RED KITE
LEARNING TRUST

IMPACT REPORT

2025/2026







Our Mission

Nurturing ambition, delivering excellence and enriching children's lives.

Our Values



Our Goals



FOREWORD

2025/26 has been a year of significant change, progress and continued ambition across Red Kite Learning Trust. Since joining our Trust in February, I have seen first-hand the expertise, commitment and determination of colleagues across our schools and teams, and the impact of their work on the children and young people we serve.

At the heart of this work is our shared mission to nurture ambition, deliver excellence and enrich children's lives. The examples brought together in this report demonstrate how this mission and our five Trust goals are being brought to life across our Trust. There is clear motivation to become more collaborative and consistent as a Trust and I am very excited about leading on that transformative journey.

One of the strongest themes is our commitment to ensuring every child and young person has the opportunity to thrive. Across our schools, colleagues are strengthening inclusive practice, developing targeted provision and working creatively to remove barriers to learning and wellbeing. Alongside this, we have continued to invest in our children, our colleagues and our schools despite a challenging financial landscape, while strengthening teaching and learning through literacy, curriculum development and the sharing of expertise.

The report also demonstrates the extraordinary expertise that exists within Red Kite and the impact it has both within and beyond our Trust. There are many examples of collaboration and professional generosity, but we also recognise there is more to do to strengthen connections across our schools and teams. Building an even stronger One Trust culture will be an important focus in the year ahead.

I would like to thank every colleague, governor, trustee, member and partner who has contributed to the work reflected in these pages. Together, these achievements provide strong foundations on which to build as we look to the year ahead.

Ian Tucker
Chief Executive Officer

WE CHAMPION LEARNING

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.

This year, we have continued to strengthen teaching, curriculum and inclusive practice to improve outcomes for every child.

Building strong foundations for learning

Strong literacy and communication skills are fundamental to children's success. Across our Trust, schools have continued to strengthen early reading and provide targeted literacy support.



At Saltergate Schools, coaching and support for a new phonics leader has strengthened early reading provision and contributed to improved Year 1 Phonics Screening Check outcomes compared with the previous years.

At Meadowfield Primary School, targeted support and additional Key Stage 1 capacity have also led to significant improvements in Year 1 phonics outcomes.

At Coppice Valley Primary School, investment in its reading programme has contributed to a five percentage point increase in pupils achieving Greater Depth Standard at Key Stage 2, while targeted support at Western Primary School has focused on the lowest attaining writers.

This focus continues into secondary education. At Harrogate Grammar School, students completed 16,523 hours of reading through Sparx Reader, equivalent to 5,421 books. Participation increased from 67% to 79%, while 64% of students in Years 8–10 made positive progress in their reading.

Supporting ambitious futures

Across our sixth forms, students are achieving strong outcomes and progressing to ambitious destinations.

At Temple Moor High School and Sixth Form, the average A Level grade improved from C to B-, while the proportion of students achieving AAB or higher in at least two facilitating subjects rose from 7.1% to 30.8%. In 2025, 57 students progressed to higher education, including 21 to Russell Group universities.

At Harrogate Grammar School, around half of Year 12 and 13 students studied a maths qualification this year , supporting progression with 27% of Year 13 students progressing to STEM degrees.

Strengthening teaching and curriculum

Schools have continued to review and strengthen teaching and curriculum provision through collaboration and the sharing of expertise.

At Templenewsam Halton Primary School, a whole-school review of mathematics has examined units of work and lesson structures as part of a sustained programme of improvement. A peer review has shaped the next stage of development, strengthening leadership of mathematics and creating opportunities to share effective practice.

At Temple Learning Academy, the development of a Living Curriculum is strengthening teaching and writing across the primary phase. Designed around the needs of the school's children and community, the approach uses oracy, storytelling, discussion and imagination to build engagement, vocabulary and understanding before children move into written work. Through whole-school training, modelling and collaborative planning, colleagues are embedding the approach across EYFS, Key Stage 1 and Key Stage 2, with teacher assessment showing improvements in writing.

Across all schools, a shared approach to Systematic Checking for Understanding is being embedded, with leaders already seeing a positive impact on teaching practice.

Removing barriers to learning

Providing the right support at the right time enables more children to participate fully in learning and achieve success. Across our Trust, a new Director of Inclusion and SEND has strengthened Trust-wide leadership, while SEND reviews have helped SENCos and leaders identify barriers to learning and put the right support in place.

£100,000
OF ADDITIONAL INCOME REINVESTED

Across our Trust, £100,000 of additional interest income has been reinvested in two EHCP Coordinators and Speech Link provision, increasing specialist capacity and helping schools respond to growing demand.



Many of our schools have introduced dedicated spaces and new approaches to strengthen inclusive practice and remove barriers to learning.

At Oatlands Junior School, a dedicated Sensory Space is helping children manage sensory needs linked to under- or over-regulation.

Through personalised timetables and support from trained adults, children can use the space to reset and regulate before returning to the classroom better focused and ready to learn.

Furthermore, at Austhorpe Primary School, the creation of the Beacon Hub and specialist speech and language provision has strengthened support for children requiring additional intervention, helping to remove barriers to learning within an inclusive environment.

WE PROMOTE WELLBEING

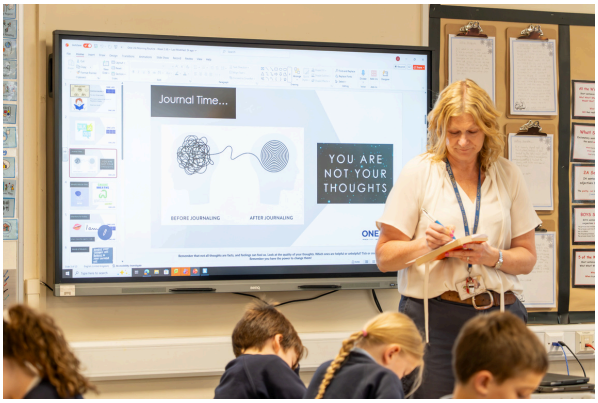
Ensuring the wellbeing of every child and member of staff in our Trust.

Across our Trust, schools continue to strengthen the support, relationships and opportunities that help children and colleagues thrive. This year, targeted approaches have supported attendance, emotional wellbeing, resilience and a greater sense of belonging.

Supporting emotional wellbeing and resilience

Schools across our Trust continue to strengthen the support available to help children develop positive relationships, understand their emotions and build resilience.

At Rossett Acre Primary School, the One Life has been embedded into daily routines to support children's personal development, emotional wellbeing and readiness to learn. The approach helps children begin the day calmly and purposefully, with time to develop emotional awareness, positive relationships and the skills they need to feel settled, connected and ready to learn. One Life is also used across a number of other primary schools in our Trust.



"Approaches such as One Life play an important role in helping children feel a sense of belonging and readiness to learn each day."

Kate Woodcock, Headteacher, Rossett Acre Primary School

Strengthening relationships and belonging

Schools are also strengthening relationships with pupils and families to support wellbeing and belonging. At Coppice Valley Primary School, regular workshops are helping to build a greater sense of belonging across the school community.

At Crawshaw Academy, intensive relationship-building with families of pupils with SEND, including more than 100 parent meetings and informal coffee mornings, has increased confidence in communication from 25% to 65%.

At Rossett School, targeted open mornings helped to engage Year 11 families who may have been less likely to engage through traditional approaches, contributing to improved attendance during the examination period.

Supporting colleague wellbeing

Supporting the wellbeing of our colleagues remains fundamental to creating positive environments in which children and adults can thrive.

Across our Trust, the Mental Health First Aid network continues to grow, providing colleagues with access to trained support, helping to strengthen awareness and conversations around mental health.

Individual schools have also implemented their own wellbeing initiatives. At Temple Learning Academy, ‘wellbeing hours’ have been introduced giving colleagues the opportunity to prioritise their wellbeing.



At Colton Primary School, a strong focus on colleague wellbeing has included the introduction of a dedicated wellbeing wall, providing information, signposting and practical support, alongside regular activities designed to promote wellbeing and connection.

Weekly ‘Positive Post’ emails also recognise and thank colleagues, helping to build a culture of appreciation and keep wellbeing visible across the school.

Driving attendance and engagement

Regular attendance is fundamental to children and young people’s wellbeing, learning and sense of belonging. Across our schools, targeted approaches are helping to identify barriers and provide more personalised support.

Across the primary phase, attendance is tracking in line with the national average, with seven schools performing above the national figure. Trust-wide training and reviews are supporting earlier identification and targeted intervention. At Templenewsam Halton Primary School, persistent absence has fallen from around 25% to 17.7%, while close work with families at Meadowfield Primary School has contributed to a 4.95 percentage point improvement in nursery attendance.

Across our secondary schools, targeted approaches are also delivering measurable improvements. At Temple Moor High School, more personalised support has contributed to whole-school persistent absence falling from 24.6% to 22.1%, with the figure for Pupil Premium students reducing from 51.2% to 38%.

WE INVEST IN OUR PEOPLE

Supporting every member of staff throughout their career to be the best that they can be.

Throughout 2025-26, we have continued to invest in the development, support and progression of colleagues, ensuring they have access to the opportunities, expertise and resources needed to succeed at every stage of their career.

Attracting talented colleagues

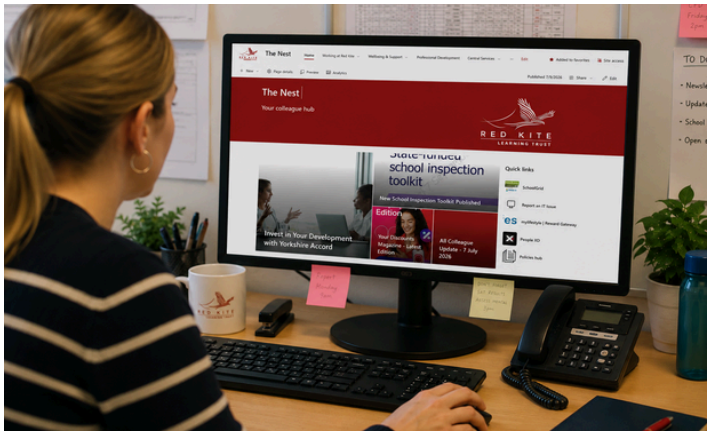
Attracting and recruiting excellent colleagues is fundamental to delivering the best outcomes for children and young people. This year, we strengthened our approach to recruitment by introducing a coordinated Trust-wide recruitment model, supported by the implementation of MyNewTerm. The new approach has brought greater consistency across our schools, helped vacancies reach the market more quickly and reduced the administrative burden on schools. This year, 315 vacancies attracted 2,609 applications.

Feedback from schools has consistently highlighted the positive impact of the new approach. Leaders reported that recruitment has become more manageable, administrative workload has reduced, vacancies are reaching the market more quickly and standardised recruitment templates have improved both consistency and efficiency across the recruitment process.

Sharing expertise through The Nest

This year, The Nest was relaunched as a central online hub for colleagues, bringing together resources, professional development, Trust-wide information and support. The redesigned platform provides easy access to teaching and learning resources, CPD, guidance and key services, alongside regular updates on developments across our Trust and the wider education sector.

The teaching and learning area has been expanded with a growing library of classroom-based professional learning videos. Produced by the School Improvement Team in partnership with schools, each video combines lesson footage with reflective discussion. Relevant across phases and subjects, the videos help colleagues share expertise and learn from one another through The Nest, strengthening practice across our Trust.



Supporting professional growth

This year, we introduced a new Trust-wide approach to appraisal for all colleagues, creating greater consistency in how we support performance and professional development across our schools and teams. Built around self-awareness, growth and collaboration, the new approach is designed as a continuous conversation between colleagues and line managers, connecting individual aspirations and development needs with school and team improvement priorities.

The new three-stage cycle includes an initial discussion about career aspirations, development priorities and goals, a mid-year review of progress and impact and an end-of-year reflection on achievements and future development. It also creates a clearer link between appraisal and the CPD, mentoring and other support colleagues need to progress.

Of 1,363 active appraisals, 71% of colleagues have engaged with the new process during its first year and we will continue to develop the new appraisal process next year.

"Our new appraisal system which launched this year plays a vital role in driving school improvement by aligning individual performance with school priorities, supporting professional growth, identifying future leadership talent, and promoting a culture of high performance, continuous development and wellbeing."

Ria Tomlinson, Director of HR
Red Kite Learning Trust



Strengthening inclusive practice

Red Kite Connect has continued to support the development of colleagues both within and beyond our Trust. This year, a particular focus on ‘Every Teacher a Teacher of SEND’ has helped strengthen understanding of inclusive practice, equipping colleagues with the knowledge and confidence needed to support pupils with additional needs more effectively.

By sharing expertise across schools and the wider sector, these opportunities are helping to strengthen professional practice and improve outcomes for children and young people.



Developing leaders at all levels



A significant development this year has been the launch of our Middle Leadership Programme. Designed to support colleagues at every stage of their leadership journey, the programme provides dedicated pathways for aspiring leaders, those new to leadership roles and experienced middle leaders looking to further develop their practice.

Led by experienced colleagues from across our Trust, the programme is helping to build leadership capacity, share expertise and create clear progression routes for colleagues.

"Middle leaders are the engine room of schools - they develop, support and inspire teams, whilst shaping and driving excellent practice. It is incredibly important to ensure that they are equipped with a strong skill set and have a range of support. The Middle Leader programme develops skills, knowledge and expertise, so our aspiring, new and existing middle leaders can excel!"

Sara Davidson, Director of Red Kite Education & Programme Leader

Building specialist expertise

Investing in the specialist skills and expertise of colleagues is helping to expand the experiences available to children across our Trust. At several of our schools, including Whitkirk Primary School and Saltergate Schools, colleagues have gained Forest School qualifications, enabling them to deliver high-quality outdoor learning experiences.

At Coppice Valley Primary School, investment in colleagues' professional development has strengthened the school's capacity to deliver outdoor learning, leading to the introduction of new Forest School sessions and the school's first on-site bushcraft residential. Through these experiences, pupils are developing practical skills, independence, resilience and teamwork in meaningful outdoor environments.

By building expertise within the school, this investment is creating lasting opportunities for children while providing a strong foundation to extend the provision further and increase equity of opportunity.





WE INNOVATE WITH TECHNOLOGY

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.

Throughout 2025-26, continued investment in technology has strengthened the infrastructure, systems and digital tools that support teaching, learning and the effective running of our schools.

Transforming our digital infrastructure

Following the completion of the datacentre migration programme in summer 2025, our Trust has moved away from data centres in Leeds and Manchester to running its servers directly in Microsoft Azure.
The move has strengthened the resilience and sustainability of the Trust's technology infrastructure and is expected to save more than £800,000 over the next five years.

£800,000

PROJECTED TECHNOLOGY SAVINGS BY 2031

Further work is now under way to optimise our Trust's Azure cloud hosting arrangements, enabling key hosting costs to be fixed for a three-year period. This will provide greater budget certainty and help ensure continued value for money from cloud-based services.

Further investment in digital infrastructure is also planned, including network upgrades at Rossett School and proposed Connect the Classroom improvements at Temple Learning Academy, subject to Department for Education approval. Together, these developments will help ensure schools have the reliable, secure and high-capacity digital infrastructure needed to support teaching, learning and day-to-day operations.

Connecting students to learning

At Crawshaw Academy, an innovative trial is using an AV1 telepresence robot to live-stream lessons into The Bridge, the school's attendance hub. This enables students experiencing emotionally based school avoidance to remain on the school site, build resilience and continue participating in lessons remotely.

As a Trust, we will explore how this technology could be used in other circumstances and across other schools, where appropriate, extending its potential to support attendance, inclusion and access to learning.

Strengthening cyber security

Cyber security has remained a key focus throughout the year. Our Trust has continued to strengthen its approach through improvements to identity and access management, device security, monitoring and colleague awareness.

An independent cyber security audit conducted by WBG confirmed the effectiveness of current controls. Its findings are now being incorporated into our Trust's ongoing cyber security improvement programme, helping to reduce operational risk and maintain alignment with recognised sector best practice.

Turning data into insight

Data dashboards are strengthening how leaders use attainment and attendance information to inform strategic priorities and decision-making. By bringing key data together in a clear and accessible way, leaders can identify patterns and trends, make year-on-year comparisons, compare outcomes across our Trust and focus attention where it is most needed.

The Trust's attendance and attainment dashboards are already supporting more informed decision-making, with further developments continuing to expand the insight available to leaders. A new EYFS Good Level of Development dashboard will be rolled out in autumn 2026, enabling leaders to explore outcomes across primary schools and all Early Learning Goals and compare performance against wider benchmarks. Dashboards are also being developed to support the analysis of KS4 assessment data.

Shaping our digital future

A new Digital Transformation Working Group, with representation from every school, has been established to help shape our Trust's future digital strategy. The group will bring together different perspectives and experiences from across our schools, creating a Trust-wide forum to identify priorities, explore emerging opportunities and challenges and help shape future investment. Pupils will also contribute to the group's work, ensuring their experiences and perspectives inform how technology develops across our Trust.



Areas of focus will include artificial intelligence, digital equity, classroom technology and digital fluency. By sharing practice and considering the needs of different school contexts, the group will help ensure technology is used purposefully and that future decisions support educational excellence, operational effectiveness and consistent opportunities for pupils and colleagues across our Trust.

WE ARE OUR TRUST

Growing together collaboratively, we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

Collaboration across our schools continues to support improvement by bringing colleagues together to share expertise, develop practice and respond to common priorities.

Schools and teams have worked together in areas including curriculum development and the sharing of specialist expertise, creating opportunities for colleagues to learn from one another and strengthen practice beyond their own schools. These examples reflect the professional generosity across our Trust and the opportunities to build even stronger connections as we continue to strengthen our 'One Trust' culture.

Extending our impact and influence

The expertise within our Trust continues to have an impact beyond our own schools.
This year, Whitkirk Primary School was selected through a competitive national process as one of a small number of Reception Lead Schools in the Department for Education's RISE programme. The appointment recognises the strength of the school's Early Years provision and the expertise of its Reception team, placing Whitkirk among a select group of schools helping to shape and share best practice in Reception education.

As a Lead School, Whitkirk is now supporting schools beyond our Trust by developing and sharing resources, leading regional network meetings and welcoming schools to see strong practice in action. The recognition also reflects the expertise and collaboration of Early Years leaders across our Trust, whose work together continues to strengthen provision for children within our schools.

"It is a real privilege to be a RISE Lead School for Reception. The networks provide a fantastic opportunity to bring colleagues together, united by a shared commitment to ensuring every child has the best possible start to their primary education. By collaborating and sharing expertise, we can continue to strengthen outcomes for children and families across Leeds."

Gemma Quarmby, Headteacher
Whitkirk Primary School



Through Red Kite Education, our expertise and partnerships continue to support teachers and schools across the wider education system, extending our impact far beyond our own Trust.

172
new teachers trained

350+
schools supported

880+
Early Career Teachers supported

300+
colleagues attended CPD courses

187
Alliance events and activities

Making a difference

The Red Kite Foundation has now distributed more than £20,000 across 17 projects, creating opportunities and lifelong memories for children across our Trust. Recent awards have funded learning resources for primary pupils and an overseas travel scholarship for a secondary music student.

To mark ten years of Red Kite Learning Trust, Trustees have also awarded £5,000 towards an Outward Bound residential opportunity, with all 16 schools invited to participate.

Giving children and young people a voice

Our Youth Board brings together children and young people from across our schools, creating a Trust-wide forum to share their views, connect with peers and help shape areas of work that directly affect them.
This year, members have contributed their perspectives on key Trust priorities including our Inclusion Pledge, transition between schools and the wellbeing support available to children and young people. By bringing together representatives from different schools and communities, the Youth Board is helping to ensure that pupil voice informs Trust-wide thinking and decision-making.



Investing in our schools and learning environments

This year, £2 million has been invested across our school sites, creating new and improved spaces for children. Major projects have included a new classroom at Colton Primary School, alongside investment across our wider school environments.

A major development has been the creation of Little Ferns Pre-School at Coppice Valley Primary School, opening in September 2026. The new provision will welcome children aged three and four, offering flexible childcare. The purpose-designed Early Years environment will place a strong emphasis on communication and language development, with opportunities for purposeful indoor and outdoor learning.





"We are incredibly excited to expand our early years provision with a purpose-designed pre-school, carefully planned around how young children learn best. Open, connected spaces promote 360-degree communication between children and adults, allowing interactions to flow naturally, while high-quality outdoor environments are designed to spark curiosity, inspire exploration and provide meaningful experiences."

Hannah McNamara, Headteacher
Coppice Valley Primary School

Building financial sustainability

Careful management of our resources helps ensure more funding can be directed towards our schools and children. This year, our Trust delivered £310,000 in savings and generated £24,000 in income through procurement frameworks, helping to ensure resources are used effectively.

Our procurement function also achieved accreditation through the CIPS Procurement Excellence Programme, an independent assessment recognising the strength of our procurement capability and our commitment to good governance, value for money and continuous improvement.

Strengthening connections with our communities

Schools across our Trust are finding new ways to strengthen relationships with families and the communities they serve. At Rossett School, a renewed focus on community connections and the school's local profile has contributed to an increase in Year 7 applications. Targeted open mornings have also helped the school engage families who may be less likely to participate through traditional approaches, contributing to improved attendance among a small group of Year 11 pupils during the examination period.

16 SCHOOLS - ONE TRUST

Serving North and West Yorkshire



Red Kite Learning Trust
Red Kite Office, Pannal Ash Road
Harrogate, HG2 9PH

01423 574410 | info@rklt.co.uk | www.rklt.co.uk

Learning Trust | Alliance | Teacher Training | Teaching School Hub