



Self-evaluation form: 2024 2025

Priory School Orchard Avenue Slough SL1 6HE	Number of pupils on roll: 646 (January 2024)	Current Ofsted Judgement: Good, May 2019
Tel: 01628 600300	Website: www.prioryschool.com	Chair of Governors: Caroline Masih
DFE number: 871/5201 URN Number: 110089	Headteacher: Hannah Foster	

Overall Effectiveness: Good

Priory School is a truly exceptional school taking into account the context of the school and the outcomes for its pupils. Our highly effective organisation ensures engaging opportunities for all pupils securing high outcomes for individuals. Inclusivity is at the heart of our ethos, with 30% of Pupils identified as having Special Educational Needs (SEN), including 13% of our whole school community requiring Education, Health, and Care Plans (EHCP). Across all areas of our school, our dedicated staff work tirelessly to deliver an outstanding curriculum and inclusive teaching practices, aiming for consistently exceptional outcomes for every pupil. Central to our mission is the promotion of personal development, guided by our school vision and values, which permeates every facet of our Pupils' learning journeys. Our trauma-informed and relationship approach to behaviour is evident in every interaction throughout the school, fostering an environment where exemplary behaviour is the norm.

Our Pupils' positive behaviour is reflected in their high levels of engagement and participation in lessons, indicative of the enjoyment they derive from their learning experiences. At Priory School, excellence is not just a goal; it's a daily reality nurtured through our unwavering dedication to every pupil's success.

School Context

Priory School, situated on the border of Buckinghamshire and Slough and under the Slough Local Authority, serves a diverse pupil population. While primarily serving the Slough community, it also welcomes pupils from Buckinghamshire. This proximity poses unique challenges, as Buckinghamshire operates a selective education system, leading some local families to opt for schools in that authority for perceived advantages in secondary education outcomes.

Benefitting from its location in a culturally diverse area, Priory School reflects a rich tapestry of ethnic backgrounds, with notable representation from the Pakistani, white English, and Indian communities, among others. Approximately 35% of pupils have English as an additional language.

Adjacent to the Britwell estate, characterised by high levels of deprivation and low-income households, Priory School caters to a significant number of pupils eligible for pupil premium—around 25%. Serving a community among the 50% most deprived in the country, the school often welcomes children entering Nursery and Reception below age-related expectations, with a notable percentage, 30% already identified with Special Educational Needs and Disabilities (SEND), including those with Education and Health Care Plans 13% (EHCPs).

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Despite challenges, Priory School prides itself on inclusivity and support for pupils with diverse needs. With 13% of the school community having EHCPs—significantly higher than the national average of around 2%—the school offers extensive support through its Resource Base, The Woodlands and complex needs base, The Orchard. While these services cater to children who would typically require specialist provision, the school faces challenges due to a shortage of special school places across Slough and surrounding area, resulting in the informal provision of specialised support.

Declining pupil numbers nationally have prompted Priory School to reduce its Planned Admission Number (PAN) from 120 to 90, with potential further reduction to 60 under consideration. However, this poses financial stability concerns, given the school's large site and infrastructure.

Overall, Priory School remains committed to providing an inclusive and supportive environment, despite the complex challenges posed by its unique context.

Our School Vision

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

Our School Values

We live our vision through our core values:

Curiosity – harnessing children's natural inquisitiveness and love for exploration through an immersive curriculum will create active learners who never stop wanting to learn more.

Hope- building positive mental health, resilience and setting aspirational goals to make a positive impact on the world they live.

Opportunity – Creating experiences and wonderful memories developing confident people who bravely seek out their own opportunities to forge their future.

Trust – Investing in positive relationships to become respectful, compassionate people ready and prepared to live and make a difference to our world.

These are the behaviours we wish to see our children demonstrate:

Courage to grasp opportunity and experience.

Determination to succeed, to set ambitious goals and to work hard.

Kindness to make a better happier world.

Opportunities for all - Priory School is a unique, inclusive school that caters to all pupils by offering a mainstream curriculum within a highly supportive environment, enabling every child to reach their full potential. With specialised provisions for various needs and a wide array of extracurricular activities, Priory ensures every child has the opportunity to excel, making it the school of choice for all.

Ofsted May 2019 – What does the school need to do to improve further?

1. The SLT to strengthen the strategic oversight of behaviour and reduce the number of exclusions

After strengthening the strategic oversight of behaviour management and adopting a whole-school approach, Priory School has experienced a notable decrease in serious misbehaviours and fewer instances of exclusion. Behaviour has emerged as a key strength of the school. Our trauma-informed, relationship-based policy, coupled with a nurturing approach to our pupils, has yielded significant improvements in overall behaviour incidents. Pupils' learning behaviours are mostly commendable, with high levels of participation and engagement observed across all lessons. However, in April 2024, we unfortunately, had to permanently exclude a pupil. It was an exceptional circumstance, a last resort and is not a reflection on our approach to behaviour.

2. They improve pupils' attendance and reduce persistent absence, particularly for disadvantaged pupils and those with SEND

Despite strengthened attendance procedures, the ongoing pandemic continues to affect attendance, prompting the need for long-term plans. The appointment of an Attendance and Welfare administrator has improved communication with parents and reinforced adherence to procedures. Attendance data hasn't seen significant impacts yet, although our decline is less severe compared to other schools. We have categorised our persistent absentees into three main groups:

1. Those who have taken a holiday
2. Those who have a long term medical need including a SEND.
3. Those who repeatedly and habitually are absent throughout the school year.

The primary focus is on group 3 in an attempt to change habits and long standing attitudes to school.

COVID-19 has exacerbated attendance issues, leading us to adopt a holistic approach and creative strategies. Medical challenges often hinder attendance for many SEND pupils. The SLT rigorously monitors attendance and implements a graduated response, alongside holistic approaches, to improve attendance rates. For 2024 2025 we have increased our capacity to address attendance specific issues as this continues to be our focus.

3. Disadvantaged pupils make rapid progress so that the gap between their attainment and that of other pupils continues to diminish.

Narrowing the Disadvantaged Pupil (DAP) group's attainment gap remains a top priority at our school, with targeted interventions and support strategies in place. We've strengthened monitoring of provision for DAP Pupils, utilizing school-led funding to offer tailored tuition in core subjects. During the academic year from Summer 2023 to Summer 2024, the percentage of disadvantaged pupils (DAP) achieving four or more steps of progress in core subjects is as follows: 61% in Reading, 58% in Writing, and 62% in Maths. While these results demonstrate some progress, they do not fully meet our desired goals.

A significant factor impacting these outcomes is the high proportion of DAP students with additional challenges: 47% have Special Educational Needs and Disabilities (SEND), 38% are persistent absentees, and 18% fall into both categories. These overlapping difficulties present substantial barriers to progress, even with the current level of targeted intervention and the strong focus from teachers who know their pupils well.

Given these difficulties, further improvements in progress may require strengthening additional strategies. Potential next steps include:

1. **Enhanced Parental Engagement:** Strengthening communication and partnerships with parents or caregivers to improve attendance and engagement, especially for those pupils who are persistent absentees.
2. **Collaborative Support Networks:** Developing stronger connections with external agencies, such as social services or healthcare providers, to address the broader needs of DA pupils, particularly those with SEND.
3. **Flexible Learning Approaches:** Implementing more individualized and flexible learning pathways that cater to the specific needs of those with disadvantage.
4. **Monitoring and Reflection:** Continuing to closely monitor the progress of DA pupils and regularly reflecting on the effectiveness of current strategies to make real-time adjustments.

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While the challenges are significant, these additional approaches may help to support further progress towards our goal of all DAP pupils who do not have a SEND of persistent absence achieving four or more steps of progress across the year.

School Development Priorities

Leadership and Management:

To strategically expand our school's reputation and impact by strengthening our online presence and exploring new opportunities for early childhood education, ensuring our offerings meet the evolving needs of our community.

To foster a supportive and collaborative school environment where staff are empowered to develop strong professional relationships, confidently address concerns, and receive proactive support from leadership to enhance overall team well-being and effectiveness.

To optimise staff professional development (CPD) to enhance teaching effectiveness, reduce workload, and support positive pupil outcomes.

To optimise the school estate's safety, functionality, and sustainability through strategic planning and regular maintenance.

Quality of education:

Increasing expected standards in reading, writing and maths.

Increasing the progress and attainment of our disadvantaged group to reduce the gap in reading, writing and maths.

To continue to embed and improve the quality of the Computing curriculum.

To ensure the monitoring we do is relevant and informative to ensure we provide the best curriculum to our pupils.

Behaviour and Attitudes:

Through our principle of structures, routines and appropriate expectations we will introduce consistent and whole school behaviour expectations for key transitional behaviours and classroom expectations.

Through collaborative and supportive approaches we improve the attendance of those with persistent absence.

To improve the attendance of our pupils identified with disadvantage.

Personal Development:

To improve oracy skills and interactions to help improve outcomes in reading, writing and wellbeing.

To cultivate a school environment where our values, behaviours, and reflective practices are deeply embedded, fostering the holistic well-being, personal growth, and moral development of all pupils.

To strengthen our school's presence and engagement within the local community by building strong partnerships, celebrating diversity, and fostering inclusive opportunities for parental involvement, ultimately enhancing the school's reputation and supporting growth in admissions.

To continue to build on our aim of Opportunities for all.

Section 1: Leadership and Management = Good

What steps have the senior leadership taken to improve outcomes since the arrival of the new Senior Leadership Team

Upon commencing our roles in September 2020, the Headteacher and deputies identified several areas of concern within the school:

Deficit Budget: Through rigorous budget scrutiny, expenditure review, restructuring, and redundancies is leading to a more streamlined workforce and reducing reliance on reserves.

Specialist Provision: Improved organisation and leadership, employing SENCOs including a specialist teacher, resulting in enhanced provision quality, better teaching accountability, and improved outcomes for pupils with EHCPs.

Curriculum Dilution: Implemented a more robust curriculum, regularly monitored and reviewed, ensuring ample opportunities for knowledge and skill development among pupils.

Punctuality and Attendance: Implemented policies and procedures, appointed staff to manage attendance, resulting in a stabilisation in persistent absence and overall improvement in attendance rates.

Behaviour Policy: Introduced a new policy emphasizing a trauma-informed approach, leading to a decrease in suspensions and better staff confidence dealing with behaviour, guided by principles focusing on understanding behaviour as communication and prioritising relationships.

Staffing Challenges: Despite recruitment and retention issues, the school remained fully staffed with minimal resignations, particularly in key positions such as TLAs and SENCOs.

COVID-19 Disruptions: Despite challenges posed by the pandemic, significant progress was made against the School Development Plan (SDP) for 2023 - 2024, including stabilisation of outcomes in SATs and statutory assessments.

Our recent updates to the policy overview ensure that our organisational protocols remain current and effective. All current policies are now readily accessible to our staff via our HR system; Every, facilitating easy reference and adherence. Under the vigilant oversight of our Senior Leadership Team (SLT), we ensure that all staff members have diligently acknowledged and familiarised themselves with these policies.

Our commitment to employee wellbeing remains resolute, exemplified by our wellbeing committees. With a comprehensive action plan and engagement in the 'Raising Achievement through Wellbeing' course, we are actively nurturing a culture of holistic support and growth.

Pupils and staff are well practiced and confident in ensuring the physical safety of our school, evident through recent fire alarm and lockdown drills, the insights of which have directly influenced our policy framework. Strides have been made towards enhancing our physical environment, with the development of a site and estate vision and plan.

Leaders' vision for education

Priory School stands out as an exceptional organisation, distinguished by its vibrant and dynamic environment that caters to both pupils and educators alike. Our dedicated and well-trained staff are uniquely equipped to meet the diverse needs of all our pupils. At the heart of Priory's ethos lies inclusivity, ensuring that every child has equitable access to a mainstream curriculum within a nurturing and supportive environment where their potential is limitless.

Guided by our vision of nurturing determined, courageous, and kind individuals who are equipped to navigate life's challenges and contribute positively to the world, we are committed to empowering our pupils for success in their future endeavours. We cultivate a strong sense of community and belonging, where pupils are encouraged to share their experiences proudly and actively contribute to the school's esteemed reputation.

Our vision and values are deeply embedded in our policies and curriculum, fostering a culture of trust, enthusiasm for learning, and optimism for the future. Our leadership team fosters an environment of innovation in teaching and learning, empowering our staff to take risks and inspire curiosity among our pupils, ensuring that learning is both engaging and purposeful.

Priory School offers an extensive array of support and provision tailored to meet the individual needs of each pupil. Our experienced and knowledgeable teachers and leaders draw from diverse backgrounds to provide timely and effective support, guiding pupils along their unique pathways for development. We offer specialised provisions catering to various needs, ensuring that every child has the opportunity to excel in their areas of strength and interest. Leaders encourage courageous teaching and learning, allowing staff to inspire curiosity. We want learning to be fun and purposeful. We aim to appoint only the most motivated and caring teachers and support staff.

We are dedicated to being a school that serves everyone, providing opportunities for pupils to thrive across a variety of subjects and activities. Our goal is to cater to the aspirations of every child and provide the necessary support to turn their dreams into reality.

With a team of dedicated staff members who possess the skills, resilience, empathy, and unwavering commitment to nurturing a rich and enriching learning environment, Priory School continues to expand its offerings of extracurricular activities, inspiring the next generation with a diverse range of opportunities for exploration and skill development.

We do not limit learning to pupils but offer our staff a wide range of personal and professional opportunities including subject leadership, National Professional Qualifications, robust ECT programmes. We recognise potential and have encouraged staff through various training pathways leading them to become teachers, middle leaders and senior leadership.

In essence, Priory School is a place where every child is valued, supported, and empowered to achieve their full potential, ultimately making a positive impact on their lives and the world around them.

What steps have SLT done towards Leadership and Management

Curriculum Enhancement:

- Strengthened the quality and robustness of the curriculum through careful review and refinement.
- Developed curriculum teams and middle leadership to improve subject-specific knowledge and monitoring.

Professional Development Improvements:

- Enhanced the quality of CPD by aligning training sessions with the School Development Plan (SDP) priorities.
- Linked up with other schools to facilitate thorough moderation and support of curriculum subjects.
- Middle and senior leaders are supported to complete National Professional Qualifications (NPQs) which benefit the school by improving leadership effectiveness, enhancing school improvement and supporting staff retention and recruitment efforts.

Attendance Procedures and Behavioural Approach:

- Introduced attendance procedures to address issues related to punctuality and absenteeism.
- Implemented a trauma-informed whole-school behaviour approach to create a supportive environment for all pupils.

Support for SEND Pupils and Staff Wellbeing:

- Developed a graduated response and a robust process for supporting pupils with SEND, accompanied by a comprehensive CPD program for staff.
- Strengthened staff personnel processes to prioritize staff wellbeing, ensuring a supportive work environment.

Community Engagement and Vision Implementation:

- Worked collaboratively with staff, pupils, and parents to develop a strong vision and school community, with the vision embedded into policies and curriculum.
- Encouraged courageous teaching and learning, fostering a fun and purposeful learning environment.

Diverse Provision for Pupils:

- Provided an excellent array of support and provision for all pupils, catering to individual needs and ensuring access to a broad curriculum.
- Expanded opportunities for extracurricular activities to inspire and engage all pupils.

Effective Operational Processes:

- Established effective processes to support staff wellbeing and ensure high attendance rates.
- Working to balance the school budget to protect its future and allocate resources effectively.
- Regularly reviewed the site management plan to maintain high standards and optimize space utilization.

Opportunities for all:

Priory School ensures that every pupil receives tailored support and provision to meet their individual needs. With a diverse team of teachers and leaders possessing varied backgrounds and expertise, we offer timely and appropriate assistance for each child. Our extensive resources include specialised provisions for social and emotional needs, cognition and learning, autism, and communication delays. Moreover, we provide targeted support for pupils seeking to develop specific skills in various curriculum areas. Our dedicated staff members possess the necessary skills, resilience, empathy, and dedication to ensure opportunities for all pupils. Additionally, we are expanding our range of extracurricular activities to offer diverse opportunities for skill development and inspiration to the next generation.

What steps have the SLT taken to improve the quality of education?

In summary, improvements have been made in maths teaching quality through robust CPD on math mastery and enhanced monitoring, leading to better math outcomes. The curriculum underwent a thorough review, resulting in a more rigorous curriculum launched in September 2021, with ongoing feedback provided to subject leaders for continuous improvement. However, through monitoring, subject leads have noticed that the White Rose approach does not always meet the needs of all our children so work needs to be done to support our teachers to help them adapt our approach for our pupils who need more practical and real life experience and ensuring subject knowledge is secure before moving on.

The approach to reading was also reviewed, leading to the creation of a dedicated reading team within the English department. This team developed an approach to reading tailored to pupil needs, incorporating programs like SSP Little Wandle and receiving support from a Hub for best practices. Building on the successful implement of our SSP, Little Wandle, we are now using Little Wandle fluency to support our pupils in the next stage of their reading development. Little Wandle spelling is being implemented into Year 3. In Year 4, 5 and 6 spelling is addressed through live marking and focussed weekly spelling.

Following the success in reading, efforts were directed towards developing a writing approach aligned with pupil needs. CPD focused on teaching writing effectively, including optimising marking and feedback. A blend of methodologies such as Jane Considine's The Right Stuff and the Power of Reading was used to structure English lessons, with writing skills integrated throughout the curriculum using high-quality texts.

What steps have the SLT taken to improve Behaviour and Attitudes?

Improvements Made:

Behaviour Policy review:

- Implemented a trauma-informed approach to our behaviour policy.
- Established six principles to guide our behaviour policy and approach:
 - Recognizing behaviour as a special need.
 - Understanding behaviour as a form of communication.
 - Adopting a curious, empathetic, and non-judgemental approach.
 - Prioritizing relationships first.
 - Implementing structure, routines, and realistic expectations.
 - Emphasizing restoration and natural consequences.
- Conducted multiple training sessions for staff to familiarise them with the new approach and principles.
- Encouraged staff to adopt a curious approach to understanding and addressing undesirable behaviours, fostering a more supportive environment for pupils.

Attendance Policy Strengthening:

- Enhanced the attendance procedure and policy to ensure greater effectiveness.
- Developed clearer expectations for attendance, considering medical advice on exclusion periods and parental concerns about sending unwell children to school.
- Implemented strategies to address barriers to attendance and devised practical solutions to support parents.
- Initiated key learning and unmissable skills catch-up programs to mitigate the impact of absence on pupils' education.

What steps have the SLT taken to improve Personal Development?

Ensuring 2 hours of PE provision a week in absence of Lead coach:

- Secured PE coaches to deliver PE lessons across all year groups and the Orchard in the absence of the PE lead.
- The deputy head appointed as interim PE lead, who has initiated collaborations with other coaches and networks in the area to ensure continuity in sporting opportunities for pupils.
- Aiming to maintain and expand opportunities for pupils to join clubs and represent the school in sporting competitions.

Events Committee Development:

- Expanded the Events Committee to include representation from various stakeholders within the school community, including teachers, support staff, and the Priory Friends charity.
- The committee focuses on organizing events aligned with the school's values, providing opportunities for community engagement, promoting the school, and generating additional funds for pupil activities.

Promotion of Pupil Voice:

- Established a School Council to regularly gather pupil input and ensure their voices are heard in decision-making processes.
- Implemented an Eco Council to promote environmental awareness and encourage pupils to care for their school environment.
- Introduced sports councils and lunch buddies to foster connections between older and younger pupils, creating a more inclusive and positive school environment.
- Conducted regular pupil voice meetings with Key Stage 2 pupils to understand their needs and preferences.

Providing Diverse Events and Experiences:

- Organised various events and experiences such as curriculum workshops, multicultural events, trips, and workshops for parents on topics like RSE, phonics, and maths.
- Conducted Learning Together Weeks to involve parents in their child's learning journey.
- Embedded school values into the curriculum and focused on a different value each term.
- Promoted a sense of belonging through the house system, organising house events throughout the year.
- Engaged Year 6 pupils in organising the summer fayre and showcasing their talent in an end-of-year performance.

Impact statement

1. The SLT to strengthen the strategic oversight of behaviour and reduce the number of exclusions

Since the last inspection, we have reduced the number of exclusions:

17/18 exclusions: 21 exclusions

18/19 exclusions: 28 exclusions

23/24 exclusions: 10 exclusions – 6 individuals

Unfortunately, we did have 1 permanent exclusion in April 2024. This was an exceptional case and was only used as a last result.

2. They improve pupils' attendance and reduce persistent absence, particularly for disadvantaged pupils and those with SEND

Improvement in absence rates over the last 3 years: 2021/22 – 7.8 2022/23 – 7.7 2023/24 – 6.9

FSM6 persistent absence has reduced from 37% in 2022/2023 to 35.8% in 2023/2024.

3. Reading, writing and maths outcomes

Reading outcomes have improved 65% - 67% from 2019 despite a significant increase in SEND.

Writing outcomes 64% to 65% from 2019 despite a significant increase in SEND.

Maths have maintained at 64% from 2019.

Numbers of SEND have increased from 31 to 47 pupils.

Leaders engaging with parents and the community

The headteacher maintains regular communication with parents through a weekly newsletter, while senior staff are visible on the gate during key times and available during parent events. Parents are encouraged to address concerns with class teachers or year leaders, with senior staff accessible via email. A recent parental survey shows that 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. 79% of parents are pleased with the progress their children are making. 88% of parents feel confident supporting their children with reading. 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. 82% of parents agree that the school vision and priorities are clearly shared with them. 84% of parents feel they are heard and listened to by the school. 92% parents report that the Leadership team are approachable and effective.

Protecting staff

The Senior Leadership Team (SLT) maintains a firm stance against all forms of bullying within the school. We have established robust grievance and whistleblowing policies to guide staff in reporting complaints through appropriate channels. SLT is committed to addressing and resolving issues between colleagues initially. However, prejudicial behaviour is strictly prohibited at Priory School and will not be condoned.

Governance

Governors play a pivotal role in shaping the school's strategic direction. In the academic year 2021-2022, we enhanced our governance by diversifying the backgrounds of our governing body members. Collaboratively, school leaders and governors utilise the School Evaluation Framework (SEF) and the school vision to formulate a strategy, which serves as the foundation for our School Development Plan (SDP). This process is supported by a transparent and rigorous monitoring cycle including committees in Inclusion and Safeguarding, Curriculum and Standards and Finance and Personnel.

To ensure governors are well-informed about our progress towards our strategic goals, we provide them with access to a variety of evidence sources. Throughout the year, governors have opportunities to review data, observe teaching and learning practices, examine pupil work, and engage with educators, subject leaders, pupils, and parents. By gathering insights from these diverse perspectives, governors can effectively evaluate the school's performance against its objectives.

Additionally, our governors receive pertinent training on safeguarding children, preventing radicalisation, and ensuring the overall welfare of our pupils. This equips them with the knowledge and skills necessary to fulfil their responsibilities in maintaining a safe and nurturing environment for all pupils.

Safeguarding

The school meets its duty for safeguarding children as stipulated in our Child Protection Policy.

There is a strong culture of safeguarding throughout the school.

Staff can articulate and action what is done to keep children safely and how they fulfil their statutory duties.

Site Management

Overview:

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

Over the past year, significant efforts have been made to enhance the safety, efficiency, and functionality of our school site. These improvements are crucial in ensuring that the site remains conducive to its core purpose of facilitating learning and providing a secure environment for our pupils and staff.

Site Development Plan:

We are developing a comprehensive estate development plan, serving as a blueprint for strategic improvements. This plan has guided our decision-making process and informed our applications for funding to address key areas of concern.

Completed projects:

Enhancement of SEND Unit Garden safety: Funding secured and received for the replacement of two external fire doors and to improve the external fencing around the SEND Unit garden to bolster the safety measures on our premises, prioritising the well-being of our pupils. External Fire Doors to EYFS doors, Additional Porch to external doors. Replacement/repair to fire doors. Year 1 and Year 2 outside garden provisions. Year 3 classroom, Resource Base move and refurb. Staffroom move and refurb.

Future Works:

We need to ensure we have a robust fire assessment that will inform our future decisions on works to be done to ensure we are completely fire safety compliant.

We want to upgrade the adventure playground, resource bases outside provision and surrounding areas. Children's toilets will also be a focus for future development. This will be added to the Estate plan.

Site Restructuring:

Having recently restructured a number of areas of the school during the summer 24 we need to monitor and review the current structure to identify if there are any areas that need additional works.

Estate Plan:

Our estate plan outlines both the long-term vision and shorter-term objectives for the development and maintenance of our school site. This strategic framework guides our decision-making process and ensures that our facilities align with the evolving needs of our school community.

We remain dedicated to pursuing initiatives that uphold the highest standards of safety, efficiency, and accessibility across our school site.

Section 1: Leadership and management: What do we need to do next?

Key priorities	Objectives
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<p>To strategically expand our school's reputation and impact by strengthening our online presence and exploring new opportunities for early childhood education, ensuring our offerings meet the evolving needs of our community.</p>	<p>To implement a dynamic marketing strategy aimed at enhancing our positive social media presence and increasing community engagement.</p> <p>To actively explore and develop early childhood education opportunities, including provision for children aged 2 and under.</p>
<p>To foster a supportive and collaborative school environment where staff are empowered to develop strong professional relationships, confidently address concerns, and receive proactive support from leadership to enhance overall team well-being and effectiveness.</p>	<p>To empower and equip staff with the skills needed to build and sustain respectful, professional relationships within the school community.</p> <p>To ensure all staff are well-informed and confident in recognising and escalating ongoing concerns when necessary.</p> <p>For the Senior Leadership Team (SLT) to proactively identify stress triggers and offer timely support to middle leaders, enabling them to effectively manage their teams.</p>
<p>To optimise staff professional development (CPD) to enhance teaching effectiveness, reduce workload, and support positive pupil outcomes.</p>	<p>To ensure that CPD for all staff is purposeful, aligned with whole school priorities and, where possible, easing workload.</p> <p>To establish a programme of coaching for teaching and learning assistants to ensure that they are having a positive impact on pupil outcomes.</p> <p>To explore additional ways and times that CPD can be delivered so that the increasing number of statutory training sessions do not take away from personal or curriculum development.</p>
<p>To optimise the school estate's safety, functionality, and sustainability through strategic planning and regular maintenance.</p>	<p>Create a detailed plan outlining short-, medium-, and long-term goals for the school estate, addressing aspects such as building maintenance, infrastructure improvements, and resource allocation.</p> <p>Ensure the effectiveness of lockdown and fire evacuation plans by conducting regular drills, updating procedures, and maintaining fire safety equipment.</p> <p>Update the fire risk assessment to identify potential hazards, mitigate risks, and comply with relevant regulations.</p>

Section 2: The quality of education = Good

Evidence base: data, middle leader and SLT monitoring and feedback, appraisal cycle summary, assessment calendar, external feedback, surveys, CPD impact

Pupils consistently express satisfaction with the engaging and captivating nature of our curriculum. They particularly appreciate the immersive experiences offered, which bring subjects to life and provide valuable hands-on learning opportunities. Events such as Hogwarts Day, the Great Fire of London re-enactment, VR experience day, and visits from various groups like the orchestra and fire engine have left a lasting impact on them. Additionally, our school community actively participates in cultural celebrations such as Christmas, Diwali, Ramadan, Eid, and Holi, reflecting our diverse pupil body.

Our library collection is thoughtfully curated to represent both our local community and the LGBT+ community, ensuring Pupils have access to diverse perspectives. Classroom reading materials are regularly updated to align with Pupils' interests and current trends.

To address learning gaps, we have implemented a catch-up maths club for Pupils in Key Stage 2 who are identified as disadvantaged with high absence rates. Pleasingly, all participants have shown progress, with 50% making accelerated progress.

Our commitment to supporting disadvantaged Pupils extends to all teachers, who prioritise interventions and focus groups based on comprehensive data analysis.

Our phonics teaching remains highly effective, endorsed by external literacy specialists visits.

Teaching is judged to be good because:

Learning walks and monitoring show that most teaching is good or better. Outstanding teachers are appointed to key posts in the school so that they can keep abreast of the curriculum delivery and implement strategies for their subject or year group. There is a high standard of work in books and displays and scrutiny of books shows good progress is made by individuals.

Regular teacher assessment informs planning and teachers ensure that planning meets the needs of all pupils ensuring that the delivery is inclusive but challenging. Regular reviews of the planning ensures it delivers the broad, engaging and relevant curriculum.

Outcomes are good, when you take into account the number of children disqualified from statutory assessments, our outcomes are generally in line with National averages.

Priory School's data, while appearing lower than national averages at first glance, is significantly influenced by the number of pupils with complex needs who are disapplied from standard assessments. Approximately 10% of Year 6 pupils each year since 2022 are disapplied due to the level of specialised support they require. This unique factor means that our overall data outcomes include these pupils, which does not accurately reflect the achievements of our full student population.

When disapplied pupils are excluded, our outcomes in reading, writing, and combined measures align closely with, and in some areas surpass, national standards. This adjusted data demonstrates the high-quality teaching, tailored interventions, and progress our pupils make, despite challenges. Understanding this context is essential in evaluating the true impact of our inclusive approach and commitment to supporting every child's educational journey.

The pandemic's impact is evident, particularly in writing and maths, but the school remains focused on ensuring steady progress across core areas.

Curriculum

At Priory School, we recognise the pivotal role of the curriculum in equipping our learners with the necessary skills and knowledge for their future journeys. We prioritise inclusivity and aim to provide purposeful and challenging learning experiences for all our Pupils.

Our teaching and curriculum are guided by our core values of curiosity, hope, opportunity, and trust. We foster a sense of engagement and curiosity among our learners, ensuring that they access high-quality teaching and learning opportunities through a broad, balanced, and integrated curriculum. We strive to make our curriculum culturally relevant and reflective of our Pupils' backgrounds, fostering a sense of pride and belonging.

Our curriculum is carefully planned and sequenced to build skills and knowledge progressively over time, ensuring coherence and continuity. We provide opportunities for Pupils to apply their learning across subjects, embedding knowledge in their long-term memory. Additionally, we prioritise oracy skills and provide ample opportunities for pupils to articulate their understanding.

In addressing the needs of our diverse pupil body, we have designed our curriculum to overcome barriers to learning, including disadvantage, English as an Additional Language (EAL), and special educational needs. We offer a rich array of extracurricular activities and experiences to enrich Pupils' cultural capital and ensure that all learners can access the curriculum effectively.

Our approach to teaching and learning emphasises hands-on experiences and active engagement, empowering pupils to become independent learners. We believe in creating experiences that Pupils will carry with them beyond the classroom, equipping them with transferable skills for life.

To support teachers in delivering effective instruction, we encourage research and the adoption of evidence-based strategies, such as those outlined in 'The Great Teaching Toolkit'. We emphasise the importance of making connections within and across curriculum areas, enabling Pupils to recall and apply learning from previous experiences.

Overall, our curriculum at Priory School is designed to nurture well-rounded individuals who are equipped with the skills, knowledge, and qualities needed to thrive in their future endeavours.

Assessment

Our marking policy ensures teachers provide dynamic and live feedback to pupils that is proving to be most effective in moving children forward with their learning. Robust tracking systems in place ensure that pupil progress is monitored termly ensuring analysis of individual progress and the progress of group's children, notably our disadvantaged group. Target support is put into place and reviewed termly to ensure underachievement is identified and address quickly.

Efforts to Support Disadvantaged and Vulnerable Pupil Groups

- **Leadership Commitment:** Our school has established a dedicated team responsible for overseeing the progress and attainment of our disadvantaged groups. This team, including Senior Leadership Team (SLT) members, two SENCOs, DDSLs and attendance administrator.
- **Safeguarding and Inclusion Oversight:** The Deputy Headteacher (DHT) responsible for safeguarding, behaviour, and inclusion diligently monitors DAP attendance and ensures adequate support for those with Special Educational Needs and Disabilities (SEND).
- **Quality of Education:** Another DHT oversees the quality of education for DAP, ensuring they make consistent progress, receive relevant and engaging curriculum content, and benefit from targeted, pertinent teaching strategies.
- **Special Education Needs Coordinators (SENCOs):** Two SENCOs are specifically tasked with providing pastoral and educational support for DAP, ensuring their needs are addressed holistically.
- **Targeted Interventions:** Recognising the challenges faced by some DAP with lower attendance and attainment, we have initiated a breakfast club tailored to their needs to provide additional support and encouragement.
- **Whole-School Approach:** Every member of our school community shares the responsibility for improving outcomes and monitoring attendance for DAP. In light of external challenges such as the impact of Covid-19 and the current cost of living crisis, we are dedicated to preventing the widening of the attainment gap nationally by providing every possible opportunity and offering financial assistance where feasible.
- **Monitoring and Review:** Continuous monitoring of attendance and progress of DAP is a priority for every teacher. Progress is discussed comprehensively during regular Pupil Progress Meetings, ensuring that interventions are timely and effective.

KS1 - KS2 progress measures and KS2 data

	2019	2022	2023	2024
Average progress measures				
Reading	0.41	-1.01	-1.90	
Writing	-0.54	-4.27	-2.44	
Maths	-0.85	-1.08	0.17	

We identified 20/115 (17%) children who we feel should have made more progress than they did. We looked at why this was.

- Number of children who just missed the mark on the test but have been on track for expected but timed tests and anxiety caused them to drop a couple of marks (both were also SEND): 2
- Number of children who just missed the mark on the test but have been on track for GDS: 1
- Number of children who have had trauma in the home, social care involvement or significant bereavement: 4
- Number of children who had an SEN and struggled with the curriculum and demands of testing: 4
- Number of children affected by medical/ attendance: 1
- Children identified with anxiety, particularly around testing: 3
- Children identified with English as an additional language: 1
- Children with an EHCP: 4

	Number on roll in Yr 6	% of SEN	% of EHCPs	Resource Base and mainstream makeup	Reading	Writing	Maths	Combined
2019 data and Contextual information	137	22%	9%	8 in Orchard	65% Scaled score: 104	64%	65% Scaled score: 103.5	53%
2022 data and contextual information	100	30%	14%	9 in Orchard 5 EHCPs in mainstream	63% Scaled score: 104	48%	53% Scaled score: 103.2	41%
2023 data and contextual information	117	28%	11%	3 in Orchard and 6 in Woodlands 4 in mainstream	68% Scaled score 104.9	62%	70% Scaled score: 104.9	54%
2024 data and contextual information	115	32%	15%	4 in Woodlands 5 in Orchard 8 in mainstream	67%	65%	64%	53%

2024 data with national averages

		2022	2023	2024
Reading	Priory All	63%	68%	67%

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

	Priory (without disapplied)	66%	74%	75%
	Slough	77%	74%	
	National	75%	73%	74%
Writing	Priory All	48%	62%	65%
	Priory (without disapplied)	52%	67%	72%
	Slough	70%	74%	
Maths	National	70%	71%	72%
	Priory All	60%	70%	64%
	Priory (without disapplied)	64%	76%	70%
GPS	Slough	75%	78%	
	National	71%	73%	73%
	Priory All	71%	72%	76%
RWM Combined	Priory (without disapplied)	76%	78%	84%
	Slough	79%	79%	
	National	73%	72%	72%
	Priory All	41%	54%	53%
	Priory (without disapplied)	43%	58%	59%
	Slough	62%	63%	
	National	59%	59%	61%

The number of Pupils dis-applied from SATs at our school is notable, averaging 11 to 14 pupils annually. In 2024 we had 12 pupils exempt from reading and 9 in maths - about 10% of the cohort. These Pupils are exempted because they have not been able to access the Year 6 curriculum, making the tests unfair or unbeneficial for them. Given the significance of this group, we analyse our data excluding them, allowing for a more accurate comparison with national averages.

With this adjusted approach, our reading and GPS data surpass national averages. Writing, Maths and RWM combined is in line with National Averages.

EYFSP Data 2024

	All Pupils	Boys	Girls	PP	Not PP	SEN	Not SEN	EAL	Not EAL
GLD	49%	52%	46%	46%	50%	5%	71%	50%	49%
COM	75%	76%	75%	85%	73%	37%	95%	67%	79%
PSE	75%	73%	79%	77%	75%	32%	97%	72%	77%
PHY	74%	73%	75%	70%	75%	26%	97%	78%	72%
LIT	49%	52%	46%	46%	50%	5%	71%	50%	49%
MAT	61%	67%	54%	62%	61%	5%	89%	56%	64%

Despite facing significant needs (32% SEND, 20% EHCPs) and starting from lower points, we remain committed to prioritising GLD (Good Level of Development) and have made significant changes to our EYFS, which we hope the impact will be seen in 2025 data. In order to raise the number of children achieving GLD we need to focus on literacy skills in EYFS.

Year 1 Phonics Data 2024

	All Pupils	Boys	Girls	PP	Not PP	SEN	Not SEN	EAL	Not EAL
All Pupils	79%	70%	86%	64%	84%	53%	91%	88%	74%
Without Disapplied	85%	76%	91%	69%	89%	67%	91%	88%	83%

Disadvantaged group data

EYFSP Data 2024

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	All Pupils	PP	Not PP	GAP (2024)	Gap (2023)	Gap (2022)
GLD	49%	46%	50%	-4	-38	-9

EYFS: the gap between disadvantaged and non-disadvantaged has reduced significantly this year.

Year 1 Phonics Data 2024

	All Pupils	PP	Not PP	GAP (2024)	Gap - 2023	Gap - 2022
All Pupils	79%	64%	84%	-20	-1	-24
Without Dis-applied	85%	69%	89%	-20	-5	

Year 1 phonics: Unfortunately, the gap has widened on last year. In Year 1 21% of pupils were identified as disadvantaged. Out of the 13 children identified as disadvantaged, 8 of them have a SEND as well, 2 have an EHCP. Attendance also is a factor that prevents progress.

Year 6 SATs Data 2024

		All Pupils	PP	Not PP	GAP (2024)	Gap 2023	Gap 2022
Reading	All Pupils	67%	68%	67%	+1	-27	-29
	Without Orchard	70%	69%	71%	-2	-22	
	Without Disapplied	75%	76%	74%	+2	-26	
GPS	All Pupils	76%	70%	90%	-20	-17	-32
	Without Orchard	80%	72%	83%	-11	-17	
	Without Disapplied	84%	79%	87%	-8	-17	
Maths	All Pupils	64%	54%	78%	-24	-11	-37
	Without Orchard	67%	56%	72%	-16	-8	
	Without Disapplied	70%	61%	74%	-13	-9	
Writing (TA)	All Pupils	65%	54%	70%	-16	-27	-36
	Without Orchard	68%	56%	74%	-18	-27	
	Without Disapplied	72%	61%	77%	-16	-26	
Science (TA)	All Pupils	83%	78%	86%	-8	-11	
	Without Orchard	87%	81%	90%	-9	-10	
	Without Disapplied						
Combined RWM	All Pupils	53%	46%	64%	-18	-21	
	Without Orchard	56%	47%	60%	-13	-21	
	Without Disapplied	59%	52%	62%	-10	-21	

KS2:

In reading the disadvantaged gap is now completely reduced and our disadvantaged group did better than non-disadvantaged.

In writing and combined outcomes, our disadvantaged gap is still too wide, however, it has reduced on previous years. In reading and writing we have achieved a 3 year decrease on the gap.

In Maths and GPS the gap has widened and this should be an area of focus for the year 2024 - 2025.

Looking at progress of pupils who were also disadvantaged our analysis has shown the following:

- 36 pupils in Year 6 are identified as disadvantaged. 12 are considered double disadvantaged they have SEND and are identified as disadvantaged.
- 64% of the disadvantaged group made at least expected progress.

- Of the 36% who did not make expected progress 22% of them are considered double disadvantaged, they have a SEND and disadvantage.
- 2 pupils had high levels of absence

Impact statement

The impact of our curriculum is demonstrated through various indicators:

Lesson observations reveal increased teacher confidence in content delivery, teaching robust material, and linking learning to previous subjects.

- Book scrutiny confirms that all pupils are accessing and applying knowledge and skills across various subjects, with no cap on learning based on ability. Pupils demonstrate diverse ways of recording work.
- 86% of staff feel they are effectively monitoring pupils identified with disadvantage.
- Pupil progress meetings show that teachers know their children well and they quickly identify and implement intervention and focus groups.
- 79% of staff report a positive impact of our approach to writing in children's outcomes.
- 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.
- Staff surveys indicate that staff consistently ensure pupils complete a substantial amount of work.
- Internal data from formative and summative assessments provides further insight.
- Staff exhibit confidence in subject knowledge, with teachers rating higher than support staff, yet both showing strong confidence levels.
- Consistent use of success criteria is noted in classes, with staff expressing high confidence in this area.
- All staff report planning opportunities for cross-curricular writing.
- Staff utilise techniques from action research projects, such as sticky knowledge and Rosenshine's principles, in planning and teaching.
- Parent feedback reveals satisfaction with their child's progress.
- Parent surveys indicate that 93% agree that the curriculum is ambitious, engaging, and relevant, with nearly 40% considering it very ambitious and engaging.
- Despite facing significant needs (32% SEND, 20% EHCPs) and starting from lower points, we remain committed to prioritising GLD (Good Level of Development) and have made significant changes to our EYFS, which we hope the impact will be seen in 2025 data. In order to raise the number of children achieving GLD we need to focus on literacy skills in EYFS.
- In Key Stage 2 (KS2), our outcomes have remained in line with outcomes over the last couple of years. Maths has dipped slightly and maths is a focus for next year. Writing outcomes have improved consistently over the last 3 years. GPS has significantly improved.

Section 2 Quality of Education: What do we need to do next?

Key priorities	Objectives
Increasing expected standards in reading and writing	<p>To continue to build on the successful implementations of Little Wandle and Jane Considine's The Write Stuff to ensure that reading and writing outcomes for all pupils continue to improve.</p> <p>To successfully implement Little Wandle Fluency in Years 2 and 3 to build on the strong foundations for Reading in EYFS and KS1.</p>
Increasing expected standards in maths from 64%.	To develop the school's approach to maths mastery by empowering staff to be more adaptive in their approach and provide more opportunities for fluency, practical lessons, real life experiences and arithmetic practise.
To increase the progress and attainment of our disadvantaged group to reduce the gap in reading, writing and maths.	<p>Ensure progress and attainment of our Disadvantaged group through a robust system of:</p> <ol style="list-style-type: none"> 1.Enhanced Parental Engagement 2.Collaborative Support Networks 3.Flexible Learning Approaches 4.Monitoring and Reflection <p>To ensure that all pupils identified with a disadvantage who are not SEND make at least expected progress and achieve the expected standard.</p> <p>To ensure that our disadvantaged pupils are making at least the expected progress in Maths to ensure the gap narrows and not widens.</p>
To continue to embed and improve the quality of the Computing curriculum	To continue to develop the computing curriculum so that lessons are relevant and engaging.
To ensure the monitoring we do is relevant and informative to ensure we provide the best curriculum to our pupils.	<p>To ensure that Nautilus is being used consistently by year leaders and subject leaders across the school for monitoring and that the data from this is being used to inform Quality of Education reports.</p> <p>To continue to look for opportunities for external moderation to validate our approach to our curriculum.</p>

Section 3: Behaviour and Attitudes = Good

Behaviour monitoring and policy

The implementation of our new behaviour policy has enhanced the positive and supportive environment within our school. Regular training sessions are instrumental in equipping our staff with a deep understanding of the guiding principles underlying this policy, ensuring consistent and effective implementation across all levels.

Our behaviour policy is based on the following principles:

- Behaviour as a special need
- Behaviour as a form of communication
- A curious, empathetic and non-judgemental approach
- Relationships first
- Structure, routines and realistic expectations
- Restoration and natural consequences

Our behaviour policy is fundamental to maintaining a consistent and inclusive approach across our school. Instead of a one-size-fits-all approach, we encourage staff to adopt a curious mind-set, understanding each child's behaviour and adapting accordingly. We prioritize building relationships and helping children regulate and restore themselves. Alongside addressing underlying Special Educational Needs and Disabilities (SEND), we offer opportunities for nurture and other social and emotional provisions. Our support plans for pupils with complex needs are intricately linked to these behaviour principles, fostering a cohesive approach towards addressing individual needs and promoting positive outcomes. To enhance our intervention strategies, an audit and log have been established, enabling us to track and analyse interventions effectively.

Recognising the importance of engagement and participation, staff training initiatives have been to prioritise strategies tailored to enhance boys' involvement in learning activities. Despite efforts to secure supermarket cards to bolster attendance, external partnerships yielded no immediate results, highlighting the need for continued exploration of innovative solutions.

In our annual parent survey, summer 24, 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.

Exclusion figures show a decreasing trend from 21 exclusions in 17/18 to 4 exclusions in 22/23, emphasizing our effective behaviour management strategies. However, there has been a slight increase on this during the year 23/24 where we saw 10 fixed exclusions and 1 permanent exclusion. This was an exceptional case, was a last resort in line with our behaviour policy.

Our behaviour policy is tailored to our school community, viewing all behaviour as communication and striving to address underlying needs. We employ a robust reward system and clear expectations, providing additional support for children with SEND through various strategies such as modelling, peer support, and visual cues. Strong relationships between staff and pupils are integral to behaviour support.

We celebrate individuality in children's work while displaying exemplary pieces to uphold our expectations. Our classrooms foster resilience, independence, and a positive learning environment, evident in the calm, orderly atmosphere and engaging, vibrant displays. EHCP Pupils seamlessly integrate into our inclusive classrooms, where independent learning and active participation are encouraged for all.

17/18 exclusions: 21 exclusions (previous SLT)

18/19 exclusions: 28 exclusions (Previous SLT)

19/20 exclusions: 2 exclusions (lockdown)

20/21 exclusions: 5 exclusions – 3 individuals (also lockdown)

21/22 exclusions: 16 exclusions – 13 individuals. (New policy in place)

22/23 exclusions: 4 exclusions – 3 individuals (Trauma informed approach implemented)

23/24 exclusions: 10 exclusions – 6 individuals

Safeguarding

The safeguarding of our school community is a top priority at our school, and we have established a dedicated team to oversee this critical aspect of our responsibilities. Led by the Deputy Headteacher, our Designated Safeguarding Team ensures that safeguarding measures are effectively implemented and maintained throughout the school community.

The Deputy Headteacher serves as the Safeguarding Lead and is supported by a team of deputies. In the Deputy's absence, the Headteacher assumes responsibility for safeguarding matters, ensuring continuity and consistency in our approach.

Regular and comprehensive safeguarding training is a fundamental aspect of our staff development program. As well as online safeguarding training, the Designated Safeguarding Lead routinely leads dedicated training sessions to ensure that all staff members are equipped with the necessary knowledge and skills to recognize and respond to safeguarding concerns effectively. Our staff members are vigilant and adhere to clear procedures and policies outlined in our safeguarding framework, which is embedded into the very fabric of our school culture.

In addition to ongoing training and awareness initiatives, the Designated Safeguarding Lead provides regular reports on safeguarding activities to the governing body. These reports serve to keep the governing body informed about safeguarding practices, challenges, and developments within the school community. Furthermore, the Designated Safeguarding Lead maintains regular communication with the governor responsible for safeguarding, facilitating collaboration and oversight in safeguarding matters.

Through the collective efforts of our dedicated safeguarding team, we remain committed to creating a safe, supportive, and nurturing environment where every pupil can thrive and flourish without compromising their safety and well-being.

Attendance

Attendance at the end of the year 2023/2024 was 93%, in line with Slough average attendance and only 1.1% below national average.

Persistence Absence at the end of the year 2023/ 2024 was 22% (National average is 20.6%)

Our overall attendance has improved and our persistent absence has reduced. However, both remain a high priority for the school leadership team and all the staff at Priory as we encourage all staff to view attendance as 'Everyone's responsibility'

At our school, we prioritise ensuring every pupil has the opportunity to attend and engage in their education fully. When examining persistent absence, we categorise those who are in this group into three main types of persistent absence in order to better understand and support our pupils:

1. **SEND Needs:** We recognise that some pupils face barriers to attendance due to their special educational needs, often related to medical issues or poorer health. These pupils require specialised support to ensure they can attend school regularly and participate fully in their learning.
2. **Holiday Absences:** Given the context of our diverse school community, where many families have relatives abroad, some pupils may take holidays during term time, often due to family emergencies. While we acknowledge the importance of family connections, we aim to minimise these absences and provide support for pupils to catch up on missed learning.
3. **Those who are habitually absent throughout the school year:** Some pupils experience chronic absence, regularly taking time off school each week. We dedicate significant resources and attention to addressing the underlying issues contributing to their frequent absences. It is this group of children who regularly miss key learning who are affected the most from their poor attendance. We aim to work closely with this identified group.

Prior to the challenges brought by the COVID-19 pandemic, our school's attendance culture faced some instability. However, despite these difficulties, we have implemented robust systems aligned with Slough's attendance policy. We continually review and refine our policies to ensure they are effective and inclusive.

Our approach to attendance management extends beyond mere enforcement of rules; we adopt a holistic perspective, exploring creative strategies to overcome attendance barriers. We understand that many of our SEND pupils also contend with medical issues that impact their ability to attend school regularly.

Our Senior Leadership Team (SLT) is actively involved in monitoring attendance, holding weekly meetings with our attendance team. We employ a graduated response to attendance issues, recognizing that individualized support is key to addressing underlying causes effectively.

Key highlights of our attendance management approach include:

- **Active Management:** We have established robust systems to actively monitor and manage attendance through a dedicated team of people responsible for monitoring attendance. We have an electronic system in place to give parents immediate information and advice. There is a graduated response to absence ensuring that those with poor attendance receive an attendance plan and dedicated support. The deputy head with responsibility meets monthly with the headteacher to discuss attendance matters.
- **Shared Responsibility:** We believe that attendance is a collective responsibility, involving collaboration among staff, pupils, parents, and the wider community. Our school community receive regular information about attendance, we celebrate good attendance and communicate to our community regularly the importance of attendance and this news comes from all our school community,
- **Engaging Curriculum:** Our teaching and learning vision and curriculum intent prioritise an engaging and inclusive learning environment, providing enriching opportunities for pupils throughout the year.
- **Dedicated Support:** We have implemented initiatives such as catch-up groups for pupils with disadvantage (DAP) status, offering additional support for those who have missed significant amounts of school.

In conclusion, our school is committed to fostering a positive attendance culture where every pupil feels supported and valued. Through proactive measures, collaborative efforts, and a holistic approach, we strive to maximise attendance and ensure that all Pupils have equal access to educational opportunities.

Relationships

Relationships and the importance of them thread through our vision, values and everything we do. One of our principles is Relationships first, connect before you correct. We insist that through a: 'relate, regulate and restore' approach we will equip pupils with the skills they will need to overcome challenges they may face.

Our value 'trust' encourages staff and pupils to trust in each other, to invest in positive relationships, to be compassionate people. Curiosity is another value that asks everyone to be curious about our differences. As part of our teaching and learning vision we include a whole section on positive relationships.

Through our behaviour policy, teaching and learning vision and other key documentation we emphasise the need for trusted relationships.

We make it clear that no prejudice of any kind is tolerated, and we will treat any form of racism, discrimination, prejudice and bullying with the upmost severity as per our behaviour policy. That said, as well as a tough consequence, we will work to understand why this prejudice may have occurred, we will ensure restorative and preventative work is done.

Nurture Provision

We have introduced a nurture group, Tree Tops, into our provision for supporting our young people who struggle with secure attachments and may have experienced adverse childhood experiences. Our nurturing principles can be seen throughout the school as well as in our nurture provision. We believe that creating such a provision is essential for a significant number of our children and research shows that nurturing environments contribute to the formation of strong neural connections and help to regulate stress responses, leading to better cognitive and emotional functioning. For those children identified to be a part of the Tree Tops provision secure attachments are fostered through nurturing interactions providing children with more confidence and resilience to navigate through life.

Contribution of Bernie, Our School Dog

- **Emotional Support:** Bernie plays a crucial role in providing emotional support to pupils, staff, and visitors. His presence has a calming effect and helps create a nurturing and welcoming atmosphere within the school.
- **Stress Reduction:** Interacting with Bernie has been shown to reduce stress and anxiety levels among students and staff. His playful demeanour and unconditional love offer a comforting presence, particularly during challenging times.
- **Social Skills Development:** Bernie facilitates social interactions among pupils, encouraging communication, empathy, and teamwork. Pupils learn valuable skills such as responsibility, compassion, and respect through their interactions with him.
- **Improved Well-being:** Research suggests that interactions with therapy animals like Bernie can positively impact mental health and well-being. Pupils who spend time with Bernie often report feeling happier and more relaxed.
- **Inclusive Environment:** Bernie promotes inclusivity by providing a non-judgmental and accepting presence in the school community. He helps create a sense of belonging for students of all backgrounds and abilities.
- **Enhanced Learning Environment:** Bernie's presence can enhance the learning environment by fostering a sense of connection and engagement. Research has shown that incorporating animals into educational settings can increase motivation, focus, and academic achievement.
- **Community Engagement:** Bernie serves as a valuable ambassador for the school, attracting positive attention from parents, visitors, and the wider community. His involvement in school events and activities helps strengthen relationships and build partnerships.
- **Health and Safety Considerations:** It's important to mention that Bernie's presence in the school is accompanied by appropriate health and safety measures to ensure the well-being of students and staff. This includes regular veterinary check-ups, hygiene protocols, and training for responsible interaction with the dog.

In summary, Bernie, our beloved school dog, makes a significant and positive contribution to the school community, promoting emotional well-being, social development, inclusivity, and engagement. We are grateful for the joy and enrichment he brings to our school environment.

Section 3 Behaviour and Attitudes: What do we need to do next?

Key priorities	Objectives
Through our principle of structures, routines and appropriate expectations we will introduce consistent and whole school behaviour expectations for key transitional behaviours and classroom expectations.	- To establish consistent, high expectations of behaviour for all pupils from the offset so that classroom disruptions and low-level behaviours are minimised. - To ensure that high expectations of behaviour are maintained during transitional periods, when moving around the school, in assemblies and during meal times. - For all staff to model and expect high quality interactions with our pupils demonstrating well-mannered conversations and behaviours.
Through collaborative and supportive approaches we improve the attendance of those with persistent absence.	SLT and the attendance and DDSLs embed the following robust system to ensure better outcomes for attendance: <ul style="list-style-type: none"> • Active Management and monitoring • Shared Responsibility • Engaging Curriculum • Dedicated Support Attendance and DDSLs to build positive relationships with those pupils and their families who are identified as PA to overcome barriers to attendance Embed and sustain the breakfast club to encourage better attendance

<p>Too many pupils identified as disadvantaged have attendance below 90% (35.8%)</p>	<p>SLT and the attendance and DDSLs to have a sharp focus on those identified as disadvantaged to ensure that barriers to attendance can be reduced to improve overall attendance and reduce persistent absence in this group.</p>
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Section 4: Personal Development = Good

School Values and Vision

Our dedication to embedding our school values and vision into every aspect of school life is demonstrated by the deliberate integration of these principles across our curriculum and daily practices. The oversight of value links by year leaders and the Senior Leadership Team (SLT) ensures that our values—hope, trust, opportunity, and curiosity—are not only referenced but actively woven into teaching and learning. Through focused learning walks and comprehensive curriculum reviews, we consistently evaluate and reinforce how our curriculum imparts not just academic knowledge but also instils the values and core behaviours essential for the holistic development of our pupils, aligned with our vision of determination, courage, and kindness.

To deeply embed our values and vision in the school's culture, assemblies led by staff are intentionally designed to include explicit references to these values, making them a central theme in the communal life of the school.

Beyond the classroom, our school values and vision are brought to life through various whole-school events, organised by the Events Committee. These events serve as powerful demonstrations of our ethos, fostering unity, diversity, and a strong sense of belonging. For instance, our Christmas fayre in the Autumn Term was not just a celebration but an embodiment of our value of hope, bringing together pupils, staff, and families in a shared experience of joy and togetherness. Similarly, our Spring Term celebrations, including World Religion Day and the Hindu festival of Holi, were vibrant expressions of our commitment to curiosity, diversity, and inclusion, where our school community proudly celebrated its rich cultural tapestry. In all these ways, our school values and vision are not merely stated ideals but are interwoven into the very fabric of our school life, guiding our actions, shaping our community, and ensuring that every pupil's experience at our school is deeply rooted in these core principles.

The Breadth of the Curriculum in Developing Pupils as Good Citizens

At Priory, we are committed to enriching experiences beyond the curriculum, aiming to create lasting memories for our pupils and broaden their minds to new possibilities. We celebrate and nurture talents through events like talent shows and musical performances, alongside a calendar full of community events. While foundational skills like reading are essential, we recognise and promote diverse intelligences and talents, including those in sports, music, art, singing, and leadership. Achieving the Platinum level sports mark award and working towards the arts mark award, we provide various avenues for pupils to showcase their strengths and talents.

Promoting Equality, Pupils' Attitudes, and Life in Modern Britain

The curriculum at our school has undergone a recent overhaul, with a focus on enriching content that reflects diversity and culture. We've collaborated with the school community to develop an anti-racist action plan and encourage open discussions on race and culture among staff. Our class names reflect a diverse range of British role models, and we maintain high expectations for all pupils. Performance data is analysed to support underperforming groups, and we emphasise training on equality and diversity. Our school values, including curiosity, hope, opportunity, and trust, are integrated into various aspects of school life to nurture well-rounded individuals. We place a strong emphasis on mental health and healthy eating, reflected in our nutritious school lunches. Through active learning and the Jigsaw programme for PSHRE, we ensure children are equipped with essential life skills. Our curriculum encompasses themes that encourage social responsibility, and we provide diverse learning experiences through key texts, school council involvement, and community events. As an inclusive school, we celebrate and value our diverse community, fostering an environment where differences are embraced and celebrated.

Pupils' Future

At Priory, we are committed to ensuring smooth transitions for our pupils, recognising that many enter our early years below developmental expectations, which can affect their progress in subsequent key stages. Approximately half of our reception cohort have yet to achieve GLD, influencing curriculum expectations in Year 1. Our teaching and learning vision outlines a carefully sequenced approach tailored to the developmental needs of each age group. We set clear expectations for transitions and adjust our teaching methods accordingly, understanding that the approach for upper key stage differs from that of key stage 1. By aligning our teaching strategies with children's learning preferences, we aim to facilitate smoother transitions between key stages and better prepare them for the next phase. Additionally, we collaborate closely with secondary schools to support pupils' transition into secondary education.

Online and Offline Risks

Within our Computing curriculum, we include units that educate children on online safety. Our Jigsaw PSHRE curriculum also addresses the risks associated with inappropriate use of technology and social media. We actively participate in national

online safety week to raise awareness of safe online practices. Our school subscribes to the National Online Safety platform, providing valuable information, advice, and training for both staff and parents.

During pupil voice meetings with senior staff, we regularly inquire about children's feelings of safety online. We've observed a positive shift in pupils' attitudes, with many demonstrating a sensible and mature approach to online safety. They report strategies such as playing online games with family members or having parental supervision, and knowing how to report inappropriate behaviour. This contrasts with previous cohorts, where attitudes towards technology varied widely. Now, more pupils use technology at home while understanding the associated risks, leading to increased confidence in their online safety.

To further support online safety, we have implemented a robust filtering and monitoring system overseen by LGFL, and maintain a dedicated working group to focus on online safety initiatives.

Relationships Education, RSE, and Health Education

Priory School ensures comprehensive coverage of statutory relationships and health education, including puberty, through the Jigsaw programme, which is sensitive to the cultural diversity of our pupil body. Sex education is taught within the science curriculum, with parental involvement encouraged through regular meetings to share aspects of the RSE curriculum. Parental engagement is generally positive.

In promoting healthy minds and bodies, Priory offers low-fee after-school clubs to maximise participation, along with ensuring all pupils have access to two hours of PE per week and ample time for outdoor play during lunch breaks. Structured exercise activities are provided at lunchtimes, and the school boasts outdoor facilities including an outside gym, adventure playground, basketball courts, and spacious grounds. Every class participates in a daily mile.

In KS1, outdoor learning is a key focus, and both Year 1 and Year 2 have access to outdoor learning environments. Water stations are available throughout the site, and KS1 children are provided with fruit. Additionally, the Nursery has been recognised with the silver standard by Slough Healthy Smiles for promoting oral health and healthy eating practices.

Spiritual, Moral, Social, and Cultural Development

Priory School places significant emphasis on Religious Education (RE), with a dedicated lead who possesses extensive knowledge and passion for its development. The Discovery RE approach is predominantly used for lessons, supplemented by additional learning opportunities across the curriculum. The school's strong vision, centred on core values of hope, trust, opportunity, and curiosity, guides all activities. In Key Stage 2, children receive values and behaviour badges for demonstrating these values, while in KS1, value-based stickers are used for recognition. The curriculum emphasises collaborative learning through group and peer work, with ample opportunities for play and socialising, including a one-hour lunch break. Sports clubs, competitions, and team sports foster strong peer bonds. Trips and experiences are inclusive, ensuring all children benefit together. Priory celebrates its diversity and culture, promoting inclusivity and supportive relationships. Peer support aids integration for children with limited English proficiency or refugees, fostering confidence and inclusion.

Pupil Voice

The engagement of our Senior Leadership Team (SLT) in conducting regular pupil voice sessions reflects our commitment to amplifying pupil perspectives within our educational community. These initiatives provide invaluable insights that shape our policies and practices, ensuring that our school remains responsive to the needs and aspirations of our pupils. In addition to regular pupil voice sessions, we place a strong emphasis on empowering our pupils through various leadership opportunities. Through active participation in school councils, eco councils, and sports leadership roles, pupils are not only given a platform to express their views but are also involved in the decision-making processes that impact their school experience. The prominence of pupil voice in our school is reflected in our continuous efforts to integrate their feedback into our curriculum, extracurricular activities, and overall school environment.

Parental Involvement

We are committed to fostering a close partnership with parents, recognising their critical role in our school community. This year, we introduced "Tea with SLT," a relaxed and approachable event that replaces the traditional parent forums. This initiative aims to build a more accessible space for parents to connect with the senior leadership team, discuss school matters, and share feedback directly. Our efforts extend to providing transparent data presentations and hosting targeted workshops, allowing parents to be active participants in their child's learning journey. By prioritising informal and welcoming engagement opportunities, Priory School continues to strengthen its relationship with families, ensuring alignment with our core values of Curiosity, Hope, Opportunity, and Trust.

Impact statement

Priory School's curriculum continues to be seen as ambitious and inclusive, with 89% of parents agreeing on its ambition and 95% recognising its diversity. Parental engagement is strong, with 74% attending school events, and 82% agreeing that the school's vision and priorities are clearly communicated. Pupils feel well represented in the curriculum, with 77% acknowledging this, and diversity is increasingly integrated into the curriculum, as reflected in book looks and planning. The school values are consistently reinforced through assemblies, learning visits, and classroom interactions, though there is potential to make these links even more explicit in lessons. Community involvement remains high, with events such as

Christmas, Holi, and the summer fayre celebrated. Plans for next year include expanding these events to include a Diwali celebration.

SEND pupils have had opportunities to participate in inclusive events such as curling, bowling, and fencing, highlighting the school's commitment to providing broad experiences for all. Parent feedback remains positive, with 84% feeling heard and supported by the school, reinforcing a strong partnership between the school and its community.

Our values—Curiosity, Hope, Opportunity, and Trust—are foundational principles actively embedded within our curriculum and daily interactions. We foster curiosity by encouraging pupils to explore, question, and engage in learning experiences that extend beyond the classroom, such as immersive workshops, cultural celebrations, and community projects. Our value of hope is instilled through a focus on mental resilience, positive goal-setting, and a supportive school environment that nurtures emotional well-being.

Opportunity is a central theme across our curriculum and extracurricular offerings, ensuring all pupils have access to broad learning experiences, from sports and the arts to leadership opportunities. Through our "Tea with SLT" initiative, we further trust by cultivating transparent and accessible communication with parents, ensuring they are active partners in their children's education. Each value informs our policies, curriculum design, and community engagement, creating a cohesive school ethos that supports every child's holistic development and growth.

Section 4 Personal Development: What do we need to do next?

Key priorities	Objective
To improve oracy skills and interactions to help improve outcomes in reading, writing and wellbeing	To build on the foundations for Oracy that we already have in place to improve interactions between staff and pupils as well as pupils and pupils.
To cultivate a school environment where our values, behaviours, and reflective practices are deeply embedded, fostering the holistic well-being, personal growth, and moral development of all pupils	To use our school values and behaviours to improve general wellbeing and personal growth of our pupils To build in time to reflect on kindness deeds To ensure a consistent approach to PSHRE teaching so that these lessons are given ample time in the weekly timetable and lessons are relevant and engaging for all pupils (possibly look into using Philosophy 4 Children approaches alongside Jigsaw themes/content).
To strengthen our school's presence and engagement within the local community by building strong partnerships, celebrating diversity, and fostering inclusive opportunities for parental involvement, ultimately enhancing the school's reputation and supporting growth in admissions	To establish strong relationships with local businesses and organisations such as Burnham Park Hall to ensure that Priory is more active and visible in the local community hopefully leading to rising admission numbers. To continue to seek opportunities to celebrate the diversity of our community through curriculum development and events (such as Diwali) To explore more informal opportunities to involve parents in the wider school culture.
To continue to build on our aim of Opportunities for all	To ensure consistency of terminology when discussing values and behaviours so that the understanding and knowledge of our vision and values is strong. To have oversight of all opportunities offered to all pupils during their time at Priory and that opportunities are as inclusive as possible. To look at technology/ alternative ways to bring experiences into classrooms

Section 5 Early Years Provision Review: = Good

Vision and Approach The Early Years provision at Priory School is grounded in the school's values of curiosity, opportunity, and trust, focusing on fostering resilient, curious learners who are eager to explore and engage in their surroundings. Aligning with the school's overall mission of nurturing determined, courageous, and kind individuals.

Curriculum and Developmental Focus the Early Years curriculum is carefully structured to support young children in achieving a **Good Level of Development (GLD)**, emphasising key areas such as literacy, numeracy, language and social skills. The curriculum is enriched with language-focused activities, including daily storytelling, nursery rhymes, and interactive reading sessions, all designed to foster a love for reading and develop communication skills. Physical development is equally prioritised, with structured outdoor play that aids in enhancing motor skills and encourages cooperative interactions.

Targeted Support and Inclusivity With a significant proportion of pupils entering the Early Years below age-related expectations, including a high number with SEND, Priory provides targeted interventions and nurture support. These support mechanisms are tailored to individual needs, allowing for inclusive development within a mainstream setting. Through dedicated phonics sessions and other early literacy initiatives, children build foundational skills essential for their continued learning journey. The school's commitment to inclusivity is evident in its resourceful and adaptive approach to early intervention, supporting each child's unique pathway.

Parental Engagement and Collaboration the Early Years team actively engages with parents, creating a collaborative environment that extends learning beyond the classroom. Regular communication with parents ensures alignment between school and home, allowing parents to be partners in their child's developmental journey.

Continuous Improvement and Staff Development the Early Years staff continually develop their expertise through professional development opportunities, which has enhanced their confidence and effectiveness in delivering high-quality, engaging learning experiences. This commitment to improvement is demonstrated by the evolving practices in literacy and play-based learning, contributing to a rich, nurturing environment that meets the diverse needs of early learners.