Curiosity, Hope, Opportunity, Trust

Growing determined, courageous, kind individuals proud to be Priory children

Priory School Development Plan 2026 2027

Safeguarding							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Strengthen staff expertise in responding to increasingly complex safeguarding and mental health needs, while maintaining high levels of vigilance across all staff groups.	The increasing complexity of pupils' needs requires staff to recognise and respond confidently to safeguarding and mental health concerns. Increasingly precise analysis also highlights the importance of recognising **intersecting vulnerabilities**, particularly where SEND, disadvantage and poor attendance combine, so that emerging concerns are identified early and support is coordinated effectively.	Staff demonstrate confidence and consistency in recognising, recording and responding to safeguarding and mental health concerns. Leaders use safeguarding, attendance and contextual information together to identify pupils experiencing multiple vulnerabilities. Emerging patterns are identified early and lead to appropriate support, challenge or multi-agency intervention. Safeguarding practice remains consistently vigilant and robust.	· Deliver targeted safeguarding CPD informed by emerging needs and patterns. · Strengthen staff understanding of how SEND, disadvantage, attendance, SEMH and family/contextual factors can combine to increase vulnerability. · Develop increasingly joined-up analysis of safeguarding and attendance information to support earlier identification. · Use safeguarding analysis to identify emerging risks and staff training needs.	DSL, Attendance team and SENDCOs All teaching staff			

			· Continue to strengthen early help and multi-agency responses for vulnerable pupils and families.				
Inclusion							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Deepen and embed Ready to Regulate, Ready to Communicate and Ready to Learn as Priory's universal inclusive offer, securing greater consistency across classrooms and phases.	Priory's inclusive culture is a significant strength, but the SEF identifies some variability in how consistently adaptive strategies and classroom adjustments are applied. The next stage is to define more clearly what high-quality universal inclusive practice looks like at Priory and ensure this is consistently understood and implemented across all classrooms.	Staff can articulate what Ready to Regulate, Ready to Communicate and Ready to Learn look like in everyday classroom practice. A clearly defined universal inclusive offer is evident consistently across phases. Staff demonstrate increased confidence in co-regulation, sensory needs, communication and adaptive teaching. Monitoring shows greater consistency in appropriate adaptations and removal of barriers. Pupils with additional needs are increasingly able to regulate, communicate, participate and learn successfully.	Define Priory's universal practices under each Ready strand. Develop staff expertise in co-regulation, sensory needs, communication and adaptive teaching. Use the Belong / Participate / Thrive thinking to deepen the content beneath the existing Ready framework. Identify what universal provision looks like and when additional	SENDCO team / SLT / phase leaders			

			adaptation is required. Monitor consistency and use findings to target CPD/coaching.				
Establish and evaluate the SEMH Hub as part of Priory's graduated response to need, strengthening pupils' regulation, engagement, participation in learning and independence.	The complexity of SEMH need is increasing and, for some pupils, emotional and regulation needs create substantial barriers to successful participation in learning. Priory is making a significant investment in a dedicated SEMH Hub to strengthen targeted support while maintaining pupils' connection with their classroom and successful inclusion.	The SEMH Hub has a clearly understood purpose within Priory's graduated response. Pupils access targeted provision according to identified need rather than the Hub becoming an alternative to classroom inclusion. Pupils accessing the Hub demonstrate improvement in regulation, engagement, participation and/or independence from their individual starting points. There is evidence of successful connection/reintegration with classroom learning. Staff understand how Hub provision complements universal Ready to Regulate practice. Leaders can demonstrate the impact of the investment rather than simply reporting numbers accessing provision.	Establish the SEMH Hub environment, staffing and model of provision. Agree clear identification/referral, entry, review and exit principles. Establish baseline measures and intended outcomes for pupils accessing provision. Develop links between Hub practice and classroom Ready to Regulate approaches. Review impact regularly and adapt provision accordingly.	Co and SENDCos			

Use strengthened SENDCO capacity to improve early identification, classroom practice and the quality and evaluation of provision, including stronger evidence of pupils' progress from individual starting points.	Priory's exceptionally high level and complexity of SEND requires sufficient specialist leadership capacity. The expanded SENDCO team provides increased capacity for early identification, strategic oversight, classroom support, partnership with families and professionals and evaluation of provision. Leaders also recognise that evidence of progress for pupils with complex SEND needs to become more consistently demonstrable.	Needs and barriers are identified increasingly early and accurately. SENDCO capacity is used to strengthen teachers' expertise and classroom provision rather than creating dependency on specialist staff. Teachers remain clearly accountable for the progress and inclusion of pupils with SEND. Provision is increasingly evaluated by its impact rather than whether an intervention has taken place. Progress from individual starting points is clearly demonstrated for pupils with complex SEND. Leaders have increasingly precise evidence about what works for pupils experiencing intersecting barriers, including SEND, disadvantage and poor attendance.	. Clarify roles and deployment of the expanded SENDCO team. . Increase coaching, modelling and support for classroom practice. . Strengthen systems for early identification and review of need. . Develop and publish Priory's statutory Inclusion Strategy, articulating the universal offer and graduated response to need. . Review how adaptations and interventions are recorded and evaluated. . Develop consistent approaches to evidencing progress from individual starting points.	CO and SENDCO team			

			. Analyse outcomes for pupils experiencing intersecting barriers and use this to refine provision.				
Curriculum and Teaching							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Implement and embed the enquiry-based curriculum initially through Science, History, Geography and RE, ensuring pupils know, remember, connect and apply core knowledge, vocabulary and concepts.	Curriculum sequencing has strengthened and subject leadership continues to develop. The next stage is to move beyond coverage towards greater clarity about the important knowledge, vocabulary and concepts pupils should retain and apply, initially through the enquiry-based approach in science, history, geography and RE. Doing this will allow teachers to use assessment more effectively and to adapt the curriculum to meet the needs of their children.	Enquiry-based curriculum is implemented consistently in the four identified subjects. Teachers are clear about the core knowledge, vocabulary and concepts pupils should learn. Pupils can increasingly recall, explain, connect and apply previous learning. Enquiry supports purposeful, memorable learning rather than becoming an activity or lesson format. Planning in all areas of the school demonstrates that all year groups are using the enquiry based approach for these subjects. Curriculum monitoring demonstrates appropriate ambition and accessibility	Implement the agreed enquiry-based approach across science, history, geography and RE. Provide protected CPD time in autumn and spring terms for teachers to plan and refine subsequent units. Embed consistent approaches to formative assessment including the use of core and concept questions.	Class teachers (monitored by phase leaders and SLT) JP Class teachers (monitored by phase leaders and SLT)			

		for pupils with SEND and those experiencing disadvantage.	Monitor the implementation and quality of enquiry-based learning across all four subjects. Evaluate the impact of the approach on pupils' ability to know, remember, connect and apply key learning. Use monitoring and evaluation to identify and address areas for further development.	AP and JP Subject leaders and AP and JP AP and JP			
Develop a coherent, evidence-informed, whole-school approach to writing, ensuring progression in the teaching of transcription, grammar,	Work during 2025–26 strengthened staff understanding of the foundations of writing, particularly communication, vocabulary, physical development, oral rehearsal and transcription. However, this improvement in practice has not yet translated sufficiently into statutory writing outcomes. A clearer progression is now needed from these	A whole-school writing overview is developed, informed by the National Curriculum, The Writing Framework and current evidence-informed practice. Clear progression is established in handwriting, spelling, grammatical terminology, punctuation, sentence construction and	Establish a whole-school writing working group to inform the development and implementation of the writing framework. Establish a handwriting working party,	JP JP			

punctuation, sentence construction and composition from EYFS to Year 6.	foundations into increasingly successful independent writing.	independent composition from EYFS to Year 6. Priory's existing approach to writing is reviewed and strengthened to reflect the agreed progression and expectations. Staff have a shared understanding of the progression and agreed approaches to teaching writing across the school. The revised approach is implemented and evaluated, with pupil work and staff feedback used to identify further refinements.	drawing on EYFS, SEND and OT-informed expertise to review current practice and agree an appropriate developmental approach to handwriting. Audit current writing provision and progression against the National Curriculum, The Writing Framework and Priory's existing approach. Develop the whole-school writing overview, identifying progression in handwriting, spelling, grammar, punctuation, sentence construction and independent composition.	JP JP			

			Review and refine Priory's approach to writing so that agreed teaching approaches and progression are reflected consistently across the school. Use allocated CPD time to support staff in developing and planning for the agreed approach. Introduce and evaluate agreed changes to writing provision, using pupil work, staff feedback and monitoring.	JP JP JP			
Further strengthen responsive assessment and adaptive teaching so staff consistently check understanding	Practice has improved following the November 2024 inspection, but the SEF identifies remaining variability in how consistently teachers check understanding, respond to misconceptions and adapt teaching.	Checking for understanding is routine and purposeful. Teachers identify misconceptions and gaps during learning and respond appropriately. Teaching is adapted according to what pupils know and understand.	Agree/refine expectations for responsive assessment. CPD, modelling and instructional coaching.	AP, JP, CO and SENDCO team			

and respond swiftly to misconceptions, gaps and barriers to learning.		Pupils receive appropriate support and challenge. Monitoring demonstrates greater consistency across classrooms and phases. Disadvantaged pupils and pupils experiencing intersecting barriers are identified and supported precisely rather than through generic provision.	Share effective practice across phases. Use monitoring and GfE to identify strengths and variability. Use assessment and pupil information increasingly precisely to identify pupils requiring additional support/challenge. Target coaching and/or support according to staff starting points.	AP SLT			

Achievement							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Improve writing outcomes across all phases, particularly for disadvantaged pupils and pupils with SEND.	Writing remains a key attainment priority. In the 2026 Key Stage 2 assessments, 55% of pupils achieved the expected standard in writing, compared with ~~7~~3% nationally. At greater depth, 2% achieved the standard, compared with 13% nationally. Work during 2025–26 strengthened the foundations of writing. Our next step is to translate these improvements into stronger outcomes and increasingly independent writing. Alongside statutory attainment measures, we evaluate the progress of pupils with complex SEND from their individual starting points.	Writing outcomes improve across the school from pupils' respective starting points. A greater proportion of pupils achieve the expected standard in writing. The proportion achieving greater depth increases. Disadvantaged pupils make strong progress and the writing attainment gap narrows where appropriate. Pupils with SEND make strong and demonstrable progress from their individual starting points. Monitoring shows that improvements in writing teaching are translating into better pupil outcomes.	Set and monitor ambitious writing targets at pupil, cohort and group level. Use assessment and moderation to identify gaps and pupils at risk of underachievement Identify and address key gaps in writing knowledge and skills across each phase. Strengthen staff subject knowledge and consistency through focused CPD and collaborative planning. Analyse writing outcomes for disadvantaged pupils and pupils	Class teachers, phase leaders and SLT. Class teachers, phase leaders and SLT. SLT JP SLT			

			with SEND with increasing precision. Implement targeted, evidence-informed support for disadvantaged pupils and pupils with SEND. Monitor teaching, pupil work and progress to evaluate the impact of agreed approaches. Review outcomes termly and adapt provision in response to evidence.	JP, CO, SENDCOs SLT SLT			
Strengthen the evaluation of achievement so that pupils with SEND make strong and demonstrable progress from their individual starting points.	Priory's highly inclusive cohort includes a significant proportion of pupils with complex SEND for whom age-related expectations and statutory assessments do not provide an appropriate or complete measure of achievement. Leaders need to demonstrate more consistently the progress these pupils make in communication, regulation, independence,	Progress from individual starting points is clearly identified and demonstrable for pupils with complex SEND. Leaders and teachers can articulate what successful progress looks like for individual pupils. Evidence captures meaningful progress in	Agree how progress from individual starting points will be identified, recorded and evaluated. Strengthen links between intended outcomes, provision and	CO and SENDCO team			

	engagement and curriculum learning, alongside academic attainment where appropriate.	communication, regulation, independence, engagement and curriculum learning where appropriate. The impact of provision and intervention can be evaluated against intended pupil outcomes. Governors have increasingly clear information about the achievement of pupils whose progress is not appropriately represented by statutory attainment measures.	evidence of impact. Develop teacher/leader confidence in evaluating achievement for pupils working significantly below age-related expectations. Use the strengthened SENDCO team to support and quality-assure this work. Report progress and impact more clearly to governors.				

Attendance and Behaviour

Priority	Why this is a priority	Success Criteria	Actions	Who	Autumn Progress Towards	Spring Progress Towards	Final review
Improve attendance and reduce avoidable persistent absence, particularly for disadvantaged	Whole-school attendance remains below national and local benchmarks and persistent absence remains too high. Disadvantaged pupils are particularly vulnerable to poor attendance. Increasingly precise analysis demonstrates the	Whole-school attendance improves and moves closer to national/similar-school benchmarks. Persistent absence reduces, particularly avoidable persistent absence.	Strengthen early identification of pupils at risk of persistent absence. Develop increasingly precise analysis of	MK, AP AP			

and vulnerable pupils.	importance of understanding the intersection between disadvantage, SEND and attendance so that avoidable absence is challenged while pupils experiencing significant medical, SEND or other complex barriers receive appropriate individualised support.	Attendance for disadvantaged pupils improves. Leaders demonstrate increasingly precise understanding of the barriers affecting individual pupils, including the intersection of SEND, disadvantage and attendance. Families receive appropriate support and challenge according to need. Attendance interventions are evaluated for impact and successful approaches are identified and sustained.	attendance, including SEND, disadvantage and other vulnerabilities. Identify and target avoidable absence while maintaining individualised approaches for pupils with significant medical/SEND needs. Strengthen targeted work with families, including appropriate support and challenge. Review the impact of attendance interventions and identify which approaches are making the greatest difference.	MK, AP MK, AP MK, AP AP			

			Use safeguarding, SEND and attendance information together to identify pupils experiencing intersecting vulnerabilities. Regularly report patterns, actions and impact to SLT/governors.	AP			
Personal development and wellbeing							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Strengthen pupil voice so pupils develop the confidence, vocabulary and communication skills to participate actively in learning and	Communication and vocabulary are central to pupils' successful participation in learning and wider school life. While Priory provides a broad range of opportunities for pupil leadership and participation, leaders want to strengthen the quality and impact of pupil voice and ensure that planned development of oracy results in demonstrable improvements in pupils' communication, vocabulary and confidence.	There is a clearer and more consistent approach to developing oracy across the school. Pupils increasingly use appropriate vocabulary and communicate ideas confidently. Pupils have purposeful opportunities to talk, explain, reason and contribute within learning.	Clarify Priory's expectations for high-quality oracy and purposeful pupil talk. Review what has/hasn't had impact from previous oracy development. Implement and evaluate the funded Early	HF/ JP			

school life.		Pupil voice demonstrates that pupils feel listened to and able to influence aspects of school life. The funded Early Language and Oracy project demonstrates measurable impact on identified Reception/Nursery pupils. Leaders can demonstrate what has changed as a result of the oracy work, rather than simply listing activities undertaken.	Language and Oracy project. Strengthen explicit vocabulary and communication opportunities, particularly where language is a barrier to participation. Develop purposeful pupil voice/co-production opportunities. Establish baseline and impact measures for the oracy project. Use pupil voice and monitoring to evaluate impact.				
Leadership and Governance							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Develop a differentiated programme of professional learning, which responds to staff starting	Priory has invested significantly in professional development and instructional coaching, contributing to improvements in teaching and inclusive practice. Staff are at different stages of professional development,	Professional development is increasingly matched to staff starting points and identified needs. Staff who require greater support receive timely,	Explore coaching and support. Identify staff development needs through monitoring and	AP, HF SLT, Phase Leaders			

points and builds consistently strong expertise in teaching, adaptive practice and inclusion.	however, and the next stage is to ensure that support is increasingly responsive to individual starting points and identified areas for development, so that strong practice becomes more consistent across the school.	targeted coaching and modelling. Strong practitioners have opportunities to develop and share expertise. Monitoring demonstrates greater consistency in teaching and inclusive practice. Staff can identify the impact of professional development on their classroom practice. Leaders can demonstrate the impact of CPD/coaching rather than simply participation in it.	professional dialogue. Develop differentiated pathways of CPD, coaching and modelling. Use strong practitioners and specialist leaders to share effective practice. Provide targeted support where monitoring identifies variability. Evaluate the impact of professional learning on classroom practice.	SLT AP, JP AP, JP SLT			
Strengthen leadership at all levels so leaders use evidence and increasingly precise analysis to evaluate impact and	Subject leadership has strengthened, with leaders increasingly able to articulate curriculum intent and monitor implementation. The next stage is to develop leaders' confidence in evaluating impact and using attainment, attendance and inclusion information together to	Subject and phase leaders confidently evaluate the quality and impact of provision. Monitoring focuses increasingly on what pupils know, remember and can do	Continue to develop subject-leader monitoring and evaluation. Strengthen leaders' use and interpretation of	AP, JP AP			

drive improvement.	identify priorities, understand intersecting barriers and respond strategically.	rather than simply checking compliance. Leaders use attainment, attendance, SEND and disadvantage information together where appropriate. Leaders identify intersecting barriers and groups/pupils requiring further attention. Action planning is increasingly precise and evidence-led. Governors receive clear information enabling appropriate support and challenge.	school information. Develop approaches to analysing intersecting barriers rather than viewing groups in isolation. Use monitoring and leadership reviews to evaluate impact. Strengthen the link between evaluation, subject/leader action plans and the SDP. Continue to develop governor understanding of school priorities and impact.	AP SLT AP, JP SLT			
Extend the sharing of effective practice across Priory and begin to	Priory has developed significant expertise in inclusive practice and specialist provision, supported by strengthened SEND leadership capacity. Internal sharing of effective practice has begun to	Effective practice is increasingly shared across EYFS, mainstream phases, Orchard and Woodlands. Staff expertise and specialist capacity that could	Extend internal opportunities for sharing effective practice. Map specialist expertise and	CO and SENDCO team			

develop the school's capacity to share inclusive expertise and specialist practice through an outreach offer to other schools.	support improvement across phases and provisions. As this expertise becomes further embedded and its impact is demonstrated, leaders intend to explore how Priory can increasingly support practice beyond the school through a sustainable outreach offer.	contribute to outreach are identified. Leaders establish a clear rationale and potential model for Priory's outreach offer. Any outreach activity is purposeful, manageable and does not detract from provision at Priory. Initial external work, where appropriate, receives positive feedback and begins to demonstrate impact. Leaders have a clearer plan for the next stage of outreach development.	potential outreach capacity. Explore need and opportunities with local schools/partners. Define the purpose, scope and potential model of an outreach offer. Pilot limited outreach activity where capacity allows. Evaluate impact, demand and sustainability before expanding.	HF/ CO HF/CO			
EYFS							
Priority	**Why this is a priority**	**Success Criteria**	**Actions**	**Who**	**Autumn Progress Towards**	**Spring Progress Towards**	**Final review**
Further strengthen communication, early literacy and writing foundations so children are increasingly ready to read,	Strengthen the foundations for successful writing through high-quality communication, language, oracy and transcription from Nursery to Reception. Communication, language, physical development and oral rehearsal provide important foundations for later writing. The	Project evaluation and end-of-year Reception assessments demonstrate improvements in children's communication, language and literacy from their starting points.	Implement the funded Early Language and Oracy project. Establish appropriate baseline and impact measures	JP Reception staff, CB			

write and learn successfully in Year 1.	next stage is to strengthen these foundations further, including through the funded Early Language and Oracy project and consistent development of handwriting and transcription, so that children are increasingly well prepared for successful writing and transition into Key Stage 1.	The written report, which is part of our funded Oracy project, as well as end of year Reception data reflects that there has been a positive impact on children's communication and language as well as literacy development.	for identified children. Organise 6 visits from a speech and language therapist for EYFS Develop staff expertise in high-quality interactions, vocabulary and purposeful talk. Strengthen opportunities for oral rehearsal, storytelling and language development across provision. Implement the agreed handwriting/transcription progression from Reception. Strengthen continuity between Reception and Year 1 in communication,	JP, SENDCOs JP, CB, SENDCOs, external therapist Reception staff, CB Reception staff, CB CB, HM			

			language and early writing. Use assessment, observation and pupil outcomes to evaluate impact.	CB, SLT			