

The Priory School Development Plan (Summary)

September 2017 – August 2020

1. Vision (taken from the Strategy) and Context

Prologue: The heart and soul of The Priory School is its sense of community. Whether students experience success or failure, the emotion of these experiences is felt widely. The outcome for our school, which results from a team effort from staff, parents, governors and the students themselves, is represented in the qualities our students develop. Specifically, our work with our young people results in them developing the characteristics of ambition, independence and resilience. Our strategic plan seeks to build on our strong sense of community, the abilities of staff, our knowledge of each individual, the excellence we aim for in the classroom and the breadth of experience outside it.

Governors, school leaders, staff and students have all contributed to the vision of the school.

The vision combines:-

- Our purpose (the 'Why'), agreed by governors;
- Our School Expectations of our students (the 'What'), agreed through the Senior Leaders and staff; and
- Our Community Expectations of our students (the 'How') agreed by our student executive.

Purpose:

Through the work of all those involved in the success of the school, our purpose is that our students develop the characteristics of being **selfless, self-assured and successful**.

School Expectations:

That our students

- a) Work hard, in order to meet and even surpass their targets, regardless of their starting point,
- b) Be interesting people, who pursue their passion and share it with others (play well)
- c) Be good people, making the right choices for themselves and others

Community Expectations: set by our students, for our students

- We respect everyone, regardless of our differences
- We are proud to be members of the school community and respect the school environment
- We have a positive mindset and actively take part in all areas of school life
- We come together as we celebrate and encourage our own successes and success of others
- We manage ourselves with maturity as we make good choices.

2. Context

The Priory School is a sponsoring MAT. It is located in a socially advantaged area and its intake has approximately 45% high, 45% middle and 10% low ability. The percentage of students with a statement is above the national average, and a little over 10% of its students are disadvantaged. Despite being the least well-funded secondary school in Shropshire, its budget position is satisfactory, although the prognosis is concerning and the NFF may well compromise the budget position further. Its attainment is excellent and progress in 2016 was in line with the national average.

3. Headline priorities and objectives for 2017-2018**Commentary**

Essential to our School Development Plan this year is to embed work that has been carried out in recent times, which in turn built on previous strengths and successes. There remains an imperative to embed Progress (and specifically Progress 8) of all our sub-groups as the main priority for outcomes. Much work has been done on developing pedagogy and specifically differentiation; as we move towards a greater emphasis on mixed ability teaching, differentiation becomes even more significant. We have introduced several dimensions of classroom practice and this year we wish to enable staff to embed these into their practice. Our CPD programme will reflect this, including an important element of sharing best practice.

Excellent behaviour, by all, remains our target. Using students to articulate the standards by their actions and words is empowering. Developing a code of conduct of exemplary work in school is being complemented by an important dimension on educating students about the best choices to make when using social media. Mental Health has become a much publicised topic – an area where this school has worked very hard indeed to meet needs and to support. Within this, we need to work on building resilience and independence; the exam regime is tough and rigid, and whilst acknowledging there are challenges for our students, we must provide them with the scaffolding to be self-assured when they face challenges.

4. Headline objectives

	Headline objectives
Priority 1: MJB with SLT Effectiveness of leadership and management	Develop capacity for school improvement in staff, SLT and Governors. Sustain the use of data to support better progress Embed the curriculum and assessment changes and to monitor the provision for M/L ability. Link CPD closely to school and individual targets, focusing on internal provision and sharing best practice.
Priority 2: ALB Quality of teaching and learning	Continue to develop and improve the learning experiences of our students within the formal curriculum. Embed and share practice of mixed ability teaching. Establish the triangulation between teaching, assessment, curriculum and outcomes. Encourage and enable students to be open-minded, enquiring and curious
Priority 3: CJK Personal development, behaviour & welfare	Develop the character, independence and resilience of our students Improve behaviour (in different contexts) further through consistent re-enforcement and modelling best practice. Develop a self-regulating attitude to good choices through student voice. Ensure safeguarding remains effective.
Priority 4: ALL Outcomes for pupils	Close the gaps of sub-groups, according to 2016/2017 results. Reduce inconsistencies in departmental results. Secure progress in all P8 buckets in line with national levels.
Priority 5: MJB/DWW Developing the MAT structure, growth and school improvement.	Establish the management systems for mutual support and school improvement (cross reference St Martins' and Coleham School's SDP Build the MAT to over 2000 students (and to achieve a turnover of £12 - £15 million)