

School Development Plan 2025 – 2026

Section	Key Priority	Objectives	RAG	Review statement
Leadership & Management	L1. Develop Priory School as a SEND Centre of Excellence and share good practice	1. Consolidate and evidence high-quality SEND practice across Orchard, Woodlands, and mainstream. 2. Share expertise through outreach, joint CPD, and hosted visits with other schools.		Significant progress has been made in embedding inclusive practice across the whole school. The Ready to Learn framework (Ready to Regulate, Ready to Communicate and Ready to Learn) has become a consistent approach across Orchard, Woodlands and mainstream classrooms, supported through CPD, monitoring and coaching. Adaptive teaching, sensory provision, communication strategies and intervention systems have become increasingly embedded and are reflected throughout monitoring, the SEF and staff feedback. This work now forms a key part of Priory's identity as an inclusive school. The school has continued to share good practice through hosted visits, including the Maths Hub collaborative visit showcasing inclusive teaching, and has welcomed colleagues from other schools to observe practice. However, wider plans to formally establish Priory as a recognised SEND Centre of Excellence have progressed more slowly than anticipated due to capacity within the SEND leadership team. This remains a strategic priority for 2026-27.
	L2. Ensure IT reliability and embed up-to-date, relevant technology across school life	3. Maintain robust IT systems through a planned upgrade and maintenance cycle. 4. Embed technology into teaching, learning, and administration to enhance outcomes and reduce workload.		IT reliability has improved across the school, with fewer issues reported and stronger day-to-day support from the technical team to ensure iPads and Chromebooks are charged, working and ready for use. New iPads have been introduced, with protected trolleys allocated to specific year groups to improve access and support effective use of technology. The transition from SMART Notebook to PowerPoint has also been successfully implemented. Staff have adapted well to the change, helping to ensure technology remains relevant,

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				accessible and consistently embedded within teaching and learning.
	L3. Continue to develop and deliver the Estate Management Plan	5. Secure funding and deliver high-priority works identified in the condition survey and fire risk assessment. 6. Improve site accessibility, safety, and outdoor learning spaces.		Priority condition and compliance works have continued throughout the year, including significant fire safety improvements and maintenance identified through condition surveys. Funding has been successfully secured where available and the school has continued to prioritise statutory compliance and the long-term maintenance of the estate. The school environment has continued to improve through ongoing investment in safety, accessibility and learning spaces. Improvements to outdoor provision, including the resurfacing of the Mile a Day track and continued development of inclusive learning environments, have enhanced opportunities for pupils while ensuring the site remains safe and welcoming.
	L4. Maintain and strengthen staff wellbeing and professional relationships	7. Keep wellbeing and workload central to decision-making. 8. Strengthen professional respect, collaboration, and opportunities for development.		Staff wellbeing has remained central to leadership decision-making. CPD has been carefully planned and linked directly to school priorities, unnecessary workload has been reviewed and wellbeing has remained a regular feature of staff communication and leadership discussions. Staff survey feedback indicates that colleagues feel supported and valued. Professional collaboration has continued to strengthen through high-quality CPD. Subject leaders have played a significant role in curriculum redesign and delivering staff training, while opportunities for collaborative planning and monitoring have strengthened professional practice across the school.

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				The approach to sharing good practice was reviewed during the first half of the year, as previous sharing good practice weeks had not consistently resulted in staff observing practice across the school. A new phase-led model was introduced in the summer term, with KS1 showcasing effective practice through sessions focused on phonics, Mastering Number and the use of the outdoor learning environment to explore continuous provision. This provided staff with more purposeful opportunities to see effective practice first-hand and learn from colleagues. The model will be extended next year across EYFS, Orchard, KS2 and Woodlands, further strengthening collaboration and the sharing of expertise across the school.
Quality of Education	Q1. Raise Writing Outcomes	9. Embed our writing approach consistently across all cohorts. 10. Increase independent writing opportunities, with targeted support for disadvantaged and SEND pupils to accelerate progress. 11. Strengthen moderation and feedback to ensure accuracy and consistency.		A consistent, evidence-informed approach to writing has been developed across the school through CPD based on The Writing Framework, regular moderation, coaching and monitoring. There has been a particular focus on strong foundations in EYFS, transcription, handwriting and spelling, alongside improving the quality of writing across the curriculum. Staff knowledge of the foundations of writing, and how to support pupils with SEND and struggling writers, has strengthened significantly this year. Colourful Semantics has been introduced and is increasingly used to support pupils' writing, while Move to Write and pre-writing training have increased staff confidence and developed a stronger understanding of the writing process and the steps pupils need to become successful writers. This work is now informing the development of writing progression documents, which will be a key focus next year in securing greater consistency and progression across the school.

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				Monitoring demonstrates increasing consistency in classroom practice and writing remains a key focus within curriculum development. Teachers have increased opportunities for purposeful independent writing across the curriculum, supported by adaptive teaching and targeted in class interventions. Curriculum monitoring identified stronger opportunities for extended writing in foundation subjects, whilst disadvantaged pupils have continued to make strong progress. Early literacy outcomes provide some evidence of improving foundations, with 72% of pupils achieving the expected standard in the Year 1 Phonics Screening Check, rising to 81% when disapplied pupils are excluded. The disadvantaged gap also narrowed considerably, with PP pupils achieving 67% compared with 73% of non-PP pupils. Monitoring demonstrates increasing consistency in classroom practice; however, this has not yet translated into improved statutory outcomes. At the end of KS2, 55% of pupils achieved the expected standard in writing, rising to 60% when pupils within Orchard are excluded and 65% when disapplied pupils are excluded, compared with 73% nationally. Outcomes at the higher standard also remain an area for development, with 2% achieving greater depth compared with 13% nationally. The attainment gap for disadvantaged pupils remains significant, with 35% of pupils eligible for pupil premium achieving the expected standard compared with 63% of their peers. These outcomes reinforce the need for writing to remain a major focus in 2026–27, with particular emphasis on securing

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				progression, supporting struggling and disadvantageded writers and translating improved staff knowledge and classroom practice into stronger pupil outcomes. Moderation has been strengthened through regular internal moderation, collaboration across year groups and successful external writing moderation. Staff confidence and consistency have improved and assessment judgements are increasingly accurate, providing greater confidence in teacher assessment across the school.
	Q2. Secure Consistent High-Quality Teaching in Maths	12. Consolidate mastery approach with stronger adaptive teaching and real-life application. 13. Improve arithmetic fluency and deepen challenge for higher attainers. 14. Equip support staff with CPD to deliver impactful interventions.		The mastery approach has continued to develop through targeted CPD, curriculum monitoring and increased flexibility beyond published schemes. Staff confidence has grown and monitoring identified consistently strong subject knowledge and modelling. Further work has identified opportunities to increase real-life application and mathematical enquiry, which will continue as part of curriculum development. Arithmetic fluency has remained a key focus across the school through daily practice, intervention and curriculum planning. The implementation of Mastering Number in Reception and KS1 has further strengthened the focus on developing secure number fluency from the earliest stages. This focus is reflected strongly in the 2026 Multiplication Tables Check, where 52% of Year 4 pupils achieved full marks compared with 27% in 2025 and 44% nationally; this increased to 54% when Orchard/disapplied pupils are excluded. At the end of KS2, 65% of pupils achieved the expected standard in mathematics, rising to 76% when disapplied pupils are excluded, compared with 75% nationally. Outcomes at the

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				higher standard were particularly positive, with 29% achieving greater depth compared with 27% nationally. However, the attainment gap for disadvantaged pupils remains significant, with 41% of PP pupils achieving the expected standard compared with 76% of non-PP pupils. Next steps will therefore focus on maintaining strong fluency outcomes while increasing opportunities for mathematical reasoning, problem solving and challenge, alongside more sharply targeted support for disadvantaged pupils.
	Q3. Strengthen Adaptive Teaching and Classroom Adjustments	15. Ensure all teachers routinely check understanding and use assessment to adapt both teaching and planning, closing knowledge gaps so pupils know and remember more. 16. Provide training so all staff can make effective adjustments for pupils with SEND, embedding strategies into everyday classroom practice.		Adaptive teaching has become a consistent feature of classroom practice through high-quality CPD and regular monitoring. Teachers increasingly use formative assessment to identify misconceptions, adapt teaching and respond to pupils' needs. Curriculum redesign has further strengthened assessment through the introduction of core questions and planned formative assessment opportunities within foundation subjects. Extensive CPD has strengthened staff confidence in meeting the needs of pupils with SEND. Adaptive teaching, communication strategies, sensory approaches and inclusive classroom practice are increasingly embedded across the school. Monitoring demonstrates improvements in classroom adaptations and inclusive environments, although this remains an area for continued refinement as part of the Ready to Learn approach.
	Q4. Ensure Pupils with SEND are "Ready to Learn"	17. Ensure children are ready to regulate through inclusive, sensory-sensitive classroom environments that support emotional wellbeing and focus. 18. Ensure classroom environments and teaching approaches enable children to be ready to		Ready to Regulate has become embedded across the school through improved classroom environments, consistent routines, sensory strategies and staff training. Monitoring demonstrates calm, purposeful learning environments where pupils are well supported to regulate and engage in learning. This work has become a key feature of Priory's inclusive practice.

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		communicate, building confidence and opportunities for purposeful interaction. 19. Ensure pupils are ready to learn through inclusive environments, adaptive planning and teaching, and high-quality, targeted intervention that closes gaps and promotes independence.		Communication has become a central element of classroom practice through the continued development of oracy, visual supports, language-rich environments and speech and language strategies. Staff have received ongoing training and monitoring demonstrates increasing confidence in supporting pupils to communicate effectively across all phases of the school. The Ready to Learn model has become a defining feature of Priory's approach to inclusion. Adaptive teaching, targeted intervention, inclusive classroom environments and carefully planned support have strengthened pupils' independence and engagement in learning. This whole-school approach now provides a clear and consistent framework for supporting all pupils and will continue to underpin school improvement moving forward.
Behaviour & Attitudes	B1. Sustain consistency and high expectations of behaviour across the school	20. Ensure all staff apply behaviour expectations consistently, including during lessons, transitions, assemblies and lunchtimes. 21. Embed modelling of high-quality interactions (manners, restorative conversations, respectful language) so that behaviour expectations are reinforced through daily practice. 22. Strengthen the link between our school values and behaviours, making these connections explicit in lessons and assemblies.		High expectations for behaviour have remained consistently embedded across the school. Monitoring demonstrates calm, purposeful learning environments, positive relationships and well-established routines in classrooms and around the school. Staff have continued to apply behaviour expectations consistently, contributing to a positive culture where pupils feel safe, supported and ready to learn. Positive relationships remain a significant strength of the school. Staff consistently model respectful language, kindness and restorative approaches, creating an inclusive culture where pupils are supported to reflect on their behaviour and build positive relationships. This has been reinforced through staff training, leadership modelling and the continued development of the Ready to Learn approach.

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				The school's values of Curiosity, Opportunity, Trust and Hope have become increasingly visible throughout school life and are regularly referenced in assemblies, classrooms, celebrations and curriculum experiences. Staff consistently reinforce the links between the school values, positive behaviours and pupils' personal development, strengthening the shared culture across the school.
	B2. Improve attendance for disadvantaged pupils and reduce persistent absence further	23. Maintain whole-school attendance in line with or above national (currently 93.7%). 24. Reduce persistent absence below national average (currently 18.7%) with a sharper focus on disadvantaged pupils (currently 32.1%). 25. Strengthen parental engagement and targeted family support to overcome barriers to attendance. 26. Embed sustainable provision such as breakfast club and targeted interventions.		Attendance has remained a significant leadership priority throughout the year, supported by regular monitoring, early intervention and close partnership working with families. Despite this sustained focus, the intended improvement in attendance has not been secured. Whole-school attendance for 2025–26 was 92.1%, compared with 92.8% in the previous year, with persistent absence remaining a significant concern. Attendance for disadvantaged pupils remains a particular priority. Attendance for pupils eligible for FSM was 90.2%, with 34.2% persistently absent, demonstrating that the gap between disadvantaged pupils and the wider school population remains too great. This reflects an area previously identified through the DfE similar-schools analysis, which highlighted FSM attendance as an area where comparable schools were achieving stronger outcomes. The school has continued to strengthen its response through attendance meetings, early communication with families, personalised support, pastoral intervention and multi-agency working. Targeted provision, including breakfast club and nurture approaches, has supported individual pupils and families to overcome barriers to attendance, with evidence of improved attendance for some pupils. However, this work has not yet translated into sufficient improvement at whole-school or group level.

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				Attendance, persistent absence and the attendance of disadvantaged pupils will therefore remain a key strategic priority for 2026-27, with a sharper focus on evaluating the impact of interventions and using attendance data to identify and respond to patterns of absence at the earliest opportunity.
Personal Development	PD1. Strengthen oracy and PSHRE to further support wellbeing and personal growth	27. Embed oracy more explicitly across the curriculum and ensure PSHRE is delivered consistently each week, to deepen reflection and engagement.		Oracy has become increasingly embedded across the curriculum through high-quality questioning, structured discussion, vocabulary development and communication strategies that support all learners. PSHRE has continued to promote pupils' wellbeing, resilience and personal development through weekly lessons, assemblies and wider curriculum experiences. Together, these have strengthened pupils' confidence, communication skills and readiness to participate positively in school life.
	PD2. Broaden and monitor enrichment opportunities to ensure inclusivity and alignment with school values	28. Track and evaluate the inclusivity and breadth of enrichment experiences (including community events, Free Time Friday, and extracurricular activities) so that all pupils benefit equally and links to school values are made explicit.		The school has continued to provide a broad and inclusive range of enrichment opportunities, including educational visits, performances, sporting events, cultural celebrations, Free Time Friday, leadership opportunities and extracurricular activities. Enrichment has been carefully planned to ensure all pupils can participate and to strengthen links with the school's values of Curiosity, Opportunity, Trust and Hope. Community engagement has also been enhanced through events, performances and an increasingly strong social media presence celebrating pupils' achievements.
Early Years Provision	EY1. Strengthen early literacy and communication	29. Refine early literacy and writing provision, embedding a language-rich environment across Nursery and Reception to secure further gains. 30. Continue to strengthen whole-cohort speech and language development strategies through consistent		Early literacy has continued to strengthen through a sustained focus on communication, early reading, phonics and writing foundations. Nursery and Reception provide language-rich learning environments where high-quality interactions, purposeful play and carefully planned literacy experiences support children's development. CPD, curriculum refinement

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		practice, targeted support, and high-quality talk opportunities.		and an increased emphasis on early writing, transcription and communication have strengthened consistency across the phase. End-of-year outcomes demonstrate that 61% of children achieved a Good Level of Development, compared with 66% in 2025. When pupils with an EHCP are removed, this rises to 74%. Within the prime and specific areas most closely linked to this priority, 67% achieved the expected level in Communication and Language and 66% in Literacy. The attainment gap between disadvantaged and non-disadvantaged pupils remains an area for continued focus, with 53% of PP pupils achieving GLD compared with 63% of their peers. These outcomes demonstrate the need to continue strengthening early literacy, communication and writing provision in 2026–27, while building on the increasingly consistent practice developed across the phase. Speech and language development has remained a key priority across Early Years through universal communication strategies, targeted intervention and high-quality adult interactions. Staff consistently use modelling, vocabulary development, visual supports and structured talk opportunities to develop children's confidence and communication skills. These approaches are increasingly embedded within everyday practice and provide strong foundations for learning across the curriculum.
	EY2. Ensure best possible progress for pupils with SEND	31. Ensure pupils with SEND make the best possible progress from their starting points through targeted and inclusive provision.		Children with SEND continue to benefit from highly inclusive provision, personalised support and early identification of need. Close collaboration between Nursery, Reception, Orchard,

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				families and external agencies has strengthened targeted intervention and ensured pupils access learning alongside their peers wherever appropriate. Provision remains centred on communication, regulation and readiness to learn, enabling children to make strong progress from their individual starting points and preparing them well for transition into Year 1.

The leadership team's overall priority is to protect the viability of the school by maintaining pupil numbers and the good reputation of the school

Priory School has continued to strengthen its reputation through improvements in the quality of education, inclusive practice and community engagement. Significant curriculum development, the continued growth of the Ready to Learn approach and improved communication with parents have enhanced the school's profile. Reception applications have remained consistent compared to previous years despite being locally low birth rate year. Social media engagement has increased significantly and the school has continued to host external visitors, demonstrating confidence in its practice. Whilst financial pressures and falling birth rates continue to present challenges, the school remains well positioned with a clear strategic direction.