum expectations. Pupil outcomes and book scrutiny evidence high-quality curriculum delivery regardless of teacher experience.	New staff induction checklist. Coaching records and action plans are maintained by mentors. Termly curriculum learning walks focused on curriculum implementation. Joint lesson observations with curriculum leaders. Planning and book scrutiny focusing on curriculum consistency. Staff confidence surveys completed at induction, mid-	Induction handbook CPD time every fortnight Friday afternoon for selected topic and staff – see coaching plan Mentor release time Curriculum documents Coaching materials Observation opportunities Staff meeting time Subject leader support	Introduce September 2026 Fortnightly coaching throughout first year Review termly	LC, AT, KR, ED, SF, EH, OH



- Joint planning sessions with subject leaders. - Termly curriculum learning walks with feedback. - Access to the school's CPD programme linked to foundation subjects and disciplinary pedagogy.	New staff successfully transition from supported practice to independent implementation within the academic year.	year and end-of-year. Subject leader feedback on engagement with curriculum expectations. Pupil voice monitoring to assess consistency of curriculum delivery across classes.			
Re-establish a culture of evidence-informed practice by providing regular opportunities for staff to engage with educational research and professional learning through The National College, external CPD events, professional reading, educational blogs, podcasts and collaborative discussion. Staff meeting time will be strategically allocated to explore research, reflect upon practice and identify implications for curriculum design, teaching and learning.	Staff engage regularly with educational research and professional learning opportunities. Professional development is clearly linked to school priorities and identified curriculum development needs. Staff demonstrate increased confidence in discussing research and its application to classroom practice. School improvement decisions are increasingly informed by educational research and evidence.	Staff meeting records demonstrating engagement with research themes. Completion records for National College courses and professional learning activities. Evaluation forms following external CPD events and dissemination activities.	National College subscription Professional reading library Research summaries Staff meeting time External CPD budget Subject leader release time	Ongoing throughout 2026–27 Half-termly research focus through a staff meeting Evaluation Summer 2027	LC and AT



Key findings will be translated into agreed actions to strengthen consistency and drive school improvement.	Consistent approaches to teaching, curriculum implementation and assessment are evident across the school. Subject leaders effectively disseminate current research and best practice within their areas. Staff evaluations indicate that professional learning has positively impacted practice and pupil outcomes. Improvements identified through monitoring can be directly linked to CPD activities and research-informed developments. A strong culture of continuous professional learning is evident across the school.	Monitoring of implementation through learning walks, book scrutiny and lesson visits. Annual staff confidence audit linked to school priorities. Review of pupil outcomes and monitoring evidence to assess the impact of evidence-informed practice. Governor oversight through termly Headteacher Report updates.			
Evaluation:					
Quality Teaching and Learning Objective (inc Achievement): To deliver high-quality teaching that equips all children with the necessary knowledge, skills, and cultural capital to succeed in future learning and employment. By embedding effective pedagogical approaches, using formative assessment strategies, and prioritising the development of long-term learning retention, we will ensure that every pupil makes exceptional progress.					
Action Points	Success Criteria	Monitoring	Resources	Timescale	Responsibility



Curriculum consistency: Ensure concepts are explicitly referenced in every unit plan and knowledge organiser. Ensure concepts are on display in classrooms. Train staff to revisit concepts regularly through questioning, discussion and retrieval activities. Review knowledge organiser format across foundation subjects. Ensure all knowledge organisers contain key concepts, vocabulary, and significant knowledge. Train staff and pupils on how to actively use knowledge organisers during lessons rather than as a standalone resource. Embed opportunities for pupils to reference knowledge organisers during retrieval, discussion and independent	Concepts are consistently visible in planning, classrooms and pupil books. Pupils can explain the key concepts they are learning and how they connect to previous learning. Pupil voice demonstrates improved curriculum articulation and deeper understanding. Monitoring shows concepts are revisited and built upon throughout the curriculum. Progression of conceptual understanding is evident across year groups. Consistent knowledge organisers are evident across all foundation subjects. Teachers routinely reference knowledge organisers during lessons. Pupils independently use knowledge organisers to support learning and recall information. Pupil voice shows that children understand the purpose of knowledge organisers and how they support learning.	Half-termly curriculum learning walks. Subject leader monitoring cycles. Pupil voice surveys Book scrutiny focused on vocabulary, retrieval and progression. Planning reviews. Governor curriculum monitoring reports. Staff confidence audits repeated in Summer 2027.	Revised knowledge organisers Retrieval templates Vocabulary progression documents Staff training Monitoring time	Development Autumn 2026 and implementation from Spring 2027 Monitoring half-termly Fully embedded by Summer 2027	LC and AT, subject leaders and all teachers
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work.					
Introduce monitoring focused on pupil use of knowledge organisers.	Monitoring demonstrates improved retention and recall of substantive knowledge.				
Implement a whole-school retrieval approach across all foundation subjects.	Retrieval practice is consistently evident in every foundation subject lesson.				
Introduce consistent retrieval templates and activities at the beginning of lessons.	Pupils can recall and apply previously taught knowledge with increasing accuracy.				
Ensure retrieval includes content from previous lessons, units, terms and years.	Teachers use retrieval outcomes to identify misconceptions and adapt teaching.				
Provide staff CPD on effective retrieval strategies beyond simple recall quizzes.	Book scrutiny shows regular retrieval opportunities over time.				
Monitor the quality and impact of retrieval practice through work scrutiny and pupil voice.	Pupil voice demonstrates improved long-term retention and confidence in discussing prior learning.				
Establish a non-negotiable approach to teaching subject-specific vocabulary across all curriculum areas.	Subject-specific vocabulary is explicitly taught, displayed and revisited in all classes.				



Ensure all knowledge organisers contain clearly identified tier 2 and tier 3 vocabulary. Embed structured oracy approaches, including "Say It Better" routines, to develop precise language. Introduce regular vocabulary retrieval and low-stakes assessment opportunities. Create consistent vocabulary displays and model accurate disciplinary language. Embed a consistent whole-school Assessment for Learning (AfL) approach across all curriculum subjects.	Pupils accurately use and explain key vocabulary in both spoken and written responses. Increased use of ambitious and disciplinary language is evident during learning walks and pupil voice activities. Vocabulary retrieval activities show improved recall over time. Monitoring demonstrates stronger vocabulary progression and application across the curriculum. Teachers consistently use a range of AfL strategies in lessons across all subjects. Misconceptions are identified and addressed promptly through responsive teaching. Staff adapt planning and teaching based on assessment information gathered during lessons.	Pupils can articulate their learning, identify next steps and respond effectively to feedback. Lesson observations demonstrate effective checking for understanding throughout lessons. Book scrutiny evidences	Staff CPD and training materials. EEF guidance on formative assessment. Mini-whiteboards and AfL resources. Retrieval and assessment templates.	Autumn 2026: Agree whole-school AfL expectations and deliver staff training. Spring 2027: Monitoring and coaching cycles to refine practice. Summer 2027: Evaluate impact	
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		responsive teaching and adaptations made following assessment. Assessment information is used to inform intervention, challenge and curriculum planning. Pupil outcomes improve as a result of timely identification and support of learning gaps. Monitoring shows increased consistency in AfL practice across the school.	Coaching and monitoring time. Subject leader support. Professional reading and National College materials.	and ensure consistent implementation across all subjects. Half-termly monitoring throughout the year.	
Educational Visits and Cultural Capital Complete analysis of current trip provision. Audit cultural capital opportunities. Develop progressive programme of visits linked to curriculum intent.	Improved curriculum enrichment offer. Progression of experiences mapped across school. Positive impact evident in pupil voice.	Trip audits, governor reports, pupil feedback.	Curriculum displays Trip analysis document Trip budget Transport funding	Audit completed Autumn 2026 Programme implemented Autumn and Spring 2027	LC and AT



Ensure every year group accesses high-quality enrichment opportunities.			Enrichment partnerships Enrichment week organization Visitor programme Cultural capital audit tools	Review Sum 2027 and annually thereafter	
Ensure agreed non-negotiables in foundation subjects are implemented fully: Art – Consistency and Progression Establish non-negotiables for sketchbooks including slips, marking expectations, vocabulary, knowledge organisers and artist studies. Ensure all units include traditional, modern and contemporary artists. Restructure curriculum into two longer blocks (9–10 weeks) to allow progression of skills. DT – Enquiry and Assessment Re-establish consistent Design-	Consistent sketchbook evidence across school. Pupils can discuss techniques, elements of art and artists studied. Progression evident within and between year groups.	Book scrutiny, planning reviews, pupil voice. Lesson visits, planning checks,	Subject leader release time Curriculum documents Sketchbooks Digital subscriptions (Odizzi/Digimap) GarageBand and Chrome Music Lab CPD budget Monitoring schedule	Autumn 2026 – non-negotiables agreed Spring 2027 – full implementation Summer 2027 – impact review	



Make-Evaluate cycle across all year groups. Provide refresher training for new staff. Develop retrieval-based vocabulary assessments rather than end-unit assessments. Introduce regular vocabulary retrieval opportunities Humanities – Consistency and Disciplinary Thinking Implement consistent use of timelines, key concepts, AfL strategies, "Say It Better", knowledge organisers and digital resources (Digimaps/Odizzi). Strengthen links between History, Geography and RE through chronology and place-based learning. Develop fieldwork opportunities within each Geography block. Deliver staff training on effective fieldwork. RE – Retrieval and Vocabulary Implement whole-school retrieval template. Ensure consistent use of key concepts and vocabulary. Increase pupil	Re-establish consistent Design-Make-Evaluate cycle across all year groups. Provide refresher training for new staff. Develop retrieval-based vocabulary assessments rather than end-unit assessments. Introduce regular vocabulary retrieval opportunities. Consistent humanities practice across all classes. Pupils understand chronology, place and connections between subjects. Every Geography unit includes meaningful fieldwork. Pupils demonstrate improved recall of key concepts and vocabulary. Book	pupil interviews, book looks. Planning scrutiny, pupil voice, learning walks, work scrutiny. Book scrutiny, pupil voice, lesson visits.			
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use of RE books as evidence of learning. Embed enquiry-based discussion and reflection. Music – Vocabulary and Composition Establish consistent use of knowledge organisers and vocabulary displays. Introduce GarageBand for KS2 composition and Chrome Music Lab in KS1. Provide staff CPD on digital composition tools.	evidence shows progression and retrieval activities. Pupils confidently use musical vocabulary. Increased evidence of composition and creativity across school. Staff confidence improves	Lesson observations, pupil outcomes, monitoring records.			
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Evaluation:

Curriculum Subject Area: Maths

Embed Teaching for Mastery principles and practice with existing staff and ensure all new staff receive CPD and that classrooms pedagogies are consistent across all year groups – coaching model, collaborative planning, team teaching and bespoke support.

Develop maths intervention package to enhance SEND provision, specifically thinking about those children who potentially present with dyscalculic traits.

Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Pedagogy	Embed TfM principles and practice with existing staff, ensuring consistency in provision: - Following teaching sequences and planning as set out on LTPs - Episodic/ping pong lesson structure - Use of effective models and images	All staff following revised LTPs Curriculum Catch Ups will identify: episodic lesson structure established	Curriculum Catch Ups: - Pupil workbooks - Lesson observations/drop ins - Pupil voice - Staff voice		



	• Use of effective questioning and AFL • Integration of oracy • Mixed ability pairings Ensure all new staff adopt TfM principles and develop practice: all to receive high quality CPD, bespoke planning and team teaching support. Ensure consistent classroom pedagogy across all year groups: coaching model, bespoke collaborative planning, team teaching and targeted support Develop role of oracy within lessons: • Cognitive processing time • Enable all learners to articulate thinking Improved verbal reasoning	• questioning and AfL/AaL (Assessment as Learning) informing teaching and addressing of misconceptions in the moment • oracy being integrated throughout lessons Pupil workbooks will show: • evidence of models and images in children's workbook across all age ranges • children independently drawing models and images for themselves to support their learning (jottings)	Tracking Documents		
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Curriculum (with a focus on methods)	Ensure Year 6 curriculum coverage is well balanced to ensure building on successes of implementation this year whilst also being mindful of the National SATs assessments (<i>TTPFS children first cohort for data</i>) Review role of calculation policy – refine to be maths policy including principles of maths in our schools and core vocabulary encountered within classrooms Develop efficiency of calculation methods, balancing mental and written strategies within teaching Ensure problem solving continues to come through each block Ensure retrieval practice systems are in place, recalling last lesson/last week, last block and last year to enhance knowing more and remembering more Continue to expand teachers' confidence in using a range of high quality teaching resources (NCETM, Oak Academy, Which One Doesn't Belong, Maths Bot).	Y6 SATs data Pupils are secure using efficient strategies – knowing when to use mental method v written method. All staff in school with clear understanding and use of precise vocabulary associated with year group they are predominantly based in. Evidence in pupil work books of appropriate use of efficient methods (mental or written). Consistent retrieval practice systems in place for all year groups.	Revised policy documentation Tracking Documents Curriculum Catch Ups: • Pupil workbooks • Lesson observations/drop ins • Pupil voice • Staff voice		
Fluency	Consolidate the implementation of Mastering Number across Reception and Key Stage 1.	Mastering Number to form basis of Reception	Tracking Documents linked to Number		



Mastering Number Reception and Key Stage 1 Number Sense Key Stage 2	Garner parental engagement with the Mastering Number programme (aligned with Maths Hub CPD offer). Consolidate the implementation of Number Sense across Key Stage 2, following the programme with fidelity	curriculum and enhance with rich mathematical activities within continuous provision. Early Workbooks and pupil workbooks show inclusion of tasks to further embed fluency. Y4 MTC data	Sense and Mastering Number Curriculum Catch Ups: • Pupil workbooks • Lesson observations/drop ins • Pupil voice • Staff voice		
Evaluation:					
Curriculum Subject Area: English					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To develop pupils' spoken language skills across the curriculum through a consistent and structured approach to oracy, in line with the Oracy Framework (Spring 2027).	• Leaders to review existing oracy practice and identify where staff need additional CPD. • Leaders monitor interactions between adults and children in EYFS to ensure they are effective. • Leaders ensure that teaching staff identify speech and language need and use appropriate interventions	Strong foundations for communication and interaction are established. Oracy opportunities are planned, designed, modelled, scaffolded and structured to enable pupils to learn the skills needed to talk effectively.	Leaders to evaluate how effectively the school supports pupils who are at the early stages of communication and language including older pupils whose development is not at their age-appropriate level.	CPD staff meeting time. Time to train staff new to school or phase. Time for senior leaders to monitor provision and provide timely feedback.	Regular drops ins in addition to termly learning walks and book looks. Training through the year. CPD focus Spring 2027 with release of



	effectively to swiftly close gaps. • Leaders ensure that teachers plan opportunities for learning to talk and learning through talk across all subjects. (All subject leaders) • Teachers to ensure emphasis on vocabulary through all subject areas.	Oracy is the golden thread across all subjects. All pupils are explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others.	Learning walk-evidence of pedagogy for talk: partner work, discussion, building on the views of others, questioning, listening and responding, talk tokens. Book looks-vocabulary focus. Pupil voice	Time for senior leaders to use evidence informed practice to support the implementation of the oracy framework including attendance at subject leader updates.	Oracy Framework.
To ensure consistency in the teaching and application of core skills—reading, handwriting and foundational knowledge—across all subject areas, with a particular focus on regular, high-quality practice.	• All staff, with a focus on new staff to school or changes of year, to be supported in the teaching of the school's SSP. • All staff prioritise accurate and fluent word reading, spelling and handwriting. • All staff consistent with pedagogy for developing reading fluency: modelled reading, choral reading, echo reading, paired reading, repeated reading, teaching of high frequency to gain automaticity. • Y2 teachers to plan a programme of phonics / early reading support for the group of SEN children in Year 2 who	The curriculum prioritises accurate and fluent word reading, spelling and handwriting (including older pupils where necessary.) Leaders prioritise 'keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge. Teaching of reading is rigorous and sequenced, and develops pupils' fluency, confidence	Leaders to evaluate how effectively the school supports pupils who are at the early stages of reading and writing, including older pupils whose development is not at their age-appropriate level. Steps are taken as necessary to adapt teaching approached informed by assessment and evidence-informed practice. Learning walk Book looks	CPD staff meeting time. Time to train staff new to school or phase. Time for senior leaders to monitor provision and provide timely feedback.	Regular drops ins in addition to termly learning walks and book looks. Training through the year.



	did not pass the phonic screen in the Summer of 2026. • Leaders ensure that there is a focus on direct match of reading books to support early reading which is monitored systematically. • Y3 teachers prioritise foundational knowledge to quickly catch up identified gaps in pupils' learning. • Leaders ensure that there is a focus on foundational knowledge evident across all subject areas. • Leaders ensure that reading across all curriculum areas prioritised. Leaders ensure that a strong culture of reading is embedded across the school through reading across the curriculum, daily story time, songs and rhymes EYFS, homework, class and school libraries, guided reading.	and enjoyment; reading attainment is assessed accurately and gaps are tackled quickly and effectively, so that all pupils can access the whole curriculum. The curriculum is designed to extend spoken, written and reading competency across all subjects A strong culture of reading is embedded across the school.	Pupil voice		
Curriculum Subject Area: Computing					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Ensure meaningful integration of technology across the curriculum.	Plan intentional opportunities for pupils to practise digital skills in other subjects.	Years 2-6 have additional cross-curricular computing units where digital skills are taught and	Computing Curriculum Map	Subject leader time	Summer term 26



		applied through other subjects. This is evident on the school's Computing Curriculum Map 2026.		Support from external consultant	
	Support teachers to plan cross-curricular units.	Teachers across school are confident to integrate technology into other subjects and are equipped to teach additional digital skills effectively.	PD day agenda – June 26 Lesson slides	Subject leader time Support from external consultant	Autumn term 27
	Teach cross-curricular units in Years 2-6.	Technology is used effectively to enhance learning in other subjects.	Pupil voice interviews Staff voice interviews Evidence on Seesaw Evidence in exercise books	Subject leader time	Summer term 27
Ensure students develop real-world digital skills.	Introduce robotics into the computing curriculum.	Every year group from Reception to Year 6 has additional robotics units which enhance and extend previously taught computing skills and concepts.	Computing Curriculum Map	Subject leader time Support from external consultant	Summer term 26



	Provide professional development for staff in the use of newly-purchased robotics equipment.	Teachers across school have taken part in CPD led by tech experts from VEX, TTS and Roartech.	PD day agenda – June 26	Subject leader time Support from external consultants	Summer term 26
	Teach robotics units in all year groups. Provide continuing professional development opportunities to enhance staff knowledge and understanding.	Pupils have used robotics equipment along with various hardware and software to engage in real-world problem solving and collaborative project-based learning.	Pupil voice interviews Staff voice interviews Evidence on Seesaw	Cubetto Beebots Vex123 Lotibot Vexgo Crumble Laptops iPads MS365 Micro:bit Subject leader time Staff meeting time	Summer term 27
Embed personalised learning platforms that provide immediate feedback, personalised pathways and targeted practice across the curriculum, through interventions and homework. Train staff to use platform data to inform teaching and address gaps.	Personalised learning platforms are embedded in curriculum delivery across a range of subjects. Lesson observations show effective use of technology to support differentiation and adaptive teaching.	Lesson observations Lesson slides Pupil voice	Numbots TTRS Maths Bot Read Theory Reading Coach Curipod Kahoot Blooket	Summer term 27	Embed personalised learning platforms that provide immediate feedback, personalised pathways and targeted



Deliver CPD on adaptive teaching and effective use of digital tools. Use coaching and support to embed consistent classroom practice. Deliver CPD on assistive technologies. Ensure all pupils can access personalised platforms and digital tasks. Use assistive technologies to support SEND and EAL learners.	Personalised learning platforms support pupil's understanding and increase engagement.				practice across the curriculum, through interventions and homework.
	The majority of teachers regularly use adaptive tools to support teaching, practice, and feedback. Platform data is routinely used to inform teaching and identify gaps. Staff can clearly articulate how digital tools support personalised learning. Staff confidence in using personalised approaches is high.	Lesson observations Staff meeting agendas Staff voice	Subject leader time Staff meeting time	Summer term 27	Train staff to use platform data to inform teaching and address gaps. Deliver CPD on adaptive teaching and effective use of digital tools. Use coaching and support to embed consistent classroom practice.
	All pupils can access and engage with personalised platforms and digital tasks. Assistive and accessibility tools are used effectively to support SEND and EAL learners.	Pupil voice Lesson observations	Numbots TTRS Read Theory Reading Coach Curipod Kahoot Immersive Reader Clicker	Summer term 27	Deliver CPD on assistive technologies.



			Dynamo Maths Subject leader time Staff meeting time		Ensure all pupils can access personalised platforms and digital tasks. Use assistive technologies to support SEND and EAL learners.
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Evaluation:

Curriculum Subject Area: STEAM

Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Establish a clear STEAM vision across the school	- Draft and share a whole-school STEAM vision statement. - Align STEAM vision with school priorities and PSQM framework. - Share vision with staff - Display and promote STEAM	- Staff can articulate the STEAM vision. - STEAM is visible school environment. - STEAM priorities align with PSQM objectives.	- Staff voice (questionnaires / discussions). - Learning walks focusing on STEAM visibility.	- Staff meeting time - PSQM framework materials - Display materials	- Autumn Term (launch and embed) - Review Spring Term



	vision across school (classrooms, newsletters, website).				
Achieve PSQM objectives linked to STEAM	• Map PSQM criteria against STEAM provision. • Identify gaps and integrate STEAM opportunities into science leadership. • Collect evidence for PSQM portfolio through STEAM activities. • Provide CPD for staff on inquiry-based and cross-curricular learning.	• Clear evidence of STEAM supporting PSQM submission. • Increased cross-curricular science links. • Staff confident in embedding STEAM within science	• PSQM documentation reviews • Book looks and planning scrutiny • Pupil voice	• PSQM guidance • CPD materials • Release time	• Ongoing throughout academic year • Final review Summer Term
Establish high-quality STEAM projects across the school	• Plan and implement whole-school STEAM projects days (collapsed timetable). • Allocate 1–2 dedicated afternoons for STEAM projects. • Develop key stage project themes:	• All pupils participate in STEAM project work. • Projects demonstrate clear links between subjects. • High levels of pupil engagement and collaboration.	• Learning walks during project delivery • Displays and outcomes of project work • Pupil voice and evaluation	• Existing STEAM equipment (VEX, Micro bits, Crumble, etc.) • Planning support materials • Staff meeting time	• Planning: Autumn Term • Implementation: Termly • Review: End of each term



	• Share and support planning across key stages. • Encourage real-world problem-solving and creativity.				
Develop pupil leadership through STEAM Ambassadors	• Establish Redhill STEAM Ambassadors group. • Run a fortnightly lunchtime club focused on a sustainability project: • Develop pupil-led sessions where robotics club members support younger pupils. • Explore development into a pupil voice group linked to STEAM.	• Active group of STEAM ambassadors leading projects. • Increased pupil leadership and ownership. • Younger pupils supported by trained peers.	• Attendance at clubs • Pupil feedback • Outcomes of ambassador-led projects	• Staff supervision time • Robotics equipment	• Launch Autumn Term • Ongoing throughout year
Promote STEAM through enrichment and celebration	• Launch Scientist/Engineer of the Month initiative. • Share on <i>Mail on Friday</i> and displays	• Increased awareness of STEAM careers. • Pupils can name diverse scientists/engineers.	• Pupil voice • MOF engagement • Classroom discussions	• Display boards • MOF • Research materials	Monthly (starting Autumn Term)



	(<i>"Scientist Like Me"</i> focus). Link role models to curriculum learning and diversity.	High engagement in enrichment activities			
Develop STEAM partnerships and enrichment opportunities	Develop STEAM Racing Event: - Strengthen partnership with In-Comm. - Arrange visits to workshops for prototype testing. - Engage sponsors to expand project. Establish links with: Caterpillar and Capgemini (engineering focus) Shropshire Wildlife Trust (outdoor learning and sustainability programme)	- Strong external partnerships established. - Pupils experience real-world STEAM applications. - Successful STEAM Racing event delivered.	- Participation levels - Feedback from pupils and partners - Outcomes of events/projects	- External partnerships - Transport (if required) - Workshop materials	- Partnership setup: Autumn Term - Events: Spring & Summer Terms
Evaluation:					



Attendance and behaviour Inc Data, SEND, DA, PLAC/LAC					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To review and refine attendance tracking and reporting procedures so that attendance data is analysed accurately, concerns are identified early, and leaders are equipped with high-quality information to maintain strong attendance across the school.	Develop attendance spreadsheet for each school with core headings to provide accurate level of detail to enable robust data tracking, to include: • Live feeds from Arbor to provide precise data on number of days individual pupils have been absent and categories assigned to absences • Customise Arbor to allow school staff responsible for attendance to record significant attendance information eg: meetings held, SAL1	Attendance spreadsheet to be established. Arbor/attendance spreadsheet kept updated by school administrators to enable accurate data tracking. Leaders being able to use attendance spreadsheet for half termly/termly analysis.	DHT TTPFS to conduct regular checks on attendance spreadsheets once establish and training delivered.	Access to Arbor for both schools	Autumn Term



	Algorithms to provide precise data linked to PA per child Provide training to staff to enable them to use Arbor alongside school attendance spreadsheet to effectively keep records up to date. Align this data tracking with existing school systems to enable accurate analysis of trends.				
RPA: Improve attendance for FSM children	Analyse attendance data monthly to identify FSM pupils with attendance below 95%, including persistent absentees. Letters to be sent to parents and carers of children who were below 95% last academic year within the first week of starting back at school	FSM attendance gap narrows by at least 4-5 percentage points. Accurate identification of pupils requiring support. Parents and carers reminded of the importance of attendance and will strive to ensure their child's attendance	Attendance reports reviewed by Head of school, Attendance Lead and half-termly by Governors. Head of school checks letter sent.	MIS system, attendance reports, staff time. Letter and admin time to write and send out.	September and ongoing monthly September and at the start of each new term



	in September, January and April. Invite parents to early intervention meetings with parents/carers when attendance falls below 95%. Increase parental engagement through newsletters and attendance awareness campaigns highlighting the impact of attendance on achievement. Work with external agencies to support families facing barriers such as transport, housing, health or financial difficulties. Ensure attendance is a standing agenda item at leadership and governor meetings.	improves this academic year. Any barriers to attendance can be discussed and addressed. Improved attendance following meetings. Reduction in persistent absence among FSM pupils. Improved parental understanding and engagement. Increased attendance rates across FSM cohort. Identified barriers reduced or removed. Improved attendance for supported pupils. Attendance remains a strategic priority and challenge is provided.	Attendance records reviewed every month. Pupil attendance data. Pupil attendance data. Attendance reports presented as part of	Attendance Lead, family support worker, meeting time. Mail on Friday, emails. Family support services, local authority attendance team, safeguarding team. Leadership and governor meeting time.	Ongoing over the year Termly Ongoing as required Termly
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	Share best practice and attendance targets with staff during PP meetings to ensure a whole-school approach.	Staff understand their role in promoting attendance. Consistent messaging across school.	headteacher's report termly. Pupil attendance data.	PP meeting time	Termly
Review how school values are introduced and made accessible in Nursery so that children can engage with them from the earliest stages.	Audit current provision to identify how school values are introduced within the Nursery environment and curriculum. Develop age-appropriate resources, stories, visuals and activities that explicitly promote school values. Embed values into daily routines, continuous provision and adult-child interactions. Work collaboratively with EYFS colleagues to	School values are clearly visible and consistently promoted throughout the Nursery environment. Children can recognise and begin to demonstrate school values through their interactions and play. Staff consistently model and reinforce school values in daily practice. Planning and provision show explicit opportunities for children to engage with the values. Parents have an	Learning walks and environment audits. Planning and provision reviews. Observation records and learning journey evidence. Discussions with children using age-appropriate pupil voice approaches. Feedback from staff, parents and EYFS leadership.		Summer 2026



	ensure a consistent approach. Gather evidence of children's understanding and application of the values through observations and pupil voice opportunities. Share information with parents to support reinforcement of school values at home.	increased awareness of the school's values. Behaviour expectations are consistently implemented in every classroom. Children demonstrate self-regulation, resilience and constructive conflict resolution. Pupil leaders influence school culture and behaviour improvement. Behaviour outcomes are equally strong for disadvantaged pupils and pupils with SEND. Children can explain why behaviour expectations exist. Minimal variation exists between			
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		classes. Transitions are calm and purposeful. Pupils routinely take responsibility without prompting. Behaviour data demonstrates sustained positive trends over time.			
Evaluation:					
Personal development and wellbeing					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
Ensure the new Relationships and Sex Education (RSE) curriculum is fully embedded and delivered accurately, consistently and confidently across all year groups by the end of the academic year.	Monitor planning and teaching to ensure statutory content is covered appropriately. Gather pupil and staff feedback to evaluate effectiveness and identify gaps. Share clear progression documents and lesson	All year groups deliver the agreed RSE curriculum accurately and in line with statutory guidance. Planning demonstrates clear progression and full coverage. Staff report increased	Learning walks and lesson observations. Staff questionnaires and training evaluations. Pupil voice interviews and surveys.		Summer 2026



	expectations with all teaching staff.	confidence in teaching RSE. Pupil voice reflects improved understanding of key RSE themes. Any gaps identified through monitoring are addressed promptly.			
Leaders to articulate a clear vision for how awe and wonder is embedded within the curriculum.	Review current curriculum provision to identify where opportunities for awe and wonder already exist. Develop a clear statement and rationale outlining the school's vision for awe and wonder. Work with subject leaders to identify and strengthen opportunities for awe	Leaders can confidently articulate a clear and consistent vision for awe and wonder within the curriculum. Curriculum planning demonstrates purposeful opportunities for awe and wonder across subjects and year groups. Staff understand and can explain how awe	Curriculum reviews and planning scrutinies. Learning walks and lesson observations focusing on pupil engagement and curriculum experiences. Discussions with subject leaders regarding curriculum intent and implementation.		Ongoing



	and wonder within curriculum planning. Share the vision with staff and provide examples of effective practice. Create opportunities for enrichment, exploration, visits, visitors and high-quality experiences that inspire curiosity. Gather examples of classroom practice and celebrate impactful learning experiences across the school.	and wonder are developed within their areas of responsibility. Pupils demonstrate high levels of curiosity, engagement and enthusiasm for learning. Evidence of memorable learning experiences is visible in planning, displays, pupil work and pupil voice. Pupils can explain how school prepares them for future life. High participation in clubs and wider opportunities. Pupils confidently discuss inclusion, equality and respect.	Pupil voice activities exploring memorable learning experiences. Monitoring of enrichment opportunities, educational visits and special events. Termly evaluation of the impact of awe and wonder on pupils' engagement and learning outcomes.		
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		Ambition is promoted for every child regardless of background.			
Evaluation:					
Early Years					
Objective	Action Points	Success Criteria	Monitoring	Resources	Timescale
To ensure all new staff are confident and consistent in delivering the EYFS pedagogy and vision through high-quality first teaching, exemplary provision, and effective interactions that promote positive outcomes for all children.	- Develop and implement an EYFS induction programme for all new staff, including the school's vision, pedagogy and expectations. - model best practice and provide regular support through coaching and team teaching. - Provide training on the characteristics of effective learning,	All new staff can confidently articulate the EYFS vision and pedagogical approach. Learning walks and observations demonstrate consistent, high-quality practice. Provision reflects the EYFS vision across all areas of learning. Staff interactions consistently support children's learning, language and development.	Induction records, staff feedback, professional discussions Mentor meeting notes, staff reflections CPD evaluations, learning walks, observations Observation records, feedback forms Monitoring	Release time to meet with EYFS Lead and other colleagues Induction information School policies	Autumn term Induction complete and programmes shared. Mentoring meetings – fortnightly during first term Learning walks – half-termly Staff observations – termly Supervision meetings – termly



	sustained shared thinking and quality interactions • Hold regular coaching conversations and professional development meetings to discuss strengths and next steps • Conduct provision audits to ensure all learning environments reflect the EYFS vision and curriculum intent • Monitor staff interactions through observations and provide targeted feedback where needed	Children's outcomes show good progress from their starting points			
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	Facilitate moderation and professional discussions to ensure consistency across the EYFS team				
To ensure a continuous provision that builds upon children's previous and current knowledge, skills and experiences through well-planned, purposeful learning opportunities	- Audit the continuous provision to identify strengths, gaps and opportunities for progression across all areas of learning. - Develop provision maps that clearly show how resources and activities support curriculum progression and learning intentions.	Continuous provision reflects curriculum intent and progression. Children independently access resources and apply previously taught skills. Provision is consistently engaging, challenging and purposeful. Staff confidently articulate how provision supports learning. Increased levels of engagement, independence and	Half-termly learning walks Termly provision audits Planning scrutiny Staff discussions and coaching records Observation of children's engagement Assessment and progress data review	EYFS Framework Development Matters Curriculum progression documents Provision maps Observation and assessment records Environment audit tools Staff CPD materials Budget for enhancements and resource	Autumn 1 Audit, baselines Learning walks – half-termly Environment audits – termly Planning scrutiny – termly Assessment reviews – half-termly Children's voice and engagement observations – termly



	• Use ongoing assessment and observations to plan enhancements that build on children's prior learning, interests and next steps. • Review and enhance indoor and outdoor learning environments to ensure they provide rich opportunities for independent learning and challenge. • Embed high-quality adult interactions that extend children's thinking, language and problem-	progress are evident across EYFS.			
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	solving skills within continuous provision. • Provide staff training and coaching on effective continuous provision, sustained shared thinking and intentional teaching. • Introduce carefully planned enhancements linked to current themes, curriculum goals and children's interests. • Ensure provision promotes learning across all areas of the EYFS curriculum,				
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	including communication and language, literacy, mathematics and personal development. • Monitor children's engagement and progress within continuous provision and adapt resources accordingly. • Share good practice through learning walks, peer observations and team discussions to ensure consistency across the EYFS team.				
To enhance children's communication and	• Develop a language-rich	Children demonstrate a wider vocabulary	Learning walks	Labels, visuals, books, story sacks, display	Half-termly through learning walks, observations, planning



language skills through a language-rich environment, high-quality interactions and targeted vocabulary development.	learning environment with high-quality books, visual prompts and opportunities for purposeful talk. • Introduce and explicitly teach ambitious vocabulary linked to topics, stories and children's interests. • Ensure staff consistently model high-quality language and correct vocabulary during interactions. • Embed strategies such as sustained shared thinking to extend children's	and use new words confidently. Staff consistently model and extend children's language. Children engage in sustained conversations and articulate their ideas clearly. Communication and language outcomes improve across the EYFS. Increased proportion of children achieve age-related expectations in Communication and Language	Observations of adult child interactions Staff coaching and feedback Vocabulary checks Intervention tracking Pupil progress meetings Assessment data Pupil voice	materials, funding for resources.	scrutinies, assessment reviews and pupil progress meetings. Termly data
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	language and communication skills. • Plan regular storytelling, rhyme, singing and oral language activities throughout the day. • Provide targeted language interventions for children identified as needing additional support. • Increase opportunities for children to engage in meaningful conversations, discussions and role-play activities. • Develop speaking and listening				
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	opportunities within continuous provision, both indoors and outdoors. • Strengthen parental engagement by sharing strategies and vocabulary that can be reinforced at home. • Provide staff training and coaching on effective communication and language development strategies.				
To improve the percentage of children achieving a Good Level of Development (GLD) in writing through high-quality teaching, purposeful	• Ensure consistent delivery of high-quality first teaching in writing across the EYFS. • Embed daily opportunities for	An increased percentage of children achieve the expected standard in Writing by the end of Reception. Children demonstrate improved fine motor	Half-termly pupil progress meetings to review attainment and identify children requiring additional support. Termly data analysis to monitor progress	High-quality picture books and texts Continuous provision writing opportunities Fine motor development resources Mark-making and writing materials	Baselines – Autumn 1 Learning walks - half termly Lesson drop ins – half termly Team teaching - half termly Moderation - termly Data analysis - termly Assessment – weekly



provision and targeted intervention.	mark-making and writing within continuous provision, both indoors and outdoors. • Develop children's fine motor skills through a structured programme of activities. • Explicitly teach letter formation, vocabulary and sentence construction. • Provide meaningful and engaging writing opportunities linked to children's interests and experiences. • Use assessment information to identify children at risk of not achieving expected outcomes and provide targeted support. • Enhance the learning environment to promote independent	control and correct letter formation. Writing opportunities are evident and accessed across all areas of continuous provision. Children's writing demonstrates clear progression from their starting points. Staff consistently model high-quality writing and effectively support early writing development. Targeted pupils make accelerated progress towards achieving GLD in Writing. Children are confident and motivated to write for a range of purposes.	towards GLD in Writing. Learning walks focusing on writing opportunities within continuous provision. Book and writing scrutiny to evaluate progression, consistency and standards. Observations of teaching and learning to monitor the quality of first teaching. Planning scrutiny to ensure writing opportunities are purposeful and progressive. Provision audits to ensure stimulating writing opportunities are available indoors and outdoors. Intervention tracking to monitor the impact of targeted support. Staff coaching and professional discussions to develop	Phonics and letter formation resources Staff CPD and coaching Parent engagement materials Intervention programmes and TA support	
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	writing across all areas of provision. • Strengthen links between phonics and writing to support children's application of sounds in their independent work. • Provide coaching and CPD to improve staff confidence and subject knowledge in the teaching of early writing. • Engage parents in supporting writing development at home through workshops and shared resources.		practice and ensure consistency. Pupil voice to evaluate engagement, confidence and attitudes towards writing.		
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Evaluation:

Staff Development and Wellbeing through Coaching Objective:

To cultivate a supportive professional culture where staff thrive through collaborative coaching and ongoing professional learning.

Action Points	Success Criteria	Monitoring	Resources	Timescale	Responsibility
Develop and implement a comprehensive coaching and induction programme for all new	All new staff complete the curriculum induction programme within their first term.	New staff induction checklist.	Induction handbook	Introduce September 2026	LC, AT, KR, ED, SF, EH, OH



teaching staff, ensuring they have a secure understanding of Redhill's innovative curriculum, curriculum intent, pedagogical approaches, non-negotiables, disciplinary teaching, knowledge organisers, retrieval practice, vocabulary development and oracy expectations. The programme will include: • Curriculum induction during the first half term. • Assigned curriculum mentor/coach for each new member of staff. • Fortnightly coaching meetings focused on curriculum implementation. • Opportunities to observe expert practitioners within school. • Joint planning sessions with subject leaders. • Termly curriculum learning walks with feedback. • Access to the school's CPD programme linked to foundation subjects and disciplinary pedagogy.	New staff demonstrate a secure understanding of Redhill's curriculum vision, progression models and curriculum non-negotiables. Planning, teaching and classroom environments reflect agreed expectations for concepts, vocabulary, retrieval practice, knowledge organisers and oracy. New staff report increased confidence in delivering foundation subjects and subject-specific pedagogy. Lesson observations demonstrate consistent implementation of curriculum expectations. Pupil outcomes and book scrutiny evidence high-quality curriculum delivery regardless of teacher experience. New staff successfully transition from supported practice to independent implementation within the academic year.	Coaching records and action plans are maintained by mentors. Termly curriculum learning walks focused on curriculum implementation. Joint lesson observations with curriculum leaders. Planning and book scrutiny focusing on curriculum consistency. Staff confidence surveys completed at induction, mid-year and end-of-year.	CPD time every fortnight Friday afternoon for selected topic and staff – see coaching plan Mentor release time Curriculum documents Coaching materials Observation opportunities Staff meeting time Subject leader support	Fortnightly coaching throughout first year Review termly	
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		Subject leader feedback on engagement with curriculum expectations. Pupil voice monitoring to assess consistency of curriculum delivery across classes.			
Continue a structured programme of peer coaching and collaborative professional development utilising internal expertise across the school. This will include: • Identification of coaching partners. • Half-termly peer observations focused on agreed areas of practice. • Regular coaching meetings. • Staff-led professional development sessions sharing effective practice. • Opportunities for teachers and teaching assistants to jointly plan, review and refine teaching approaches.	Staff actively engage in coaching partnerships and professional dialogue. Staff report increased confidence and effectiveness in identified areas of teaching. Effective practice is consistently shared and implemented across year groups and phases. Lesson observations and learning walks demonstrate increasing consistency in pedagogical approaches and curriculum delivery. Staff recognise coaching as a valued and integral element of professional growth.	Peer coaching records and reflective logs. Half-termly learning walks and lesson observations. Staff evaluations following coaching cycles and professional development sessions. Feedback from coaching meetings.	Release time for observations and coaching. Coaching proformas. Staff / TA meeting time. Collaborative planning opportunities.	Launch September 2026. Peer coaching cycles implemented half-termly. Staff-led CPD delivered throughout the year. Termly review of impact.	LC / AT / KR/ SF



• Celebration and dissemination of effective practice through staff meetings and TA meetings.	Internal expertise is regularly utilised to support development across the school.	Review of planning and pupil outcomes. Performance management discussions.			
Continue to provide staff with opportunities to access external training, networks and professional learning aligned with school improvement priorities. This will include: • Identifying external CPD opportunities linked to SDP priorities and individual development needs. • Facilitating attendance at subject leader networks, conferences and training. • Supporting staff to engage with evidence-informed practice and current educational research. • Requiring attendees to disseminate learning to colleagues through staff / TA meetings and coaching sessions.	Staff attend external professional development relevant to their roles and school priorities. New knowledge and approaches are successfully implemented within classrooms and leadership practice. Staff effectively share learning with colleagues, increasing collective expertise. Subject leaders demonstrate enhanced subject knowledge and leadership capacity. School improvement priorities benefit from evidence-informed approaches gained through external training. Improved outcomes for pupils are evident through strengthened teaching, curriculum leadership and provision.	CPD attendance records. Evaluation forms following training. Staff feedback from dissemination sessions. Subject leader action plans and monitoring reports. Performance management discussions. Learning walks, book scrutiny and pupil	CPD budget. Release time to attend training and networks. Professional memberships and subscriptions. Access to research publications and educational networks.	All year - ongoing	CW / LC / AT LA / DM for booking CPD



- Developing leadership capacity through external programmes e.g. NPQs. - Establishing links with partner schools and professional organisations to share best practice.	Staff can articulate how professional development has improved practice. Professional development is directly linked to school priorities. Early Career Teachers and support staff are well developed. School contributes to wider educational networks and partnerships. Staff share expertise and support other schools. Leadership development contributes to future leaders. The school actively contributes to trust improvement work.	outcomes analysis.			
Continue to develop and maintain a comprehensive staff wellbeing programme that promotes work-life balance, professional support and staff retention. This will include: Providing high-quality CPD opportunities that support professional growth and enhance job satisfaction.	Staff report positive levels of wellbeing, morale and job satisfaction through annual surveys. Staff feel supported and valued by leaders and colleagues. Staff access wellbeing initiatives and support services when required. PPA arrangements and wellbeing days	Termly wellbeing meetings and records of agreed actions. Annual staff wellbeing and workload surveys.	CPD budget and professional development opportunities. PPA and wellbeing	September 2026 onwards. Termly wellbeing meetings. Parent consultations delivered over	CW / LC / AT / EH / DR / MS / MF



• Allowing teaching staff to undertake PPA time from home where appropriate. • Providing every staff member with a dedicated wellbeing day during the academic year. • Conducting termly wellbeing meetings between staff and line managers to discuss workload, support and professional needs. • Completing an annual staff stress and workload audit each April and responding appropriately to findings. • Ensuring classrooms and working environments remain comfortable, safe, well-equipped and appropriately resourced. • Scheduling parent consultation meetings within directed time, utilising staff meeting sessions and spreading appointments across a three-week period twice annually to reduce workload pressures.	are consistently implemented. Staff feedback indicates that workload associated with parent consultations is manageable. Stress audit findings demonstrate that workload concerns are identified and addressed promptly. The school environment is maintained to a high standard and staff report that they have access to the resources required to perform their roles effectively. Staff absence and retention data remain positive and compare favourably year-on-year. Staff recognise wellbeing as a key priority within the school's culture. Leaders actively remove unnecessary workload. Staff feel listened to, valued and supported. Succession planning is evident at all levels.	Monitoring of PPA arrangements and wellbeing day uptake. Health and safety audits and premises reviews. Staff absence, retention and recruitment data.	day cover arrangements. Employee counselling service. Staff meeting allocation for parent consultations. Wellbeing survey and audit tools. Premises, site and ICT budgets. Leadership and governor support. Staff wellbeing policy and action plan.	three weeks in Autumn and Spring terms. Annual stress audit completed in April. Wellbeing day allocated annually for all staff. Environment and resource reviews conducted termly. Impact reviewed termly and evaluated annually.	
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• Providing all staff with access to a confidential counselling and employee support service free of charge. • Reviewing workload practices regularly to ensure they align with the school's commitment to staff wellbeing.	Staff retention remains high. Staff survey evidence shows confidence in leaders.				
Evaluation:					
Establish Effective Leadership and Governance Structure To ensure that the School has a clear, effective leadership and governance structure, ensuring all stakeholders are accountable, and the School operates with transparency and high standards.					
Action Points	Success Criteria	Monitoring	Resources	Timescale	Responsibility
Strengthen and embed governance structure and effectiveness • Refine and embed clear governor roles and responsibilities • Implement structured governor training programme (including safeguarding, curriculum and finance) • Establish link governor roles aligned to SDP priorities • Ensure governors triangulate evidence (data, visits, stakeholder voice) • Strengthen governor understanding of school strengths,	• Governors demonstrate clear understanding of their strategic role • Governors confidently articulate school strengths, areas for development and evidence base • Monitoring visits are evaluative and linked to impact • Minimum of 3 training activities completed and impact evaluated • Meetings demonstrate effective challenge leading to strategic decisions • Staff and parent surveys indicate increased confidence in leadership	• Termly governor meetings and minutes (evidence of challenge) • Governor visit reports • Training records and evaluations • Staff and parent surveys • Review of governor impact	• Governor training programme • Meeting time allocation • Communication platforms • Role descriptors and visit templates	Ongoing throughout 2025–2026	Headteacher (Claire Whiting) Chair of Governors



priorities and impact • Improve stakeholder communication and engagement		on decision-making			
Develop financial oversight and strategic resource management • Embed robust financial systems and reporting • Conduct termly budget reviews linked to SDP priorities • Strengthen governor understanding of financial accountability and value for money • Benchmark spending against similar schools • Ensure financial decisions support inclusion, curriculum development and pupil outcomes	• Budget clearly aligned to school priorities and improvement plan • Termly reports identify risks and actions early • Governors provide appropriate challenge and accountability • Spending decisions demonstrably impact teaching quality, inclusion and pupil outcomes	• Termly financial reports • Finance committee meetings • Budget monitoring reviews • Audit processes	• Financial management systems • Finance expertise/support • Benchmarking tools • Meeting time	Termly reviews across 2025–2026	Headteacher Finance Governor/Committee
Strengthen strategic leadership through data, safeguarding and self-evaluation • Define and embed clear priorities (achievement, wellbeing, attendance, teaching, safeguarding) • Establish a rigorous termly data review cycle with focus on groups (e.g. SEND, disadvantaged) • Ensure safeguarding systems are fully embedded, with staff confident in practice (not just compliance)	• Action plans clearly defined, tracked and understood by staff and governors • Data analysis leads to timely, measurable actions and improved outcomes • Safeguarding culture is strong; staff demonstrate clear understanding in practice • Safeguarding records are detailed, chronological and show decisive action • Leaders accurately identify strengths and priorities • SEF is precise, honest and evidence-based	• Termly pupil progress meetings • Safeguarding audits and record reviews • Governor safeguarding monitoring • SEF updates • Performance reports • Case study reviews	• Data tracking systems • Safeguarding systems and CPD • Time for monitoring and analysis • External validation where appropriate	Termly cycles Annual SEF review	Headteacher DSL Senior Leadership Team Governors



• Maintain detailed, chronological safeguarding records demonstrating action and impact • Use case studies, training logs and early help evidence to evaluate safeguarding effectiveness • Engage governors in performance and safeguarding review • Complete an accurate, evidence-based SEF aligned to Ofsted framework					
Build leadership capacity, curriculum leadership and staff wellbeing • Develop middle leadership roles with clear accountability for curriculum areas • Ensure subject leaders can clearly articulate curriculum intent, implementation and impact • Embed regular leadership review meetings focused on teaching, curriculum and outcomes • Provide leadership development opportunities (e.g. coaching, NPQs) • Implement systems to monitor and support staff workload and wellbeing • Actively seek and respond to	• Middle leaders confidently lead monitoring and improvement within their areas • Curriculum leaders clearly demonstrate progression and impact of curriculum design • Leadership capacity is distributed and sustainable beyond senior leaders • Staff report manageable workload and feel supported by leadership • Evidence that no pupil group is disadvantaged and gaps are narrowing • Inclusive ethos is embedded in practice across the school	• Leadership meeting minutes • Subject leader reports • Staff surveys and wellbeing reviews • Monitoring of pupil groups and provision • Performance management processes	• Professional development (NPQs, coaching) • Leadership time allocation • Curriculum and assessment tools • Staff wellbeing systems	Ongoing across 2025–2026	Headteacher Senior Leadership Team Middle Leaders



staff voice to reduce unnecessary workload • Ensure inclusive practice through monitoring of pupil groups and targeted support					
Evaluation:					
Building a Collaborative and Inclusive Community Objective: To create a strong sense of community, inclusivity, and partnership among children, parents, staff, governors and external stakeholders.					
Strengthen meaningful parent partnerships through effective communication, parent workshops, family learning opportunities and regular consultation	High levels of engagement across all parent groups. Effective communication systems in place. Including social media platforms. Workshops help parents support learning at home. Evidence that parent feedback influences school decision-making. Positive stakeholder survey outcomes. Increased attendance at school events and activities. Example events to include: - Parent drop ins to lessons - Attendance at information workshops e.g. phonics meetings/residential meetings	Parent Partnership & Communication Monitor attendance at workshops, forums and family events. Review parent survey outcomes and evidence of responsive actions. Analyse engagement with newsletters, social media and communication platforms.	Time for monitoring and analysis. Time and adaptations to be made for inclusion e.g. dual language, large print to made accessible to all.	On going across 26-27 Monitor engagement each term.	Elise Davies Alison Turner Claire Whiting Lydia Cartwright Laura Aribas / Danielle Mason on attendance of events



	- Attendance at sports days/picnics Strong engagement with local and external partners. Parent feedback demonstrably influences school decision-making. High levels of parent confidence are evident across all groups.	Inclusion & Belonging Track participation and achievement of SEND, PPG and EAL pupils.			
Develop pupil leadership, citizenship and community contribution through charitable projects and pupil voice groups.	• Pupils actively lead and contribute to community and charitable projects. • Strong partnerships established with local charities, businesses and community organisations. To build on last years partnerships but also reach out to new agencies. • Increased opportunities for pupils to contribute positively to their local community.	Track pupil involvement in charitable, environmental and community projects. • Monitor records of pupil voice groups and responsibilities around school.	Community Partnerships Staff time to develop partnerships. Funding for community projects, visits and events. Resources for charitable and	2026-2027	Elise Davies, Laura Fance Pupil voice leads



	• Intergenerational projects enhance relationships between pupils and the wider community. • Pupils demonstrate an understanding of responsibility, service and active citizenship. • The school is recognised as a positive contributor to community life. • Pupils report feeling safe, accepted and represented. • Strong pupil voice systems influence school development. • Diversity is celebrated and inclusion is visible across school life.	• Gather feedback from community partners and stakeholders. • Monitor participation in intergenerational activities and community events. • Assess pupils' understanding of citizenship and social responsibility through pupil voice activities.	environmental initiatives.		
Broaden pupils' understanding of the wider world through cultural experiences, diversity initiatives, careers education, sustainability projects and digital citizenship opportunities	Pupils engage in a wide range of cultural, educational and enrichment experiences. • Pupils demonstrate respect for diversity and an understanding of different communities, cultures and perspectives. • Sustainability and environmental responsibility are actively promoted	• Monitor participation in cultural, diversity, careers and enrichment opportunities. • Conduct pupil voice activities to evaluate understanding of	Curriculum Enrichment Funding for cultural visits, careers education and sustainability projects. Digital citizenship and online safety resources.	On going 2026-2027	Elise Davies Alison Turner Lydia Cartwright Pupil Voice Leads



	through school initiatives. • Careers and aspiration activities increase pupils' awareness of future opportunities. • Pupils demonstrate age-appropriate understanding of online safety and digital citizenship. • Pupils are well prepared for life in modern Britain and as responsible global citizens.	diversity, equality, sustainability and global citizenship. • Review careers-related learning and aspiration-building activities. So this is embedded in curriculum and not just during careers week. • Monitor engagement in sustainability and environmental projects. • Evaluate pupils' understanding of online safety and digital citizenship through surveys, curriculum monitoring and	Community and trust partnerships.		
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		safeguarding reviews. • Assess readiness for life in modern Britain through pupil voice, curriculum reviews and enrichment evaluations.			
Evaluation:					



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