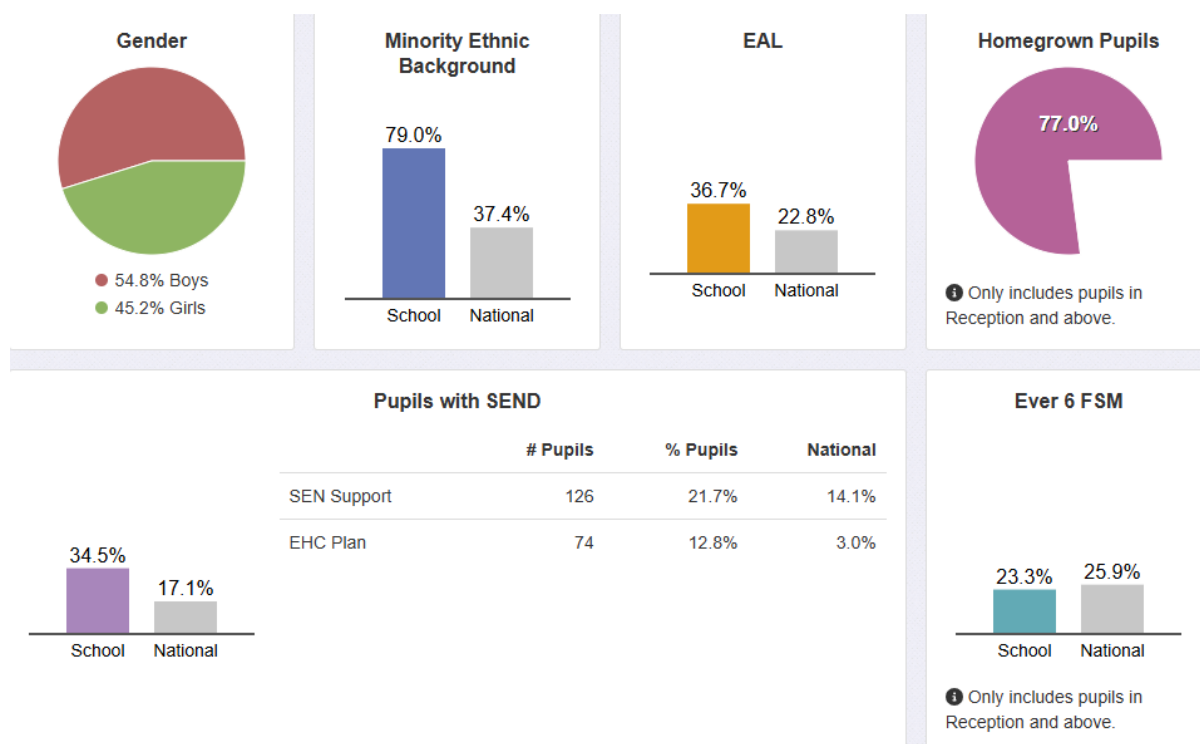


Priory School Self-Evaluation Summary (2024-2025)

The context of the school

Priory School serves a diverse, inclusive community in Slough, with just under 600 pupils, including 35% identified with SEND and 23% eligible for pupil premium. Our ethos centres on inclusivity, kindness, and high expectations. We provide specialist support through our Woodlands and Orchard Resource Bases. Despite challenges—such as a high proportion of SEND, socio-economic disadvantages, and falling pupil numbers—Priory remains committed to achieving positive outcomes for every pupil.



Key Strengths and Key Achievements:

- **Quality of Education:** Our curriculum, underpinned by values of curiosity, hope, opportunity, and trust, ensures a broad and balanced learning experience. Recent initiatives in phonics and Writing have improved foundational skills, while curriculum enrichment and real-world experiences promote engagement. Pupils achieve in line with or above national averages when disapplied pupils are removed from the data.
- **Behaviour and Attendance:** Behaviour has improved under a trauma-informed, relationship-focused approach, with exclusions reduced. Attendance procedures have been strengthened, with targeted support for persistent absentees, particularly among disadvantaged and SEND pupils.
- **Personal Development:** We focus on nurturing confident, resilient individuals. Pupils engage in diverse activities promoting oracy, creativity, and cultural awareness, supported by a strong school council and numerous enrichment opportunities.

Progress Since Last Ofsted (2019):

1. **Behaviour Management:** A consistent, strategic approach has reduced exclusions.

2. **Attendance:** Dedicated resources and monitoring have stabilized attendance, with ongoing focus on persistent absentees.
3. **Disadvantaged Pupil Progress:** Improved targeted support has led to gains, though gaps in writing and maths require continued intervention.

Absolute Priorities for 2024-2025:

1. **Raising Attainment in Core Subjects:** Strengthen maths and writing outcomes, particularly for disadvantaged and SEND pupils, through adaptive and practical approaches.
2. **Improving Attendance:** Further reduce persistent absenteeism, with focused support for disadvantaged pupils.
3. **Behaviour and Relationships:** Ensure consistent behaviour standards and develop further support for positive pupil interactions and engagement across the school.

Opportunities for all

Opportunities for All reflects our dedication to nurturing every pupil's potential, from those who need additional support to those seeking greater academic challenges. Our inclusive approach ensures access to a broad, mainstream curriculum that is carefully adapted to meet diverse needs. Through specialised provisions, such as the Woodlands and Orchard Resource Bases, we support pupils with social, emotional, communication, and cognitive needs. Equally, we provide tailored opportunities for academically advanced pupils to deepen their learning, encouraging critical thinking and higher-order skills. A rich array of extracurricular activities further enables personal growth, leadership, and cultural appreciation. Guided by a dedicated and skilled staff, every child at Priory has the resources, encouragement, and opportunities needed to excel and reach their fullest potential.

Curriculum summary

The curriculum at Priory School is designed to be inclusive, purposeful, and challenging, guided by core values of curiosity, hope, opportunity, and trust. Broad themes are used to link learning across subjects, creating coherent and connected learning journeys that deepen pupils' understanding. The curriculum prioritises hands-on experiences and capitalises on immersive opportunities like re-enactments and themed days to make learning vibrant and memorable, fostering a sense of belonging, pride, and curiosity in pupils. With carefully sequenced learning that builds knowledge and skills progressively, the curriculum offers purposeful, challenging learning opportunities for all, including SEND and disadvantaged pupils. Extracurricular activities enrich pupils' cultural capital, and the school's emphasis on oracy helps pupils articulate understanding. Teachers use evidence-based strategies and cross-curricular connections to support knowledge retention, preparing pupils for future learning and life beyond school.

Quality of Education

The quality of education at Priory School is marked by strong teaching standards, effective planning, and a commitment to inclusion. Teachers use ongoing assessment to tailor lessons that meet diverse pupil needs, ensuring that learning is both accessible and challenging. Continuous professional development focuses on growing teacher subject knowledge and confidence, empowering staff to deliver high-quality, engaging lessons. In reading, the school employs the Little Wandle program, which supports carefully sequenced early reading development and is strengthened by a dedicated reading team of teachers to guide pupils through each stage. A love for reading is fostered through a rich selection of diverse texts and engaging library experiences, cultivating a lifelong appreciation for literature. Staff also prioritise embedding "sticky knowledge"

by revisiting prior learning in each lesson, ensuring pupils retain and build upon their understanding. This holistic approach to education creates an environment where pupils consistently experience positive outcomes and make meaningful academic progress.

Impact of SEND on Data

At Priory School, we have a high proportion of SEND pupils, including those with complex needs who are disapplied from national assessments due to the nature of the standard curriculum. This adjustment is crucial for an accurate representation of our pupils' academic achievements. When excluding disapplied pupils, our data shows that outcomes in reading, writing, and maths are in line with or exceed national averages. This approach provides a more precise view of the positive impact of our inclusive and tailored teaching strategies, ensuring that every pupil's progress is accurately reflected and celebrated.

Leadership and management

Leadership and management at Priory School are focused on fostering a supportive, collaborative environment where staff are empowered to grow professionally and contribute to school-wide goals. The Senior Leadership Team (SLT) prioritises inclusivity, behaviour management, and well-being, implementing a trauma-informed approach to create a nurturing and structured environment. Strategic initiatives include enhancing curriculum quality, supporting staff through targeted CPD, and focusing on recruitment and retention to maintain stability. A commitment to staff and pupil well-being is evident through active well-being committees and structured support, while resource and site management are carefully planned to ensure a safe, effective learning environment.

Governors know the school well, actively participating in Inclusion and Safeguarding, Standards and Curriculum, and Finance and Personnel committees, as well as full governing body meetings. They engage closely with the school during a dedicated Governor Focus Event, providing them with direct insight into the school's daily operations. This collaboration, supported by rigorous monitoring and engagement with the school community, ensures that decision-making aligns with Priory School's vision and values.

Behaviour and Attitudes

The behaviour and attitudes at Priory School are rooted in a trauma-informed, relationship-focused approach, promoting a safe and supportive environment for all pupils. Aligned with the school's ethos and values of curiosity, hope, opportunity, and trust, the behaviour policy emphasises understanding behaviour as a form of communication, with core principles including empathy, consistent routines, and restorative practices. Staff are trained to adopt a curious, non-judgmental perspective on behaviour, prioritising positive relationships and individual support. Parents and children report a strong sense of safety within the school, with bullying incidents being rare but handled effectively when they do occur. As a result, exclusions have decreased significantly, and pupils demonstrate high levels of engagement and respect within the school.

Attendance remains a key focus, with consistent monitoring and support from staff, targeted interventions for those at risk of persistent absence, and active communication with families, which have collectively led to improved attendance rates. The school's strong SEND provision ensures tailored support for pupils with diverse needs, integrating them effectively into the school community while providing specialist interventions and personalised care.

Personal Development

At Priory School, we are dedicated to nurturing confident, resilient individuals, guided by our values of curiosity, hope, opportunity, and trust, and behaviours for growth—determination, kindness, and courage. To support our pupil premium children, we offer a breakfast club that provides a positive

start to their day. Pupils experience enriching opportunities to visit museums, galleries, theatres, and participate in workshops, as well as celebrate festivals together, fostering cultural appreciation and inclusivity. The school offers specialised nurture provision for pupils needing additional emotional support, complemented by the calming presence of Bernie, our school dog, who brings comfort and joy to pupils and staff alike. These initiatives, alongside structured PE, outdoor play, and leadership roles in the School Council and Eco Council, reinforce pupils' holistic development and sense of community, ensuring they are well-prepared for modern life with strong foundations in responsibility, belonging, and respect.

Early Years provision

Priory School's Early Years provision is designed to give young children a strong foundation for learning, emphasising developmentally appropriate practices that support curiosity, engagement, and resilience. Children are immersed in a language-rich setting, where daily interactions, stories, and conversations build vocabulary and communication skills. A love for reading is fostered through daily storytelling, nursery rhymes, and interactive reading activities that captivate children's imaginations. With a focus on achieving a Good Level of Development (GLD), the curriculum is carefully sequenced to address key areas such as literacy, numeracy, and social skills. Staff in Reception are growing in their knowledge and confidence of early years provision, enhancing the quality and delivery of learning experiences. Outdoor learning and physical development are prioritised, with dedicated outdoor spaces and structured play that enhance motor skills and social interaction. For children needing additional support, the provision includes targeted interventions and nurture support, ensuring every child has access to an inclusive, supportive environment. Early literacy skills are developed through phonics, and children benefit from a rich variety of resources, activities, and hands-on experiences that stimulate curiosity and build foundational knowledge. The provision actively engages with parents, fostering a strong home-school partnership to support each child's early development journey.