



Self-evaluation form: 2025 2026

Priory School Orchard Avenue Slough SL1 6HE	Number of pupils on roll: 601 (July 2025)	Current Ofsted Judgement: Good in all areas, November 2024
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 highly inclusive, values-led community where pupils thrive academically, socially and personally. Strong leadership, high-quality teaching and a trauma-informed approach to behaviour ensure calm classrooms, improving outcomes and rising attendance. Pupils leave us resilient, reflective and compassionate, ready to contribute positively to modern Britain.

Inclusivity is at the heart of our ethos: **36% of pupils are identified as having SEND and 18% hold an EHCP**. Despite this highly complex context, pupils make strong progress from low starting points, with outcomes in line with or above national averages when disapplied pupils are excluded. Our dedicated staff deliver a curriculum that is immersive, engaging and adaptive, ensuring all pupils access high-quality teaching and personalised support.

Our values of Curiosity, Hope, Opportunity and Trust underpin every aspect of school life. They are lived out through the behaviours of kindness, courage and determination, which are consistently modelled and celebrated. This, together with a trauma-informed and relationship-based approach to behaviour, creates an environment where exemplary conduct is the norm, pupils are safe, and staff and parents report a strong sense of belonging.

Impact Statement

As a result of strong leadership, inclusive practice and a values-driven ethos, Priory School provides a good education across all areas. Pupils benefit from a rich personal development offer, including oracy, PSHRE and inclusive enrichment, which equips them with the confidence and cultural capital to thrive. Children in EYFS make rapid progress from very low starting points, with outcomes rising sharply and provision that meets both communication and SEND needs. Safeguarding is effective and embedded in the culture of the school, ensuring every pupil feels safe, supported and able to succeed.

School Context

Priory School, situated on the border of Buckinghamshire and Slough (SL1 6HE), serves a richly diverse community. Slough is ranked **53rd out of 153** local authority areas for deprivation—among the top third most deprived in England—and areas such as Britwell fall within the bottom 25% nationally for deprivation.

Nearly a quarter of children here (23.1%) live in absolute low-income households, above the national average. Our school

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

population reflects Slough's diversity: nearly **47%** of the town's residents identify as Asian (notably Pakistani, Indian), alongside White British and other ethnicities.

At Priory, approximately **37% of pupils speak English as an additional language**, and around **25% are eligible for Pupil Premium**, reinforcing the socio-economic and linguistic diversity we support. Serving a community alongside the most deprived 50% of the country, many pupils enter Nursery and Reception below age-related expectations. Our community includes **37% SEND pupils**, with **15% holding EHCPs**—well above the national average. These figures underscore the scale of need and complexity of provision we embrace and champion.

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 November 2024: What does the school need to do to improve further?

Teachers do not always check how well that pupils understand concepts before moving on to new ideas. This means that some teachers do not adapt learning to address gaps in pupils' understanding. The school must ensure that all staff have the expertise that they need to routinely identify and close gaps in learning, so pupils know and remember more over time.

Sometimes, teachers do not always make appropriate adjustments that enable pupils with SEND to access learning in mainstream provision. This means some pupils with SEND do not learn as well as they could. The school must ensure that staff have the training they need so they know how to implement strategies in the classroom that help pupils with SEND achieve well.

School Development Priorities

Leadership and Management:

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

- L1. Develop Priory School as a SEND Centre of Excellence and share good practice
- L2. Ensure IT reliability and embed up-to-date, relevant technology across school life
- L3. Continue to develop and deliver the Estate Management Plan
- L4. Maintain and strengthen staff wellbeing and professional relationships

Quality of education:

- Q1. Raise Writing Outcomes
- Q2. Secure Consistent High-Quality Teaching in Maths
- Q3. Strengthen Adaptive Teaching and Classroom Adjustments
- Q4. Ensure Pupils with SEND are "Ready to Learn"

Behaviour and Attitudes:

- B1. Sustain consistency and high expectations of behaviour across the school
- B2. Improve attendance for disadvantaged pupils and reduce persistent absence further

Personal Development:

- PD1. Strengthen oracy and PSHE to further support wellbeing and personal growth
- PD2. Broaden and monitor enrichment opportunities to ensure inclusivity and alignment with school values

Section 1: Leadership and Management = Good

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. Monitoring and appraisal evidence show that CPD has led to improved teaching of maths, computing and PSHE

as well as stronger subject leadership. Middle leaders are increasingly confident in monitoring teaching and learning within their subjects, ensuring consistency and driving curriculum improvements

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 professional opportunities including subject leadership, National Professional Qualifications and 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.

As a result, Priory is a highly inclusive and well-led school where staff feel valued, pupils are well supported, and the whole community shares a clear vision. Governors provide robust challenge and support, ensuring leadership decisions translate into improved outcomes for 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.

Parent Feedback Summary – Summer 2025

The Summer 2025 Parent Survey received a positive overall response, reflecting strong levels of satisfaction and trust in the school. Across all areas, the majority of parents agreed or strongly agreed that Priory provides a caring, inclusive, and supportive environment where children are happy and make progress.

Key strengths identified by parents:

- **Reading enjoyment and progress:** 88% of parents agreed or strongly agreed that their child enjoys reading, and 87% believe their child is making good progress in reading.
- **Progress across core subjects:** Around 80–85% of parents agreed or strongly agreed that their child is making good progress in writing and maths.
- **Behaviour and values:** Nearly all parents agreed that the school promotes positive behaviours such as kindness, courage, and determination, and that the school's values—**Curiosity, Opportunity, Trust, and Hope**—are having a positive impact on their child's personal growth.
- **Wellbeing and inclusion:** The majority of parents felt that the school supports their child's wellbeing effectively and that their child feels safe and part of the school community.
- **Communication and community:** Most parents felt well informed about school events and welcomed opportunities to engage in school life. Comments frequently praised the inclusive ethos, nurturing environment, and the dedication of staff.

Areas for further development:

- Some parents expressed a wish for more timely or detailed feedback about individual progress and how to support learning at home.
- A small number highlighted inconsistencies in communication between classes or phases.
- A few parents requested a more balanced approach to themed non-uniform days and enrichment events.

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.

Through staff surveys and forums staff report feeling supported by SLT and confident to raise concerns. Relationships have strengthened.

Leaders are mindful of workload and ensure initiatives are manageable, aligning with DfE wellbeing principles

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:

Over the past year, we have prioritised the safety, efficiency, and functionality of the school site to ensure it remains a secure and inspiring place for learning. Through careful planning, funding applications, and ongoing monitoring, we have completed several significant works, addressed key compliance issues, and developed a clear estate management plan to guide future improvements.

Completed Works (2024-25)

- **Fire Safety & Security** – Completion of major fire door replacement project, including new EYFS external fire doors, porch installations, and associated snagging. Project delivered over budget but fully funded by Slough LA.
- **SEND Unit Garden & Fencing** – Enhanced security with improved fencing and safety measures.
- **Refurbishments & Relocations** – Year 3 classroom and Resource Base (Woodlands) refurbishment and relocation; staffroom relocation and refurbishment; improvements to Year 1 and Year 2 outside learning spaces.
- **Summer Works 2024** – All planned summer works completed, only the Year 1 outdoor area exceeded budget.
- **Grounds & Equipment** – Map and zoning for playground supervision to address behaviour issues; radios re-labelled and redistributed.

- **Fire Risk Assessment** – Completed in March 2025, with high-priority (red) items addressed through capital bids; medium-priority items to be planned for future works.

Funding Bids (March 2025)

Submitted five major bids, driven by the buildings condition survey:

1. **Roofs & Fascias** – Nurture, Year 3, Year 6, and front office (£71,000).
2. **Fire Risk Works** – Primarily basement area (£55,375).
3. **Groundworks & Security** – Water leak repair, resurfacing car parks, decking in library garden, KS2 playground resurfacing, outdoor gym surfacing, and security fencing (£81,500).
4. **Toilet Refurbishment** – Year 3/4 toilets with improved ventilation and accessible facility (£54,750).
5. **Flooring** – Year 1 vinyl and Year 4 carpet tiles (£10,000).

Ongoing & Planned Works

- Full review of **medium-risk fire safety actions** from the Fire Risk Assessment.
- **Adventure playground** and **resource base outdoor provision** upgrades.
- Refurbishment of **children's toilets** (part of the estate plan and bids).
- Identified works for new Woodlands classroom in 3 Jenner (from September 2025).
- Extensive works to **Reception/Nursery fire alarm system** planned for summer 2025.

Estate Planning & Compliance

- Estate Development Plan under continual review to align with school priorities and statutory requirements.
- Regular site safety updates including monitoring of incidents, near-misses, and security concerns.
- Termly SCR scrutiny includes premises-related safeguarding compliance.
- Business Continuity Plan reviewed alongside site safety and security protocols.

Future Focus

- Secure funding outcomes for March 2025 bids and implement works.
- Address medium-priority fire safety items.
- Continue investment in playground, toilets, and outdoor learning areas.
- Monitor the effectiveness of recent refurbishments and restructure for teaching and learning benefit.

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

Key priorities	Objectives
The leadership team's overall priority is to protect the viability of the school by maintaining pupil numbers and the good reputation of the school	
Develop Priory School as a SEND Centre of Excellence and share good practice	1. Consolidate and evidence high-quality SEND practice across Orchard, Woodlands, and mainstream. 2. Share expertise through outreach, joint CPD, and hosted visits with other schools.

Ensure IT reliability and embed up-to-date, relevant technology across school life	1. Maintain robust IT systems through a planned upgrade and maintenance cycle. 2. Embed technology into teaching, learning, and administration to enhance outcomes and reduce workload.
Continue to develop and deliver the Estate Management Plan	1. Secure funding and deliver high-priority works identified in the condition survey and fire risk assessment. 2. Improve site accessibility, safety, and outdoor learning spaces.
Maintain and strengthen staff wellbeing and professional relationships	1. Keep wellbeing and workload central to decision-making. 2. Strengthen professional respect, collaboration, and opportunities for development.

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. The school fosters a strong reading culture, ensuring daily reading opportunities and celebrating reading for pleasure across all year groups

To address learning gaps swiftly and effectively, we have strengthened our *keep-up* and *catch-up* provision in phonics and we are developing our approach in maths. In 2024–25, we restructured the deployment of TLAs in Key Stage 2 into dedicated intervention teams, each specialising in **SEMH**, **Cognition and Learning**, or **Speech and Language**. These teams deliver targeted interventions every afternoon, ensuring support is precise, timely, and matched to pupil need. In EYFS and Key Stage 1, interventions are embedded into continuous provision and supported by TLAs in class, enabling rapid response to misconceptions and gaps as they arise.

Our classrooms are designed to be **sensory sensitive**, creating environments that support regulation and concentration. Year group TLAs also deliver physical and sensory support to pupils as needed, including sensory circuits, sensory room sessions, and tailored sensory activities. This work is underpinned by our belief that pupils must first be *ready to learn* and *ready to communicate* before meaningful progress can happen. This principle shapes our daily routines, with staff skilled in identifying and responding to regulation needs so that every child is prepared to engage with learning.

This model has already demonstrated strong impact: for example, Phonics teaching remains highly effective, as confirmed by external literacy specialist reviews, and is supported by focused 'keep-up' sessions that prevent pupils from falling behind.

Teaching is judged to be good because:

Learning walks and monitoring show that most teaching is good or better. Strong 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. Subject leaders regularly review and refine curriculum plans in response to monitoring and pupil outcomes to ensure progression and coherence.

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. Assessment information is used effectively to adapt teaching for all pupils, particularly SEND and disadvantaged pupils, ensuring misconceptions are addressed promptly.

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 always accurately reflect the achievements of our full student population.

When disapplied pupils are removed from the data, 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 that teachers provide dynamic, live feedback that is proving highly effective in moving pupils forward in their learning. Robust tracking systems are in place to monitor pupil progress termly, enabling analysis of individual progress and the progress of key groups, notably our disadvantaged pupils. Targeted support is implemented and reviewed each term to ensure underachievement is identified early and addressed swiftly.

Alongside ongoing formative assessment, we also use **summative assessment** to strengthen our understanding of pupil progress and validate teacher judgements.

- **End-of-unit summative assessments** are used across subjects in a light-touch way to check core knowledge, consolidate learning and inform future planning.
- In **KS2**, summer term summative assessments are used to validate teacher assessment and ensure consistency and accuracy across the phase.
- In **Years 5 and 6**, summative assessments are used both to establish pupils' current attainment and to prepare them for the structure and style of the Year 6 SATs, complementing ongoing formative assessment.

This balanced approach – combining responsive formative assessment with proportionate, purposeful summative assessment – ensures we maintain a clear and accurate picture of progress, enabling us to plan next steps effectively and secure the best possible outcomes for all pupils.

Efforts to Support Disadvantaged and Vulnerable Pupil Groups

We remain committed to ensuring our disadvantaged pupils – around half of whom also have SEND – receive the high-quality teaching, interventions, and opportunities needed to remove barriers to learning and narrow attainment gaps. Our approach is inclusive and sharply focused on knowing each child well, understanding their needs, and responding swiftly.

Oversight is provided by the Senior Leadership Team, two SENCOs, and the safeguarding/inclusion team, who monitor progress, attendance, and wellbeing. Targeted interventions, such as breakfast club and specialist support for SEND, are embedded within a whole-school culture where all staff share responsibility for disadvantaged pupils' success.

Progress and attendance are reviewed regularly through Pupil Progress Meetings to ensure strategies remain effective and responsive to need. This relentless focus ensures disadvantaged pupils access a rich curriculum, personalised support, and the same high expectations as their peers.

	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%
2025 data and contextual information	85	45%	20%	6 in Orchard 4 in Woodlands 6 in Mainstream	67%	58%	67%	48%

2025 data with national averages

		2022	2023	2024	2025
Reading	Priory All	63%	68%	67%	67%
	Priory (without disapplied)	66%	74%	75%	78%
	Slough	77%	74%		
	National	75%	73%	74%	75%
Writing	Priory All	48%	62%	65%	58%
	Priory (without disapplied)	52%	67%	72%	67%
	Slough	70%	74%		
	National	70%	71%	72%	72%
Maths	Priory All	60%	70%	64%	67%
	Priory (without disapplied)	64%	76%	70%	76%
	Slough	75%	78%		
	National	71%	73%	73%	74%
GPS	Priory All	71%	72%	76%	67%
	Priory (without disapplied)	76%	78%	84%	78%
	Slough	79%	79%		
	National	73%	72%	72%	73%
RWM Combined	Priory All	41%	54%	53%	48%
	Priory (without disapplied)	43%	58%	59%	56%
	Slough	62%	63%		
	National	59%	59%	61%	62%

Priory School is proud to be an inclusive school, welcoming and supporting a higher-than-average number of pupils with complex SEND needs. This is reflected in our SATs data: the proportion of pupils disapplied from statutory tests is significantly above national norms, typically 11–14 pupils per year. In 2025, this was **14% of the Year 6 cohort**. These pupils are disapplied because they have not been able to access the Year 6 curriculum in a way that makes the tests a fair or meaningful measure of their learning.

Their progress and achievements are measured in other, more personalised ways that better reflect their needs and successes. However, until the DfE routinely reports contextualised data, our headline SATs results can appear lower than they truly are. For this reason, we analyse and present outcomes both including and excluding disapplied pupils, which gives a more accurate comparison to national figures. When analysed in this way, many of our outcomes are in line with, or above, national averages – demonstrating that our inclusive approach does not compromise on ambition or achievement.

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%

	All Pupils	Boys	Girls	PP	Not PP	SEN	Not SEN	EAL	Not EAL
GLD	66%	56%	79%	80%	64%	26%	88%	76%	60%
COM	77%								
PSE	83%								
PHY	78%								
LIT	66%								
MAT	75%								

	2023	2024	2025
Priory	54%	49%	66%
Priory (without EHCP)	57%	59%	77%
Slough	67%	69%	71%
National	67%	68%	68%

In 2025, **35% of our EYFS cohort had SEND**, with 45% of those who did not achieve a Good Level of Development (GLD) holding an EHCP. This reflects the complexity and inclusivity of our intake. Despite this, **more Priory pupils without SEND achieved GLD than the all-pupil averages for both Slough and nationally**, evidencing the strong impact of our provision for the majority of learners.

Our commitment to securing strong outcomes for all pupils, including those with significant additional needs, remains a priority. The changes implemented in EYFS over the past two years – including strengthened phonics provision, targeted speech and language interventions, and an increased focus on early writing – have laid firm foundations for improvement. Our next step is to continue refining literacy development in EYFS, ensuring all children are ready to read, write, and communicate effectively, while providing tailored support so pupils with SEND make the best possible progress from their individual starting points.

Year 1 Phonics Data 2024

-	All Pupils	Boys	Girls	PP	Not PP	SEN	Not SEN	EAL	Not EAL
All Pupils	69%	71%	68%	53%	75%	45%	82%	63%	74%
Without Disapplied	76%	-	-	-	-	-	-	-	-

	2023	2024	2025
Priory	79%	79%	69%
Priory (without disapplied)	81%	85%	76%
Slough	81%	81%	84%
National	79%	81%	80%

In 2025, **35% of the Year 1 cohort had SEND**, contributing to an unusually high proportion of pupils disapplied from the Phonics Screening Check. The overall pass rate was **69%**, rising to **76%** when disapplied pupils are removed, which is broadly in line with national outcomes (80%) and close to Slough (84%). This reflects our inclusive intake and commitment to ensuring all pupils, including those with significant SEND, receive high-quality daily phonics teaching alongside targeted *keep-up* and *catch-up* interventions.

Disadvantaged Pupils – 2024/25 Summary

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

EYFSP

	All Pupils	PP	Not PP	GAP	Gap (2024)	Gap (2023)
GLD	66%	80%	64%	+16	-4	-38

Y1 PSC

	All Pupils	PP	Not PP	GAP	Gap - 2024	Gap - 2023
All Pupils	69%	53%	75%	-22	-20	-1
Without Dis-applied	76%				-20	-5

Y6 – End of KS2

		All Pupils	PP	Not PP	GAP	Gap 2024	Gap 2023
Reading	All Pupils	67%	70%	66%	+4	+1	-27
	Without Orchard	73%	70%	74%	-4	-2	-22
	National	75%					
GPS	All Pupils	67%	60%	69%	-9	-20	-17
	Without Orchard	73%	60%	78%	-18	-11	-17
	National	73%					
Maths	All Pupils	67%	65%	68%	-3	-24	-11
	Without Orchard	73%	65%	76%	-11	-16	-8
	National	74%					
Writing (TA)	All Pupils	58%	50%	60%	-10	-16	-27
	Without Orchard	63%	50%	67%	-17	-18	-27
	National	72%					
Science (TA)	All Pupils	69%	80%	66%	-14	-8	-11
	Without Orchard	76%	80%	74%	-6	-9	-10
	National	82%					
Combined RWM	All Pupils	48%	50%	48%	+2	-18	-21
	Without Orchard	53%	50%	53%	-3	-13	-21
	National	62%					

- **EYFSP** – The attainment gap between disadvantaged pupils (DAP) and non-DAP achieving GLD has **reversed** compared to last year, showing improvement in early years outcomes.
- **Year 1 Phonics** – The gap between DAP and non-DAP who passed the PSC has **widened slightly** compared to last year.
- **Year 6** – The attainment gap between DAP and non-DAP has **reversed** in reading, writing, maths, and combined outcomes. In reading and combined, **DAP pupils outperformed non-DAP peers**. In science, the gap widened for all pupils, but narrowed when Orchard pupils are excluded from the dataset.
- **Internal Data** – The attainment gap between DAP and non-DAP remains wide overall. Writing outcomes are lower than reading and maths, making writing a priority focus for next year.

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

Key priorities	Objectives
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1. Raise Writing Outcomes	1. Embed our writing approach consistently across all cohorts. 2. Increase independent writing opportunities, with targeted support for disadvantaged and SEND pupils to accelerate progress. 3. Strengthen moderation and feedback to ensure accuracy and consistency.
2. Secure Consistent High-Quality Teaching in Maths	1. Consolidate mastery approach with stronger adaptive teaching and real-life application. 2. Improve arithmetic fluency and deepen challenge for higher attainers. 3. Equip support staff with CPD to deliver impactful interventions.
3. Strengthen Adaptive Teaching and Classroom Adjustments (Ofsted)	1. Ensure all teachers routinely check understanding and use assessment to adapt both teaching and planning, closing knowledge gaps so pupils know and remember more. 2. Provide training so all staff can make effective adjustments for pupils with SEND, embedding strategies into everyday classroom practice.
4. Ensure Pupils with SEND are "Ready to Learn"	1. Ensure children are ready to regulate through inclusive, sensory-sensitive classroom environments that support emotional wellbeing and focus. 2. Ensure classroom environments and teaching approaches enable children to be ready to communicate, building confidence and opportunities for purposeful interaction. 3. Ensure pupils are ready to learn through inclusive environments, adaptive planning and teaching, and high-quality, targeted intervention that closes gaps and promotes independence.

Section 3: Behaviour and Attitudes = Good

Behaviour

The implementation of our behaviour policy, underpinned by trauma-informed and relationship-first principles, continues to enhance the positive and supportive environment within our school. Our approach is rooted in the belief that behaviour is a form of communication, requiring curiosity, empathy, and restoration, alongside consistent structures, routines, and high expectations.

Impact of this approach is clear across the school:

- Staff report that behaviour expectations are now *very clear* and that low-level disruption is "much better" managed than in previous years. Consistency in staff responses has significantly reduced classroom interruptions.
- Pupils recognise that staff are more consistent in how they respond to behaviour, and they are clear on the school's values and expectations.
- Staff highlight notable improvements in key transitions – lining up, moving around the school, assemblies, and behaviour in the canteen – contributing to a calmer climate across the site.
- Parents overwhelmingly agree that Priory promotes positive behaviours such as kindness, courage and determination, with many noting the positive impact this has had on their child's personal growth.

- Behaviour has been described by staff as a "major success," with confidence in managing low-level disruption now embedded across all staff groups.

Our restorative approach and emphasis on relationships ensure that underlying SEND needs are addressed, with targeted provision such as nurture and SEMH support available for pupils who need additional help. This cohesive approach supports individual pupils effectively while maintaining a positive and orderly learning environment for all.

Incidents of bullying or peer-on-peer abuse are rare and always addressed swiftly through restorative and preventative approaches, ensuring pupils feel safe to report concerns.

Exclusion figures demonstrate long-term improvement. There has been a significant reduction compared to historic data, with exclusions down from 21 in 2017/18 to 10 fixed-term exclusions and 1 permanent exclusion in 2023/24. These were exceptional cases managed in line with policy. The downward trend reflects the success of our inclusive and relationship-based behaviour strategy.

2024/2025 Exclusions

During the 2024/2025 academic year, there were 11 separate suspensions, involving 9 individual pupils. This figure is likely to be broadly in line with national averages, based on historic comparative data.

There were no permanent exclusions (PEX) during this period.

The low number of repeat suspensions indicates that most incidents were isolated and managed effectively, with exclusion used only as a last resort. This reflects the school's restorative approach to behaviour management, as well as the impact of pastoral and SEND support systems in helping pupils reintegrate successfully following suspension.

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 remains a priority across the school. At the end of 2024/25, **overall attendance was 93.7%**, now much more in line with national averages, with **persistent absence reduced to 18.7%**, matching national figures (20.6%).

Persistent absence among disadvantaged pupils remains a concern but is improving: this group's absence has reduced from 35.8% in 2023/24 to **32.1%** in 2024/25, while overall attendance for disadvantaged pupils rose to **91.6%**. This demonstrates the impact of targeted strategies but also highlights the need for continued focus on this group. Persistent absence cases are supported through early help and multi-agency work to remove barriers and ensure pupils' needs are met.

Our systems for attendance management are robust and collaborative:

- Weekly monitoring by SLT and attendance team.
- Categorisation of persistent absence into SEND-related, holiday-related, and habitual absence, allowing tailored interventions.
- Dedicated support such as breakfast club, catch-up provision for disadvantaged pupils, and a graduated response approach to individual cases.
- Clear communication to families about the importance of attendance, alongside celebration of good attendance.

Attendance is promoted as "everyone's responsibility," and our inclusive, engaging curriculum helps ensure pupils want to be in school.

Relationships

Relationships are central to our ethos and practice. We emphasise "relate, regulate and restore," equipping pupils with skills to manage challenges effectively. Staff model trust, compassion, and curiosity about differences, ensuring pupils feel valued and supported.

Prejudice of any kind is not tolerated. Any instances of racism, discrimination or bullying are treated with the utmost severity and followed by restorative and preventative work to ensure learning and change.

Our nurture provision, Tree Tops, supports children with attachment difficulties or adverse childhood experiences, while SEMH and pastoral interventions are embedded throughout the school. Pupils consistently demonstrate that they feel safe and supported, and 94% of parents report that Priory is a safe place for their child.

Bernie, our school dog, also plays a vital role in promoting positive behaviour and wellbeing. His calming presence supports anxious pupils, reduces stress, and encourages responsibility and empathy. Bernie has become an important part of our nurture offer, strengthening relationships and contributing to the inclusive and supportive climate of the school.

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

Key priorities	Objectives
Sustain consistency and high expectations of behaviour across the school	1. Ensure all staff apply behaviour expectations consistently, including during lessons, transitions, assemblies and lunchtimes. 2. Embed modelling of high-quality interactions (manners, restorative conversations, respectful language) so that behaviour expectations are reinforced through daily practice. 3. <i>Strengthen the link between our school values and behaviours making these connections explicit in lessons and assemblies.</i>
Improve attendance for disadvantaged pupils and reduce persistent absence further	1. Maintain whole-school attendance in line with or above national (currently 93.7%). 2. Reduce persistent absence below national average (currently 18.7%) with a sharper focus on disadvantaged pupils (currently 32.1%). 3. Strengthen parental engagement and targeted family support, to overcome barriers to attendance. 4. Embed sustainable provision such as breakfast club and targeted interventions.

Section 4: Personal Development = Good

At Priory School, personal development is underpinned by our school vision – *growing determined, courageous and kind individuals, proud to be Priory children* – and lived through our values of Curiosity, Hope, Opportunity and Trust. These values, and the associated behaviours of kindness, courage and determination, are consistently reinforced through assemblies, curriculum links, classroom practice, and a wide range of enrichment experiences. Parents, pupils and staff recognise the positive impact our values have on wellbeing, resilience and personal growth. The curriculum raises aspirations and prepares pupils effectively for their next stage of education

Oracy is a central part of our culture. Staff have received training to model high-quality interactions, and pupils report that oracy strategies help them to express themselves, engage in learning, and improve their writing. Engagement in whole-school initiatives such as *No Pens Day* is high, and oracy is increasingly being embedded across subjects. Our next step is to make these links even more explicit across the curriculum so that all pupils benefit from the impact of strong speaking and listening skills.

PSHRE plays a vital role in our personal development offer, helping children to develop self-awareness, empathy, healthy relationships and an understanding of modern Britain. While moderation highlighted some inconsistency in the delivery of Jigsaw, we have already acted to ensure PSHRE is given sufficient time each week. Pupil feedback shows that lessons are increasingly engaging and relevant, and over 85% of pupils say PSHRE helps them in their personal growth. British Values and SMSC are interwoven through PSHRE, assemblies, and curriculum themes, helping pupils understand democracy, tolerance, and respect

Community engagement remains a strength, with events such as the Colour Run, Soirée, Holi celebrations, parent coffee mornings and learning events building belonging and pride in being part of Priory. Parents feel welcomed and report that opportunities to engage with school life are broad and inclusive, though we continue to strengthen informal opportunities such as *Tea with SLT*.

Our commitment to providing **opportunities for all** is evident in a wide range of inclusive enrichment activities, from Free Time Friday real-life experiences to sport, music, arts and leadership roles. Pupils are encouraged to pursue their interests and talents, and SEND pupils are fully included in extracurricular and enrichment opportunities. Going forward, we are strengthening our systems to track and evaluate the inclusivity and breadth of these experiences across a child's time at Priory.

Pupil voice is central to our ethos. SLT meet with whole year groups in carousel-style sessions, ensuring all pupils have the chance to share their views on curriculum, behaviour, school culture and leadership. Feedback is acted upon and has directly influenced developments in curriculum, enrichment and wellbeing. Pupils also take leadership roles through the School Council, Eco Council and Sports Leaders, building confidence, responsibility and citizenship.

Through all of these strands, Priory School ensures that children are not only academically successful but also resilient, reflective and compassionate individuals, prepared to make a positive contribution to modern Britain.

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

Key priorities	Objective
Strengthen oracy and PSHRE to further support wellbeing and personal growth	1. Embed oracy more explicitly across the curriculum and ensure PSHRE is delivered consistently each week, to deepen reflection and engagement.
Broaden and monitor enrichment opportunities to ensure inclusivity and alignment with school values	1. Track and evaluate the inclusivity and breadth of enrichment experiences (including community events, Free Time Friday, and

	extracurricular activities) so that all pupils benefit equally and links to school values are made explicit.
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Section 5 Early Years Provision Review: = Good

Context

Children typically enter our Nursery and Reception below age-related expectations, particularly in communication and language. This year, Speech and Language Link assessments identified that **60% of the cohort require intervention**, a figure too high for small-group provision. In response, we are embedding speech and language strategies across the whole year group to ensure every child benefits from a language-rich environment.

The complexity of our intake is further highlighted by the proportion of pupils with additional needs: **35% of the cohort have SEND**, and of those who did not achieve a Good Level of Development (GLD), **45% of these have an EHCP**.

Outcomes

Despite these challenges, outcomes are improving significantly. In 2025, **66% of pupils achieved a GLD**, compared to 49% in 2024. Literacy outcomes rose sharply to 66%, reflecting the impact of strengthened phonics provision, targeted speech and language approaches, and increased focus on early writing.

Outcomes for pupils without SEND were **above both Slough and national averages**, evidencing the quality of provision for the majority of learners and the impact of our inclusive approach.

Provision

Our EYFS environment is designed to be **sensory-sensitive, language-rich, and play-based**, ensuring children are ready to communicate, regulate, and learn. Daily provision includes phonics, targeted speech and language strategies, and carefully planned early writing opportunities. EYFS staff work closely with Year 1 teachers to ensure smooth transition and continuity of learning for all pupils.

Support for children with SEND is tailored through individualised targets and close collaboration with external professionals. Provision for regulation and sensory needs ensures children are "ready to learn."

Next Steps

- Refine early literacy and writing provision, embedding a language-rich environment across Nursery and Reception to secure further gains.
- Continue to strengthen whole-cohort speech and language development strategies through consistent practice, targeted support, and high-quality talk opportunities.
- Ensure pupils with SEND make the best possible progress from their starting points through targeted and inclusive provision.