

School Development Plan 2024 - 2025

Context	Priority	Objective	Success criteria	Review
Quality of education				
We want to increase the number of pupils achieving reading writing and maths from 53%	P1 Increasing expected standards in reading and writing	O1 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. O2 To successfully implement Little Wandle Fluency in Years 2 and 3 to build on the strong foundations for Reading in EYFS and KS1.	Internal assessment data: At least 70% of pupils making at least 4 steps progress in reading writing and maths KS2 outcomes to increase to at least: 57% combined RWM 68% reading 66% writing 69% maths Phonics screening: Maintain at least 79% EYFS Literacy outcomes: To increase literacy outcomes to 60% Learning walks continue to show English lessons being taught in line with our approach to reading and writing. Book scrutiny shows a high quality of independent writing in English and learning logbooks. Staff report that they have the relevant training and support to ensure all children are making progress.	Internal assessment data: Progress is strong from Year to Year 5 – however, we need to increase the numbers of children achieving better than expected progress. KS2 outcomes to increase to at least: 57% combined RWM – 48% 68% reading – 67% 66% writing – 58% 69% maths – 67% Writing is a little lower than we had hoped and has brought our combined data down. • 20% of this cohort have an EHCP (compared to 15% last year) • 14% of this cohort were disapplied from SATs (10% last year) • 45% of this cohort have a SEND (35% last year) • Outcomes in reading and maths have stayed the same or are better than in 2023. • Outcomes in writing and GPS are lower than 2024 results. • Outcomes for pupils not including those disapplied are in line with or better than national results. • The percentage of Priory pupils achieving the higher standard is in line with national results in all areas other than reading. Phonics screening: Maintain at least 79% Achieved 69% which is lower than last year but 35% of the cohort have a SEND. If we don't include disapplied pupils, results are in line with national data

				EYFS Literacy outcomes: 66% GLD Literacy outcomes increased to 66% Staff confidence in Little Wandle and The Write Stuff is strong. Teachers feel the programmes have improved outcomes, though some variation exists across cohorts. Support staff are aware of key priorities. Over 90% of parents believe their child is making good progress in reading and maths. Writing feedback is slightly lower but still positive overall. Enjoyment of reading is particularly high.
Not enough children have met the expected standard in maths or made the expected progress	P2 Increasing expected standards in maths from 64%.	O3 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.	Internal assessment data: At least 70% of pupils making at least 4 steps progress in maths KS2 outcomes: 57% combined RWM 69% maths Staff report that they have been given ample training and support to ensure they are confident delivering the maths curriculum. Learning walks show that pupils are acquiring the relevant skills and knowledge required to make progress. Book scrutiny shows a strong grasp of maths concepts, challenge and progression.	We need to increase the number of children making accelerated progress. 67% achieved expected standard in maths in KS2 assessments. Learning walks show that teachers are implementing more practical resources into lessons and that they are moving away from schemes to adapt work better. However, more could be done. Staff acknowledge improvement in fluency and practical application, but more consistency is needed in adaptive teaching and depth. Continue developing maths mastery. Strengthen support for support staff to ensure consistency. Over 90% of parents believe their child is making good progress in reading and maths. Writing feedback is slightly lower but still positive overall. Enjoyment of reading is particularly high.

Too many of our disadvantaged pupils are not making enough progress and not meeting the expected standard	P3 To increase the progress and attainment of our disadvantaged group to reduce the gap in reading, writing and maths.	O4 Ensure progress and attainment of our Disadvantaged group through a robust system of: 1.Enhanced Parental Engagement 2.Collaborative Support Networks 3.Flexible Learning Approaches 4.Monitoring and Reflection O5 To ensure that all pupils identified with a disadvantage who are not SEND make at least expected progress and achieve the expected standard. O6 To ensure that our disadvantaged pupils are making at least the expected progress in Maths to ensure the gap narrows and not widens.	To get at least 70% of our pupils with DAP to make at least 4 points progress across the year. Find out who the DAP are without SEND or PA – this group make 100% expected progress – focus pupils. SENCOs work with SEND and DAP to ensure that expected progress is made. Staff report that parents of those identified as disadvantaged are more engaged with their children's learning and supporting the progress that they are making. Staff report that relevant services have been involved in supporting children and families were appropriate. The gap between our disadvantaged group and non-disadvantaged group narrows in all areas. EYFS GLD: -4 Year 1 phonics: -20 KS2 reading: +1 KS2 writing: -16 KS2 Maths: -24	The attainment gap between DAP and non-DAP achieved GLD has reversed compared to last year. The attainment gap between DAP and non-DAP who passed the PSC has widened slightly compared to last year. The attainment gap between DAP and non-DAP has reversed compared to last year in reading, writing, maths and combined outcomes. In reading and combined outcomes, DAP pupils have outperformed their non-DAP peers. 65% of pupils identified as DAP but with no send are on track in reading. 58% of pupils identified as DAP but with no send are on track in writing. 69% of pupils identified as DAP but with no send are on track in maths. EYFS GLD: +16 Year 1 phonics: -22 KS2 reading: +4 KS2 writing: -10 KS2 Maths: -3 Staff note improvements in support and outcomes for disadvantaged pupils, especially in reading. Writing for this group remains a challenge. Maintain targeted interventions. Refine writing strategy to close the gap.

Staff and pupils tell us that the computing curriculum could be more relevant, engaging and taught more regularly.	P4 To continue to embed and improve the quality of the Computing curriculum	O7 To continue to develop the computing curriculum so that lessons are relevant and engaging.	Pupils report that they are taught computing regularly Pupils report that the computing curriculum is engaging and relevant. Staff report that they are confident teaching computing. Staff report they have had the training and support to deliver high quality computing lessons. Learning walks show that computing is being taught to a high standard	Computing is being taught more regularly, with improved confidence reported. Pupils find lessons more engaging.
SLT and middle leaders are using the Nautilus programme to help record monitoring of subjects, however, we need to embed this and use it more frequently so we can use it more accurately assess the quality of education	P5 To ensure the monitoring we do is relevant and informative to ensure we provide the best curriculum to our pupils.	O8 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/replace Quality of Education reports. O9 To continue to look for opportunities for external moderation to validate our approach to our curriculum.	Nautilus is used to inform quality of education reports. Nautilus is used to identify strengths and areas of development for our curriculum, We use Nautilus to report to Governors. Teachers report positively on the feedback they receive and the impact it has. External moderation is positive and validates our internal monitoring.	SLT are embedding Nautilus for subject monitoring. Some staff are unclear how feedback from monitoring reaches classrooms Clarify how feedback loops from monitoring to classroom practice. SLT have decided not to continue with nautilus as feedback is very varied. SLT to review how monitoring is recorded in future.
Behaviour and Attitudes				
Staff report that they would like to see more impact on low level disruptive behaviours. Pupils tell us that they would like staff to be more consistent when	P6 Through our principle of structures, routines and appropriate expectations we will introduce consistent and whole school behaviour expectations for	O1 To establish consistent, high expectations of behaviour for all pupils from the offset so that classroom disruptions and low-level behaviours are minimised. O2 To ensure that high expectations of behaviour are maintained during transitional periods, when moving around the school, in assemblies and during meal times.	Learning walks show that behaviour for learning is good in every lesson and low level disruption is quickly and effectively dealt with. Staff report they have received adequate training and support to ensure high expectations are the norm. Staff report that low level disruption is better managed through consistent expectations. Pupils report that different teachers are more consistent when dealing with behaviour.	Behaviour has been highlighted as a major success by all staff groups. There is consistency and confidence in managing low-level behaviours. The majority of staff feel behaviour expectations are now clear and consistent , with several stating they are "very clear." Low-level behaviours are significantly better managed than in previous years, with many describing it as "much better."

dealing with behaviour.	key transitional behaviours and classroom expectations.	O3 For all staff to model and expect high quality interactions with our pupils demonstrating well-mannered conversations and behaviours.	Parents report that Priory has effective behaviour management and is a safe place for their children. Staff report a noticeable improvement in behaviour when lining up and moving around the school. Staff report an improvement in behaviour in the canteen.	Staff consistently indicated they understand their role in promoting positive behaviour and feel increasingly confident in reinforcing behaviour expectations and school values. Pupils are perceived to have a clear understanding of the school's values and behaviour expectations, which staff are able to reinforce confidently. While a few staff noted some ongoing inconsistency, overall the feedback reflects a notable shift toward a calmer, more consistent behaviour climate across the school. Parents overwhelmingly agree that the school promotes positive behaviours such as kindness, courage and determination. The vast majority noticed a positive impact on their child's personal growth.
Persistent absence continues to remain too high Whilst attendance is more in line with national averages we want to see an improvement on overall attendance	P7 Through collaborative and supportive approaches we improve the attendance of those with persistent absence.	O4 SLT and the attendance and DDSLs embed the following robust system to ensure better outcomes for attendance: • Active Management and monitoring • Shared Responsibility • Engaging Curriculum • Dedicated Support O5 Attendance and DDSLs to build positive relationships with those and their families who are identified as PA to overcome barriers to attendance O6	Reduce persistent absence to be more in line with national average of about 20.6% or less. Identify and report on the 3 main types of PA; SEND, holiday and those who are habitually are absent throughout the school year.	Staff report effective strategies for attendance and persistent absence. Some concerns remain about disadvantaged pupils' attendance. Overall attendance is 93.7% Persistent absence is 18.7% - much more in line with national average

		Embed and sustain the breakfast club to encourage better attendance		
Too many pupils identified as disadvantaged have attendance below 90% (35.8%)	P8 To improve the attendance of our pupils identified with disadvantage.	O7 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.	Reduce persistent absence from 35.8% Improve overall attendance from 90.2%	Attendance is now 91.6% - improved by 1.4% Persistent absence 32.1% - improved by 3.7%
Personal Development				
Oracy is a vital part of school culture and impacts all aspects of personal development from outcomes in reading and writing to wellbeing and interactions.	P9 To improve oracy skills and interactions to help improve outcomes in reading, writing and wellbeing	O1 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.	Staff report being supported through adequate training and support to model high quality interactions and deliver oracy skills through the curriculum. Engage in oracy events such as 'No pens day' Reading outcomes are maintained or improved on Writing outcomes are maintained or improved on. Pupils report that oracy skills have helped them engage with their learning Pupils report that oracy skills have helped them express themselves	Staff value oracy as a tool for expression and writing improvement. Engagement in events like No Pens Day is high. Build on current provision and make oracy links more explicit across curriculum. Over 85% of parents agree that their child has opportunities to develop oracy skills. This suggests oracy is visible and valued.
Using our values and behaviours to encourage personal growth such as kindness, determination and courage PSHRE moderation has highlighted that there has been some	P10 To cultivate a school environment where our values, behaviours, and reflective practices are deeply embedded, fostering the holistic well-	O2 To use our school values and behaviours to improve general wellbeing and personal growth of our pupils O3 To build in time to reflect on kindness deeds O4 To ensure a consistent approach to PSHRE teaching so that these	Pupils can articulate how our school values and behaviours help them to align with the British values and prepares them for life in modern Britain. Pupils report that school values and behaviours help them manage their behaviours and help them feel happy. Classes keep a count of kindness deeds achieved and aim to improve on the number of them each term. Parents, staff and pupils report that school values have a positive impact on pupils' behaviour.	School values are well embedded. Some inconsistencies in Jigsaw delivery were noted, with suggestions to explore new tools. Strong alignment with the values of Curiosity, Opportunity, Trust and Hope. Parents recognised their influence on children's wellbeing and behaviour.

inconsistencies with the teaching of jigsaw and pupils have reported that it is not always prioritised.	being, personal growth, and moral development of all pupils	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).	Consistency in the delivery of PSHRE lessons across all year groups, with 100% adherence to the weekly timetable and no missed lessons due to scheduling conflicts. Pupil feedback indicates that at least 85% of pupils find PSHRE lessons engaging and relevant to their personal development. Positive feedback from parents and staff on the observed personal growth and well-being of pupils, particularly in relation to their engagement with school values and reflective practices.	
Community links are important to the school and during covid some of these links have been lost.	P11 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	O5 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. O6 To continue to seek opportunities to celebrate the diversity of our community through curriculum development and events (such as Diwali) O7 To explore more informal opportunities to involve parents in the wider school culture.	Track the number of formal partnerships established with local businesses and organisations, with a target of securing at least one new partnership. Aim to see an improvement in Community Engagement and Event Participation – attempt to track the engagement. Monitor the number and variety of cultural events and curriculum activities that celebrate the diversity of the school community, to hold at least three events. Track the number of parents attending informal events and aim to increase parental engagement at each event. Monitor the number of admission inquiries and new enrolments each term.	Events like the Colour Run, Soirée, and parent teas have strengthened school identity. Staff want more informal parent engagement. Most parents feel welcomed at Priory and believe the school offers good opportunities to get involved. The number of community events and performances has clearly been recognised.
Continue to build on Opportunities for all	P12 To continue to build on our aim of Opportunities for all	O8 To ensure consistency of terminology when discussing values and behaviours so that the	staff and pupil surveys reflect a consistent understanding and use of the school's values and behaviours terminology.	Staff strongly support the focus on inclusive enrichment. Real-life experiences (e.g. Free Time Friday) are positively received.

		understanding and knowledge of our vision and values is strong. O9 To have oversight of all opportunities offered to all pupils during their time at Priory and that opportunities are as inclusive as possible. O10 To look at technology/ alternative ways to bring experiences into classrooms	Staff report that they have received adequate training and support to ensure that terminology is consistently reinforced. Ensure that 95% or more of pupils engage in at least one opportunity, with all activities reviewed and adjusted to be as inclusive as possible. Implement a system that tracks 100% of opportunities offered, with termly reviews ensuring inclusivity benchmarks are met or exceeded. Introduce and integrate at least three new technology-enhanced learning experiences per term, with positive feedback from teachers and pupils indicating effectiveness. Free time Friday activities – real life experiences	
Leadership and Management				
Falling pupil numbers is putting the school's financial viability at risk	P13 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.	O1 To implement a dynamic digital marketing strategy aimed at enhancing our positive social media presence and increasing community engagement. O2 To actively explore and develop early childhood education opportunities, including provision for children aged 2 and under.	1. To implement a dynamic marketing strategy aimed at enhancing our positive social media presence and increasing community engagement. ○ To post on a number of different platforms at least once a week. ○ Increase our online platforms ○ Increase our followers on social media 2. To actively explore and develop early childhood education opportunities, including provision for children aged 2 and under. ○ Gather at least 10 expressions of interest by the end of the first term to gather interest ○ Engage with the local authority to identify a feasibility and action plan ○ Have a clear, actionable timeline in place within six months, with milestones met as scheduled.	Staff are aware of marketing aims and support the expansion of early years. Some note that consistent messaging is key.

Too much leadership time has been spent on resolving interpersonal conflict	P14 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.	O3 To empower and equip staff with the skills needed to build and sustain respectful, professional relationships within the school community and ensure all staff are well-informed and confident in recognising and escalating ongoing concerns when necessary. O4 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.	Training opportunities – team dynamics Conflict management Managing difficult conversations Accountable/ performance management Staff report that they have received the training and support to develop the skills needed to foster strong professional relationships. SLT report that they are managing an acceptable number of staff escalations and the majority are being managed effectively by middle leaders. Staff report that they are comfortable raising concerns with SLT and that they are handled appropriately, SLT monitor stress triggers for staff such as workload, lack of resources, communication breakdowns. Staff report that wellbeing is prioritised by SLT and there are appropriate support systems in place.	Staff report feeling supported by SLT and confident to raise concerns. Relationships have strengthened. Maintain focus on wellbeing and peer relationships Parents feel well-informed about what's happening in school. A small number suggested more clarity or fewer platforms. Parents requested more rapid response to individual pupil needs and occasional clarity on the purpose of themed days or non-uniform events.
Workload and staff wellbeing remains a priority for the SLT	P15 To optimise staff professional development (CPD) to enhance teaching effectiveness, reduce workload, and support positive pupil outcomes.	O5 To ensure that CPD for all staff is purposeful, aligned with whole school priorities and, where possible, easing workload. O6 To establish a programme of phonics and early reading coaching for teaching and learning assistants to ensure that they are having a positive impact on pupil outcomes. O7	Staff report that CPD activities are relevant and align with whole-school priorities and strategic goals. Staff report that they are satisfied with the relevance and effectiveness of CPD. Staff report that CPD does not negatively impact workload. Observations of coaching sessions show the effectiveness of the coaching programme. Staff report positively on the coaching programme. SLT track and monitor the variety of CPD delivery methods used over the year and the effectiveness of them. Staff feedback informs the	Staff value CPD and feel it aligns with priorities. Some suggest more flexible formats to support workload.

		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.		
Site management The site has undergone huge changes during the summer 24, we now need to develop an estate plan	P16 To optimise the school estate's safety, functionality, and sustainability through strategic planning and regular maintenance.	O8 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. O9 Ensure the effectiveness of lockdown and fire evacuation plans by conducting regular drills, updating procedures, and maintaining fire safety equipment. Update the fire risk assessment to identify potential hazards, mitigate risks, and comply with relevant regulations.	100% of urgent repairs completed within 30 days. The number of maintenance issues reported is similar to the number resolved each year Completion of safety audits and compliance with regulations 3 more interactive touch screens are installed in classrooms IPADs, laptops, chrome books are maintained and replaced efficiently so that classrooms are able to access and use them. Reduction in utility costs (electricity, heating) through eco-friendly upgrades. Survey shows satisfaction from stakeholders (parents, staff, pupils) regarding the school's infrastructure. Drills: There is a schedule of fire and lockdown practice. Procedure Updates: Procedures reflect learnings and feedback from each drill, Equipment Maintenance: there is a regular maintenance and inspection routine for all fire safety equipment Risk Assessment: There is a comprehensive fire risk assessment with regular reviews, updating it based on any new hazards or changes to the building layout.	Most staff report classrooms are safe and functional. Some issues raised about IT reliability in specific areas. Continue to update infrastructure and respond to reported issues.

