

School Development Plan 2025 – 2026

Section	Key Priority	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	
Leadership & Management	L1. 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.
	L2. Ensure IT reliability and embed up-to-date, relevant technology across school life	3. Maintain robust IT systems through a planned upgrade and maintenance cycle. 4. Embed technology into teaching, learning, and administration to enhance outcomes and reduce workload.
	L3. Continue to develop and deliver the Estate Management Plan	5. Secure funding and deliver high-priority works identified in the condition survey and fire risk assessment. 6. Improve site accessibility, safety, and outdoor learning spaces.
	L4. Maintain and strengthen staff wellbeing and professional relationships	7. Keep wellbeing and workload central to decision-making. 8. Strengthen professional respect, collaboration, and opportunities for development.
Quality of Education	Q1. Raise Writing Outcomes	9. Embed our writing approach consistently across all cohorts. 10. Increase independent writing opportunities, with targeted support for disadvantaged and SEND pupils to accelerate progress. 11. Strengthen moderation and feedback to ensure accuracy and consistency.
	Q2. Secure Consistent High-Quality Teaching in Maths	12. Consolidate mastery approach with stronger adaptive teaching and real-life application. 13. Improve arithmetic fluency and deepen challenge for higher attainers. 14. Equip support staff with CPD to deliver impactful interventions.
	Q3. Strengthen Adaptive Teaching and Classroom Adjustments	15. Ensure all teachers routinely check understanding and use assessment to adapt both teaching and planning, closing knowledge gaps so pupils know and remember more.

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		16. Provide training so all staff can make effective adjustments for pupils with SEND, embedding strategies into everyday classroom practice.
	Q4. Ensure Pupils with SEND are "Ready to Learn"	17. Ensure children are ready to regulate through inclusive, sensory-sensitive classroom environments that support emotional wellbeing and focus. 18. Ensure classroom environments and teaching approaches enable children to be ready to communicate, building confidence and opportunities for purposeful interaction. 19. Ensure pupils are ready to learn through inclusive environments, adaptive planning and teaching, and high-quality, targeted intervention that closes gaps and promotes independence.
Behaviour & Attitudes	B1. Sustain consistency and high expectations of behaviour across the school	20. Ensure all staff apply behaviour expectations consistently, including during lessons, transitions, assemblies and lunchtimes. 21. Embed modelling of high-quality interactions (manners, restorative conversations, respectful language) so that behaviour expectations are reinforced through daily practice. 22. Strengthen the link between our school values and behaviours, making these connections explicit in lessons and assemblies.
	B2. Improve attendance for disadvantaged pupils and reduce persistent absence further	23. Maintain whole-school attendance in line with or above national (currently 93.7%). 24. Reduce persistent absence below national average (currently 18.7%) with a sharper focus on disadvantaged pupils (currently 32.1%). 25. Strengthen parental engagement and targeted family support to overcome barriers to attendance. 26. Embed sustainable provision such as breakfast club and targeted interventions.

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Personal Development	PD1. Strengthen oracy and PSHRE to further support wellbeing and personal growth	27. Embed oracy more explicitly across the curriculum and ensure PSHRE is delivered consistently each week, to deepen reflection and engagement.
	PD2. Broaden and monitor enrichment opportunities to ensure inclusivity and alignment with school values	28. 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.
Early Years Provision	EY1. Strengthen early literacy and communication	29. Refine early literacy and writing provision, embedding a language-rich environment across Nursery and Reception to secure further gains. 30. Continue to strengthen whole-cohort speech and language development strategies through consistent practice, targeted support, and high-quality talk opportunities.
	EY2. Ensure best possible progress for pupils with SEND	31. Ensure pupils with SEND make the best possible progress from their starting points through targeted and inclusive provision.