



Quality of Education

Senior leaders to cultivate a supportive professional culture where staff thrive through collaborative coaching and ongoing professional learning, by embedding effective pedagogical approaches, using formative assessment strategies, and prioritising the development of long-term learning retention, to ensure that every pupil makes exceptional progress, particularly in core subjects.

EYFS

Increase % of N2 achieving age related expectations in communication and language by improving children's early literacy outcomes by embedding high-quality oracy development across the Nursery curriculum, laying strong foundations for transcription fluency and oral composition in Reception, in line with the 2025 Writing Framework.

Increase the percentage of Reception pupils achieving ARE in reading and writing by embedding the principles of the 2025 Writing Framework, with a focus on handwriting, transcription fluency and oral composition. Ensure full compliance with updated Health & Safety and Nutrition requirements in the EYFS Framework 2025.

Literacy

Have a clearly planned provision for developing pupils' spoken language across the curriculum including explicit teaching of Standard English. Ensure that there is consistency in practice with the teaching of phonics and reading through school so that at least 85% of children in Year 1 meet the age-related expectations to pass the phonic screening check and 85% at the end of KS2 meet age-related expectations.

Ensure that the group of SEN children in Year 2 who did not pass the phonic screen in the summer of 2025 have precise intervention to catch up quickly.

Ensure children in KS1 are being given opportunity to practise foundational skills and overlearn previous knowledge. All children to be given opportunity to practise and correct misconceptions.

Ensure that there is a consistent approach to teaching handwriting to meet the guidelines of the DFE writing framework and increase % of children writing with a fluent script and pace by the end of KS2.

Ensure that spelling is taught systematically so that it becomes automatic.

Refine sentence progression across the school.

Increase the number of independent writing in each block of writing.

Develop a team of literacy experts within the primary academy phase.

STEAM

Train staff on the new robotics resources that have been purchase across both schools

Look for cross curricular links between computing, science, art and DT. Handover of science from current lead to new lead.

Develop the profile of STEAM from STEM across the school.

Ensure the safe and ethical use of AI by staff and students.

Music

Develop the teaching of composition through school.

Ensure children can confidently talk about music they have listened to using musical vocabulary- interrelated dimensions of music.

Leadership & Management

Leadership Capacity Building

Communication and Stakeholder Confidence

Strategic Continuity

Sustain Standards and School Culture

Clarify Governance Structures

Build Governor Capacity

Implement Effective Monitoring Across Schools

Ensure Strategic Alignment and Individual School Identity

Evaluate and Adapt Governance Practice

Whole School Key Priorities

Priority 1 - Enhance the quality and consistency of mathematics teaching across Redhill Primary Academy and the new Thomas Telford School by refining curriculum intent, ensuring alignment in provision, and developing shared pedagogical approaches rooted in the teaching of declarative, procedural, and conditional knowledge to improve pupil outcomes.

Priority 2 - All staff to adopt an agreed PPQ first strategy.

Priority 3 - Prepare pupils for future careers and foster lifelong learning by integrating technology meaningfully into teaching and learning, enhancing digital literacy, and ensuring equitable access to innovative digital tools and real-world skill development.

Priority 4 - Ensure a smooth and strategic leadership transition by embedding distributed leadership structures, empowering the new Head of School, and maintaining high standards in teaching, learning, and school culture.

Priority 5 - Strengthen governance structures and strategic oversight to reflect the governing board's broader responsibility for two primary schools, ensuring robust accountability, clarity of roles, and consistency in standards across the trust.

Computing (including online safety)

Introduce personalised learning tools and apps to support differentiated learning.

Foster digital literacy by encouraging diverse forms of expression including digital art, videos, and podcasts.

Ensure meaningful integration of technology across the curriculum to support future readiness.

Implement coding and robotics sessions across relevant year groups.

Integrate real-world digital problem-solving into the computing curriculum.

Provide pupils with access to online curriculum materials and digital learning spaces.

Encourage independent learning and lifelong learning habits.

Introduce immersive learning tools using VR and AR to deepen engagement and contextual understanding.

Embed technologies into targeted subjects (e.g., science, geography).

Use platforms like Google Workspace, Padlet, or Microsoft Teams to promote digital collaboration.

Enable global connections through shared projects and virtual exchanges.

Use AI tools to provide immediate feedback, personalised practice, and adaptive challenges (e.g. Century, Atom Learning, Google AI tools).

Upgrade and expand access to devices and interactive technologies.

Train educators on integrating tools like AR/VR, AI, and virtual labs into lessons.

Integrate online safety education into the computing and PSHE curriculum across all year groups.

Run regular awareness sessions for pupils, staff, and parents.

Promote pupil-led initiatives (e.g., e-safety ambassadors).

Review and update filtering, monitoring, and safeguarding systems to ensure robust protection in school.

Maintain Sustainable and Eco-Friendly Practices.

Behaviour and Attitudes and Personal Development

Embed the revised curriculum offer for financial education as planned. Strengthen the reach and impact of the Safe Surfers group following the planned staffing changes in September 2025, by fostering pupil-led e-safety initiatives and continuing staff collaboration to educate all pupils on safe, age-appropriate digital behaviour.

Maintain whole-school attendance at 96% or above.

Increase the attendance of disadvantaged pupils (summer 2025 93%). Continue to reduce persistent absenteeism (summer 2025 5% vs 15% nationally).

Foster a positive culture around attendance with pupils, parents, and staff.

SEND

Work closely with all stakeholders, including governors, to review how effectively high quality SEND provision is monitored and supported in school.

Effectively lead and manage the provision for vulnerable pupils, including those with SEND and mental health challenges.

Ensure that appropriate and consistent resources and adaptive teaching methods enable children access learning in class with their peers.

Work with the ELSEC team to improve the provision for pupils with speech, language and communication needs.

Continue to implement and monitor the Literacy Pathway intervention across KS2.

Continue to develop our understanding on how best to meet the needs of our most complex pupils, including those with needs relating to trauma and mental health.

Maths

Ensure consistent provision, to refine and clarify curriculum intent and to ensure that procedures and pedagogical approaches for teaching the 3 key areas of knowledge (declarative, procedural and conditional) are revised and agreed.

Review and refine assessment procedures.

Maths team to agree a system for checking which pupils are secure with efficient methods (procedural knowledge) and then systematically address any emerging gaps in knowledge for key groups of children in all year groups.

Adapt plans to prioritise successful rehearsal and practice. Ensure more jottings and rehearsal and overlearning of methods.

Consolidate the intent and use of the mental maths books, mental arithmetic as well as fluency / factual maths knowledge.

Continue to improve Year 4 multiplication test score outcomes.

Ensure an adequate range of recall across a unit of work and the whole year.

Embed Mastery in Number in the Early Years and Key Stage 1.

P.E.

CPD training for lunch time staff to lead a lunch time activity.

Run daily lunch time sports activity targeting the bottom 20% and PP Celebrate participation in sport through class and key stage assemblies. Staff to identify gifted and talented pupils and signpost to local clubs and teams.

External sports coach to come and deliver sessions for sports not typically offered including disability sports.

Continue to develop new house competitions.

Enter multiple teams into a variety of competitions allowing more children to apply their skills in a competitive fixture.

Continue to offer all pupils a chance to participate in a sporting competition or event by the time they leave year 6.