

Priorities, objectives and success criteria

Area of Improvement		Priority		Objective	Success Criteria	Impact – July 2024
						Please note 32% of parents engaged with the survey.
Quality of education	1a	<i>We must continue to focus on improving outcomes for pupils at each key stage through the delivery of a strong curriculum and good teaching.</i>	1.1	To ensure a sufficiently ambitious and inclusive diverse curriculum to ensure all pupils in our community are represented	Pupils report that they feel included in the content of the curriculum	77% pupils report that they believe the curriculum represents them.
					Parents report that they are much more confident in the curriculum having attended year group parent forums engaged with the minutes of the forum.	89% of parents agree our curriculum is ambitious.
					pupils report that they are engaged in their curriculum and find it relevant	100% of pupils report that their lessons are engaging and relevant.
					Through curriculum monitoring, observations and feedback our pupils will be exposed to their own and others cultures through the curriculum and school events.	Curriculum monitoring, lesson observations and feedback report that the curriculum is diverse. 95% of parents agree our curriculum is inclusive and diverse. 74% of parents have attended school events.
					Through effective partnerships with other schools we benefit from the constructive feedback to continually improve our curriculum offer and visitors validate the quality of the curriculum through learning visits	We have been confident in our own monitoring of the curriculum but will continue to seek external partnerships. We have engaged with the literacy specialist who has done rigorous monitoring of our phonics teaching and this has been very positive.
					Subject leads report positively on the feedback gathered	Curriculum work studies have been positive with 34% of curriculum monitoring being secure and 61% being good. Next year we should aim for a wider monitoring field on nautilus to be able to gain better understanding of subject strengths.

				We actively engage in the meetings and reviews of the four school for schools initiative.	We have not been able to set up external moderation sessions this year
		1.2	Teachers identify and address gaps in learning to ensure that all pupils but particularly those identified as DAP acquire core knowledge and skills which allows them to progress through the curriculum.	Our curriculum monitoring shows that all pupils are given the same opportunities to access essential skills and knowledge	Curriculum monitoring has been done for all subjects. 8/13 subjects are considered strong. (PSHRE, Music, Languages, Geography, DT, art, Science, English) 2/13 subjects require support and focus next year (Maths and computing) 3/13 subjects need consistency of leadership (History, PE, RE) Next year in QofE - maths and computing objectives
				The majority of pupils will make at least expected progress over the year.	All Pupils in Year 1 - Year 5 (not in Orchard) In reading 69% of all pupils made at least the expected progress (4 or more steps over the year Summer 23 to summer 24.) In writing 68% of all pupils made at least the expected progress) In Maths 69 % of all pupils made at least the expected progress this year. Next year, I would like to see a target of over 70% of all our pupils making at least 4 points of progress from Summer 24 - summer 25.
				To ensure that more than 54% of Year 6 children achieve at least age related expectations in the combined measure for reading, writing and maths.	Year 6 statutory assessment: 53% of all pupils achieved combined reading writing and maths. Without Orchard it was 56% and without dis-applied it was 59%. KS2 tests show: Reading: 67% (without dis-applied: 75%)

					<p>Writing: 65% (without dis-applied: 72%) Maths: 64% (without dis-applied: 70%)</p> <p>Next year we target 57% combined reading, writing and maths.</p>
				<p>Teachers rigorously monitor those pupils identified as DP in their class using regular and accurate formative assessments, identifying gaps and misconceptions providing pupils with targeted intervention and clear and developmental feedback.</p>	<p>86% of staff feel they are effectively monitoring pupils identified with disadvantage.</p> <p>Pupil progress meetings show that teachers know their children well and they quickly identify and implement intervention and focus groups.</p>
				<p>The majority of DA pupils will make at least expected progress over the year.</p>	<p>Pupils in Year 1 – Year 5 (not in Orchard) (4 or more steps over the year Summer 23 to summer 24.) Reading: 61% Writing: 58% Maths: 62%</p> <p>Progress is not as good as we would want however, when you consider that 47% of DAP are also SEND. 18% of DAP are persistent absentees and SEND. 38% of DAP are also persistent absentees.</p> <p>Not enough children identified as DAP have made the expected amount of progress. We should aim to get at least 70% of our pupils with DAP to make at least 4 points progress across the year.</p>
		1.3	To ensure children access a robust, engaging and	<p>staff report that they are confident in their knowledge of the computing curriculum and in its delivery</p>	<p>54% of staff confident delivering the computing curriculum. This will remain a priority for next year.</p>

				relevant computing curriculum	Pupils report the computing curriculum is engaging and relevant	69% of pupils report that computing is engaging. However, over half of them do not feel it is taught frequently enough. They also made comments about tech not working.
					Resources are readily available to ensure the delivery of the computing curriculum.	There have been improvements made to IT equipment, however the unreliability of the chrome books and IPADs do cause some issues with lesson delivery.
1b	<i>We will build on the principles of our approaches to reading and writing so that all children make sufficient progress to enable them to access the whole curriculum meaningfully</i>	1.4	To provide children with opportunities to write independently at length and depth across the curriculum.	Book monitoring shows that pupil's books reflect a wide range of writing opportunities across the curriculum.	Our book scrutiny's show that children get lots of opportunities to write across the curriculum in a variety of ways.	
				The majority of pupils will make at least expected progress over the year.	Pupils in Year 1 – Year 5 (not in Orchard) (4 or more steps over the year Summer 23 to summer 24.) In writing 68% of all pupils made at least the expected progress) Target for next year is at least 70%	
				Staff report a positive impact on their teaching of writing skills.	79% of staff report a positive impact of our approach to writing in children's outcomes. 71% of pupils Years 1-6 (not Orchard) are on track for writing.	
		1.5	Build on the implementation of our SSP to ensure progress of reading in KS1 is accelerated	Phonics screening shows that children are acquiring the relevant phonetical skills and outcomes remain in line with national outcomes.	All pupils: 79% National average 81% Slough: 81%	
				The audit from Whiteknights English Hub shows that we are making progress against our targets.	Many areas on the challenge checklist have been achieved.	

				Parents report that their children are making positive progress in reading	79% of parents are pleased with the progress their children are making.
				Teachers report positively that training is having a positive impact on the quality teaching and delivery of the SSP.	81% of teachers report they have seen an impact on the teaching of phonics and the outcomes for pupils.
				Parents report that they are able to support their children in their phonics development.	88% of parents feel confident supporting their children with reading.
				Lower KS2 have a wide range of quality reading books	
		1.6	Teachers will focus on adopting strategies that will engage boys in reading across the full breadth of the curriculum so that engagement and participation improves	An improvement on the progress that boys will make in reading compared to last year.	73% of boys made at least 4 steps of progress in reading compared to 45% of boys the previous year.
				Boys provide positive feedback about the texts they have read in their curriculum	92% of boys report that they have enjoyed the texts that have been used in their curriculum.
				Teachers report that boys are more engaged in class	72% of staff report an improvement in the behaviour of boys
				KS2 pupils access a range of quality reading texts	Lower KS2 have been provided with additional books for their reading corners.
1c	<i>To ensure a strong start for our youngest pupils through the delivery of a strong curriculum, targeted teaching and an inclusive environment.</i>	1.7	The EYFS environment will excite curiosity and engagement through purposeful and child initiated play that will promote a love for reading and communication	Learning walks will show a purposeful, organised environment that engages pupils in active learning	The learning environment has improved significantly with learning walks reporting well organised purposeful activities and children engaged and busy.
				Staff are confident in understanding the principles of early language and communication development.	Training and support delivered by the EYFS leads has led to significant improvements in the interactions between staff and children. Reading lead has improved the quality of the phonics teaching in EYFS
				Staff are observed engaging in quality interactions that develop and extend play and communication	The quality of the interactions have improved significantly over the year with staff being more confident in knowing how to extend play and learning in the EYFS.

			1.8	Teachers will deliver high quality phonics and reading sessions to ensure that all children acquire the skills they need to progress in reading in the EYFS	GLD improve from 54%	49.1% GLD However the average number of ELGs a child got has increased this year. And, we have 23% of the cohort who have an EHCP. Staffing was unstable at the beginning of the year. The learning environment and quality of curriculum has improved significantly
					Parents report that they are able to support their children in their phonics development.	88% of parents feel confident supporting their children with reading.
					Increase in attainment in word reading measure from 54% and comprehension skills 67%.	Word reading measure has increased to 71% and comprehension has increased to 69%.
Area of Improvement		Priority		Objective	Success Criteria	
Behaviour and attitudes	2a	<i>We continue to build on good behaviour principles through implementing our updated behaviour policy to ensure all groups of children can access their learning.</i>	2.1	To continue to develop staff understanding of the principles that underpin our behaviour approach to ensure a consistent and effective approach to behaviour.	Staff report they have a good understanding of the underlying reasons for behaviours	94% of staff report they have a strong understanding of the principles underlying our behaviour policy
					Staff report that they are confident and consistent when using the principles underpinning our behaviour policy and as a result the behaviour policy is consistently delivered.	90% of staff report they are confident applying the behaviour approach consistently.
					Staff report that as a result of a consistent and effective approach to behaviour there is an improvement in behaviours across the whole school in particular movement around the school, general manners and less low level disruption	78% of staff report that they have seen a positive impact on behaviour.

				<p>SENCOs and teachers work closely to ensure that effective support is in place to reduce the number of physical assaults on staff</p>	<p>85% of staff report that they receive the appropriate level of support through learning mentors, SENCOs and SLT when there is challenging behaviour.</p>
				<p>We continue to use suspension as a last resort and only for the most serious of breaches to ensure that suspension numbers remain low.</p>	<p>We have had to permanently exclude a pupil due to extremely unsafe behaviours and threat to harm a teacher.</p> <p>We have had 10 suspensions this year, which is an increase on last year. However, they are used as a last resort and they are for serious breaches.</p>
				<p>Parents and pupils report that Priory is a safe place to be and behaviour is managed effectively</p>	<p>94% of parents report that Priory is a safe place for their children. Only 6% report that they don't think we are effectively managing behaviour with 94% of parents agreeing that it is at least fair. 100% of pupils report they are safe in school, however, pupils report that behaviour sometimes prevents them from learning. They report this is more so when a new teacher is teaching them and has been worse in PE this year as there have been different teachers. 67% of pupils agree that their teachers deal with behaviour well, however, some have said that some staff are better than others at dealing with behaviour. 54% of pupils report bullying is dealt with quickly, there is an element of frustration that behaviours do continue even when a consequence has been given. Next step will be to address the inconsistencies in dealing with behaviour so that children feel that all staff deal with behaviour fairly and in line with our policy.</p>
		2.2	Through staff training we will focus on improving the	<p>Staff report that SLT and SENCOs have developed a robust plan to</p>	<p>85% of staff report that they receive the appropriate level of support through Learning</p>

				engagement of boys in class, tackling low level disruption and improving boys behaviours for learning,	deal with persistent disruption in classes	Mentors, SENCOs and SLT when there is challenging behaviour.
					Staff report that persistent disruption in class is reducing and where it occurs they are able to deal with is quickly and effectively	72% of staff have reported an improvement in this. However, comments made and learning walks have indicated that more needs to do be done on behaviour expectations during transition times and through our principle – structures and routines
					SLT identify the areas of issue and work with year leaders to implement a strategy.	SLT have responded to year group wide issues in Year 2, Year 3 and Year 6 to address themes and behaviours.
					Learning visits show boys highly engaged in their learning and demonstrate good behaviour for learning.	Learning visits show that boys are highly engaged in their learning and that there have been no particular issues with boys alone.
	2b	<i>The school will ensure that policy and processes are relentlessly followed to tackle poor attendance and reduce persistent absence.</i>	2.3	To improve pupil punctuality and attendance by having clear policies and procedures that engage all stakeholders in the journey to improve attendance	We have reduced persistent absence from 29%	Persistent absence is 22%, a 7% reduction. This is still a priority to reduce it to be more in line with national average of about 20.6%
					Overall attendance is in line with Slough average attendance of 93%	Attendance is 93% which is 1.1% lower than national but it is in line with Slough.
					We have reduced the number of children who are persistent absentees who are also DAP from 37%	Persistent absence has reduced to 35.8% which is a 1.2% reduction on the year before. This is still a priority for next year to reduce it further.
					The catch up club has been attended by a group of PAs and has had a positive impact on the child's attainment.	Pleasingly, all participants have shown progress, with 50% making accelerated progress noted in the spring assessment drop.
Area of Improvement		Priority		Objective	Success Criteria	
Personal Development	3a	<i>To ensure the positive representation of our school community</i>	3.1	Through staff training and review of our curriculum our school values weave through a diverse curriculum ensuring that	Parents report that they have an understanding of the curriculum available to their children	89% of parents agree our curriculum is ambitious. 95% of parents agree our curriculum is inclusive and diverse. 74% of parents have attended school events.

			our pupils feel a sense of being valued members of the school community.	<p>Pupils can articulate how they are valued and represented in the curriculum</p> <p>Curriculum monitoring shows an increase in diversity.</p> <p>The vision, values and school priorities are shared clearly with parents and how we will achieve it.</p> <p>Assembly slides link to values</p> <p>Learning visits and curriculum monitoring show that teachers are linking the vision and values to the curriculum regularly</p>	<p>77% of pupils feel they are well represented in the curriculum. Feedback from pupils shows that they are satisfied with the diversity of their curriculum.</p> <p>Most units of work now have explicit links to diversity which can be seen in book looks and planning.</p> <p>82% of parents agree that the school vision and priorities are clearly shared with them.</p> <p>Anyone leading an assembly links the theme of the assembly to the values.</p> <p>Learning visits are measured on the school values. Teachers and pupils regularly make links to the school values. However, I think the links can be made more explicit in lessons.</p>
		3.2	To continue to engage and contribute to the wider community and through our school values create personal development opportunities and events through a range of multi-cultural and community opportunities.	<p>There are opportunities for pupils to create links with pupils from other areas in the school (orchard, younger)</p> <p>Parents, in particular those with SEND, report that they feel they are supported and listened to.</p> <p>Our SEND pupils access inclusion competitions throughout the year.</p> <p>There is an increase in the number of whole school events (at least 3)</p>	<p>During free time Friday, pupils have been able to go to help in Reception, Year 1 and orchard. Next year - do we consider more opportunities for older children to read with younger children?</p> <p>84% of parents feel they are heard and listened to by the school.</p> <p>Our SEND pupils have attended curling, bowling and fencing competitions/ participation events.</p> <p>Christmas, Holi and the summer fayre were held last year. Next year - we also want to add a whole school Diwali celebration.</p>
Area of Improvement	Priority		Objective	Success Criteria	
	To have robust systems in	4.1		All policies are up to date and comply with relevant legislation.	

Leadership and management	4a	place to enable staff to work effectively and efficiently in a positive and safe environment for all stakeholders	<i>Through carefully reviewed and considered processes, policies and procedures all contribute to the positive and safe working environment</i>	Records show that all staff have read and understood statutory policies	
				SLT observe good practice that demonstrates that staff understand and adhere to policy, staff are aware of how to report concerns using the appropriate policy	Whilst the majority of staff uphold the values of the school and the staff code of conduct we have had two serious grievances that have changed our polices and staff training to promote professional respect. Further training will be delivered to all staff to reduce incidents of unprofessional conduct.
				Staff report that the school is a positive and safe place to work	96% of staff report that this is a positive and safe place to work.
				Staff morale continues to increase and is reflected in lower staff absence.	85% of staff feel that staff morale is good. Throughout the year the number of staff on long term sick has reduced.
				Staff report that staff wellbeing and workload are manageable and maintains a priority of SLT, staff morale improves	86% of staff report that SLT prioritise staff workload and wellbeing.
				Staff report that they are managing the differing needs of their class	90% of teaching staff report that there are systems in place to support them with managing the different needs of their class.
	4.2	To identify the short, medium and long term site projects in order to meet the needs of the school as outlined in the estate management plan	SLT ensure a working estate management plan is in place	Work in progress	
			to action the short term objectives whilst maintaining compliance checks	All short term plans were costed, bids successful and the work is being done over the summer holiday.	
			to have outside provisions that are fit for purpose	This will be in place in September.	
	4.3	To create a Risk management plan.	Lockdown and evacuation procedure will be embedded.	Lockdown and fire alarms have been practiced. Policies updated to reflect the feedback,	
			The areas of risk will be identified	Risk management plan has begun.	
			Emergency plans will be in place		