



**The Priory School**

*Selfless ❖ Self-assured ❖ Successful*

## School Development Plan 2020-25

### Strategic Objectives 2020-2025

- 1) To develop an outstanding quality of education through an appropriate and consistent curriculum intent and implementation to raise levels of progress across all student sub-groups so that they are significantly above the national average.
- 2) To provide personal development opportunities, which not only support students' well-being and resilience but which also allow them to self-regulate their behaviour and gain the most from their access to the wider curriculum
- 3) To be an outward facing organisation in order to maximise local, regional and national developments to support the aspirations and career paths of our students and staff.



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## **Vision and Aims**

The Priory School is a unique and vibrant community which epitomises all that can be achieved through a dedicated, and caring staff working tirelessly to encourage an independent and resilient student body.

Our core values are encapsulated within the school's message to students to always endeavour to be; Selfless, Self-assured and Successful. Naturally, there is a focus upon the academic to ensure that each individual fulfils their true potential. We are traditional in our expectations of students but we never lose sight of innovation in the classroom. We endeavour to ensure lessons are dynamic, and exciting to capture and captivate young people's interest and love of learning.

Our House System and wider curriculum will allow them to explore and experience new opportunities; nurturing the whole person. We deliberately place 'Selfless' before all else; we truly believe if you develop this, the rest will follow.

Our strategic objectives are ambitious and aspirational to ensure we continue to make the necessary incremental changes to achieve long term, sustained improvement. This can only be achieved through team-work, hence this plan incorporates all stakeholders staff, governors, students and parents.

### **Expectations for our students:**

- To work hard, in every respect – in the classroom, through homework, and in their work with others.
- To be interesting people – participate and engage with the wider life of school.
- To be good people – making the right choices for yourselves and others. Be kind and compassionate.



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Quality of Education	Personal Development	Behaviour and Attitudes	Leadership and Management	Overall Effectiveness
Good/ <u>outstanding</u>	Outstanding	Outstanding	Good/ <u>outstanding</u>	Good/ <u>outstanding</u>
<b>Key Priorities as Identified by the Self-Evaluation Process</b>				
No.				
1	Consistent curriculum implementation and intent – to cover all themes - EBacc, work with SEND, boys and disadvantaged students(esp where there is overlap), quality of remote learning if it is to continue, cross-curricular provision,. with a specific focus on gaps in learning due to lockdown and Covid			
2	Curriculum Review, given analysis of costing and sustained analysis of curriculum provision to ensure it is broad, balanced, meets needs and encourages engagement in school.			
3	Student Welfare: Resilience and well being esp in light of lockdown, celebrating and supporting diversity, Careers programme			
4	Leadership at all levels and in all areas – developing an understanding of role and responsibility through differentiated CPD, building a safeguarding culture			
5	Staff welfare – implementing changes on how we work as a profession with a focus on implications post lockdown and Covid			
6	Outcomes: SEND, disadvantaged students and boys (esp where there is overlap), aiming for consistent results <u>across</u> the school.			

Key (to complete in Actions and Impact).

Action Required	On target	Completed
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Priority 1: Quality of Education			Deputy Head (Curriculum) Assistant Head (Teaching and Learning)	
Focusing on high quality, consistent, Intent, Implementation and Impact of our Curriculum, to continue to raise attainment and achievement across all sub-groups benefitting from shared pedagogical expectations across the Trust				
OBJECTIVES	LEAD	IMPACT (Assessment underlined and in brackets)	Actions and Monitoring	Target date
1.1 To ensure that KS4 outcomes remain consistently above national expectations with a specific focus on addressing gaps in knowledge and reengaging students post lockdown.	CKN with RCS and HoDs	Students report high levels of satisfaction and overall well-being ( <u>student voice</u> )	a) Review the impact of gaps in student learning due to lockdown ensuring curriculum areas have action plans to address these and that specific students and their needs have been identified. CKN/RCS/with HoDs	<b>Aut 1</b>
		High levels of student attendance and participation ( <u>attendance data</u> ) May be affected by self-isolation/covid	b) A full and thorough plan is in place around the use of proposed government catch up funds which addresses the specific needs of individuals, groups and cohorts where gaps have been identified to maximise impact on students' knowledge and learning. CKN/NB/RCS/ALP	<b>Aut 1</b>
		All P8 measures for all sub-groups and all subjects positive.	c) Specific strategies (both within the formal (CKN) and informal curriculum (NB)) are in place to reengage those students who have been disengaged with school during lockdown	<b>Aut 1</b>
		All gaps narrowed in line with national expectations.	d) Monitor and evaluate work of Support Hub intervention programme SENDCO/CKN	<b>Aut 2</b>
		Departmental difference continues to reduce (to below 1.5. 4matrix data).		



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		<p>e) Programme of baseline assessments and testing to ensure clear identification of students for intervention and to monitor progress. CKN/SENDCO</p> <p>f) Review support given to K students in and beyond the classroom CKN/SENDCO/HoDs/HoH</p> <p>g) If remote learning is still in place implement review and monitoring of the quality RCS/CKN</p> <p>h) Review quality of independent study skills provision across curriculum areas SLT with HoDs and CFH (Life programme input)</p> <p>h) Specific focus within the CPD programme on key areas highlighted within monitoring as areas for improvement in the classroom – how to engage the quietly disengaged, differentiation, quality of feedback etc. CKN/RCS</p> <p>i) Review quality of homework provision RCS</p> <p>j) Curriculum and TLR Review –educational rationale, engagement, options process, E Bacc. CKN</p> <p>k)) Promote and embed reading curriculum. PWS/JSB</p>	<p><b>Aut 1</b></p> <p><b>Ongoing</b></p> <p><b>As needed – Tier 2</b></p> <p><b>Spring 1</b></p> <p><b>Ongoing</b></p> <p><b>Spring 1</b></p> <p><b>Spring 1</b></p>
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				<b>Ongoing</b>
1.2 To contribute and benefit from a Trust wide approach to Teaching and learning.	RCS	<p>Students report satisfaction with teaching and confirm consistency. <u>(Student voice)</u></p> <p>Improved judgments of teaching and learning by leaders with specific reference to differentiation, feedback, collaborative learning, the quietly disengaged and questioning. <u>(Observation data)</u></p> <p><u>Staff report the benefits of wider Trust collaboration on their professional development (staff voice)</u></p>	<p>a) Provide MAT-wide CPD to address any areas of need. <b>RCS</b></p> <p>b) Work collaboratively across the Trust at leadership level to share and receive best practice on Teaching and Learning <b>RCS</b></p> <p>c) Curriculum areas to work collaboratively with counterparts across the Trust to maximise the benefit of sharing ideas, good practice and research <b>HoDs led by ALP/MJB</b></p> <p>d) Ensure Trust wide T&amp;L expectations remain the focus of CPD and are embedded within classroom delivery as well as the monitoring process <b>RCS/CKN</b></p>	<p><b>Spring 1</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>
1.3 To develop and embed our work on consistency of Curriculum Intent and Implementation	All	<p>Clear progression for students in lessons. (Observation data)</p> <p>Consistently high quality lessons. (Observation data)</p> <p>Students are able to articulate what they need to do to improve, as well as why they study specific topics (Learning Walks and wider surveys)</p>	<p>a) HoDs to review and action outcomes of Spring term Deep Dives <b>SLT with HoDs</b></p> <p>b) Departments to continue review and embed changes to schemes of work to reflect a more consistent approach including a review of the positioning and effectiveness of assessment points. <b>HoDs</b></p> <p>c) Planning coaches to work collaboratively to support. <b>RCS/HoDs</b></p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>



			<p>d) Leaders monitor the implementation of new schemes of work <b>SLT with HoDs</b> (through line management and selective Deep Dives)</p> <p>e) To review monitoring schedule and pro formas <b>CKN/RCS</b></p>	<b>Aut 2</b>
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<b>Priority 2: Personal development, Behaviour and Attitudes</b>			<b>Assistant Headteacher(Student Welfare) Deputy Headteacher as DSL Headteacher</b>	
<b>Creating a calm and orderly environment conducive to learning where students feel safe and diversity is valued, this is supported by a high quality personal development programme which develops their independence and resilience whilst promoting their well-being, so that the potential of all individuals is maximised.</b>				
<b>OBJECTIVES</b>	<b>LEAD</b>	<b>IMPACT</b> (Assessment underlined and in brackets)	<b>ACTIONS</b>	<b>Target date</b>
2.1 Embed and develop work to develop resilience in our students ( <b>with particular reference to impacts of lockdown and reengaging students</b> )	NB HoH	Students are equipped with the skills to handle stressful situations, re-engage with school life post lockdown and can access help and support when required ( <u>case studies, student and staff voice,</u>	<p>a) Identify and address barriers to learning through student voice <b>NB/HoH/SS</b></p> <p>b) Review, develop and promote Student Support <b>NB/ALP</b></p> <p>c) Programme to tackle mental health <b>NB</b></p> <p>d) Work within the MAT to maximise the capacity of student support with shared personnel. <b>NB/CKN</b></p>	<p><b>Aut 1</b></p> <p><b>Ongoing</b></p> <p><b>Aut 1</b></p> <p><b>Ongoing</b></p> <p><b>Aut 1</b></p>



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		<u>attendance, monitoring of engagement in lessons)</u>	<p>e) Use of Catch up funds to ensure targeted, appropriate support for individuals and groups is in place. <b>SLT</b></p> <p>f) Map (potentially broadening) and raise awareness of activities which promote resilience in the formal and informal curriculum. <b>SLT with HoDs/HoH/SS</b></p> <p>g) Track, monitor and encourage involvement in informal curriculum activities with an initial focus on Year 7. <b>NB</b></p>	<p><b>Ongoing</b></p> <p><b>Aut 2</b></p>
2.2 Sustain and build on our work of developing consistent self-regulating, high standards of behaviour.	NB ALP	<p>Students display, through behaviour log reduction, improvement in behaviour.</p> <p>Students display greater awareness, (<u>through discussion with HoH/SLT</u>), of high-risk behaviour and the consequences thereof.</p>	<p>a) Working at SPET and MAT level and with wider partnerships with reference to CSE within the locality <b>CKN/NB/ALP</b></p> <p>b) Review rewards allocation system to improve consistency of use and impact on student motivation and engagement. Task and finish <b>NB</b>.</p> <p>c) Enhance opportunities within the tutorial, assembly and LIFE programmes to educate students about how to stay healthy and safe. <b>NB/CFH</b></p> <p>d) Review data and appropriate use of fixed term exclusions as part of the sanctions process, whilst investigating the impact of alternatives. <b>NB with HoH</b></p> <p>e) Collaborate across the Trust to share best practice, research and ideas around personal development, behaviour and attitudes <b>NB</b></p>	<p><b>Ongoing</b></p> <p><b>Aut 2</b></p> <p><b>Aut 1</b></p> <p><b>Spring 1</b></p> <p><b>Ongoing</b></p>
2.4 Embed and enhance Careers strategy in order to expose all students to appropriate opportunities.	NB CAF	Students are informed in order to make appropriate post 16/post 18 choices.	<p>a) Embed opportunities for students to be exposed to external businesses and employers <b>CAF/NB/HoCareers</b></p> <p>b) Address gaps identified in audit. <b>CAF/NB/HoDs</b></p> <p>c) Conduct student voice to evaluate programme. <b>CAF</b></p>	<p><b>Ongoing</b></p> <p><b>Spring 1</b></p> <p><b>Spring 2</b></p>



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		School is compliant with new Gatsby benchmark. ( <u>Benchmark evaluation</u> ) ( <u>Student voice</u> ) reflects improved provision.	<p>d) Displays of alumni profiles in key areas of school to promote a variety of career paths and emphasise the importance of resilience and engagement with school. <b>CAF/NB/SC/LD</b></p> <p>e) Collaborate across the Trust and SPET to further enhance opportunities. <b>CAF</b></p>	<p><b>Aut 1</b></p> <p><b>Ongoing</b></p>
2.5 To celebrate diversity, in order to develop breadth in our students' attitudes to differences in society	NB ALP	<p>A student and staff body which continues to celebrate diversity in all its forms (of personal development). (<u>Diversity audit, student voice, Governor visit records</u>)</p> <p>Low incidence rate of behaviour logs relating to racism and discrimination (Behaviour logs)</p>	<p>a) Move towards a more formalised assembly programme and tutor programme following key themes around diversity and inclusion, mapped across the academic year. <b>NB/CFH</b></p> <p>b) Review Humanities corridor and block displays to promote diversity of race and gender <b>NB/WJO/CFH/LD</b></p> <p>c) Carry out further governor student voice around pupils' understanding of tolerance towards others <b>ALP/Govs</b></p> <p>d) Staff training around how to address issues associated with diversity and inclusion <b>RCS/NB/CFH</b></p> <p>e) Review and rename the House System to ensure it represents and promotes diversity and the school's key message of 'selfless'. <b>SLT/ALP/HoH</b></p>	<p><b>Aut 1</b></p> <p><b>Aut 2</b></p> <p><b>Spring 1</b></p> <p><b>Spring 1</b></p> <p><b>Aut 2</b></p>
2.6 Ensure safeguarding remains effective through building a culture of safeguarding.	CKN/MJB	<p>Safeguarding is confirmed by LA as effective. (<u>LA audit</u>)</p> <p>All stakeholders recognise the meaning of a culture of safeguarding. (<u>Audit across schools</u>)</p>	<p>a) Establish the parameters of a safeguarding culture within the school and across the Trust. <b>MJB with DSLs</b></p> <p>b) All actions following LA visit to be completed. (continue as an annual review) <b>CJK/NB/HoHs</b></p> <p>c) NB to attend appropriate DSL training. <b>NB/CKN</b></p> <p>d) DSLs to undertake training and disseminate to staff as appropriate. <b>DSLs</b></p>	<p><b>Ongoing</b></p> <p><b>Spring 1</b></p> <p><b>Aut 2</b></p> <p><b>Ongoing</b></p>



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			e) CKN to attend all Schools' Safeguarding Board meetings. f) Life curriculum, school parliament, SPET work. <b>NB/ CFH</b>	<b>Ongoing</b> <b>Ongoing</b>
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<b><u>Leadership and Management (led and monitored for compliance by SLT)</u></b>			<b>Headteacher(+ All)</b>	
<b>To develop the skill and experience of all leaders in the team (teaching and support staff, governors and trustees) maximising the benefits of increased capacity across the Trust and within other regional opportunities– in order to generate the impact to sustain school improvement in every aspect of school life.</b>				
<b>OBJECTIVES</b>	<b>LEAD</b>	<b>IMPACT</b> (Assessment underlined and in brackets)	<b>ACTIONS</b>	<b>Target date</b>



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<p>3.1 Support and challenge middle leaders to embed and enhance curriculum mapping to provide a consistent high quality classroom experience which reflects whole school expectations of intent and implementation.</p>	<p>CKN</p>	<p>Middle leaders have a clear understanding of their roles and responsibilities and both all middle leaders, and those they lead, feel supported in these as well. <u>(Presentation to SLT, staff voice, student outcomes)</u></p>	<p>a) Department Development Plans aligned to SDP. <b>CKN/RCS/NB(Life)</b>  b) Regular updates and assessment of department through 1:1 on a) their role; b) the experience of the department; c) an example of challenge d) support for further development e) the vision for the department in three years. <b>CKN/RCS</b>  c) Deep Dives with selected departments based on performance <b>CKN</b>  d) Review monitoring schedule <b>CKN</b>  e) Action plans in place to support middle leaders where progress/attainment needs to improve <b>CKN/RCS</b></p>	<p><b>Aut 1</b></p> <p><b>Ongoing</b></p> <p><b>Spring 2</b></p> <p><b>Aut 1</b></p> <p><b>Aut 1</b></p>
<p>3.2 To continue to work , through the Trust and at local level, on achieving a consistently high quality level of governance, with particular emphasis on knowledge of the school.</p>	<p>ALP</p>	<p>Link Governor notes indicate appropriate challenge. LGB Self-Audit confirms improvement of knowledge of school. <u>(Evaluation of minutes by Chair, Clerk and ALP; visit record)</u></p>	<p>a) Governors’ visits to focus on specific aspects of SDP – to be planned and scheduled in advance <b>LGB/ALP</b></p>	<p><b>Ongoing</b></p>
<p>3.3 To sustain our work on communicating with identified parents/carers, in order to develop <u>positive engagement</u></p>	<p>NB/ HoH/ ALP/ PPCh</p>	<p>Targeted parents/carers report a positive engagement with school. Assessment: <u>attendance records at least 90% engagement for parents’ evenings and PPD)</u></p>	<p>a) SPET-wide work on supporting families <b>NB/ALP</b>  b) Analysis of attendance post event with more rigorous follow up and communication made before event. <b>(CKN/PPCh/HoH/ALP)</b>  c) Communications with primaries around parents who are already hard to reach. <b>NB</b></p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p> <p><b>Summer 2/Aut 1</b></p>



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			<p>d) Ensure there is an appropriate system to manage staff communications to ensure clear communication with parents about important school. <b>CYC/SLT/admin team</b></p> <p>e) Reviewing the events we offer to ensure they are of use to parents <b>NB/ALP</b></p> <p>f) Student support drop in sessions e.g. on progress review day <b>NB</b></p> <p>g) Publishing key events summary schedule for parents at the beginning of the year. <b>RCS/ALP/admin team</b></p>	<p><b>Aut 2</b></p> <p><b>On hold due to Covid</b></p> <p><b>On hold due to Covid</b></p>
3.4 To sustain and evaluate the New Ways of Working with a specific focus on staff well-being post lockdown	RCS, with SLT	<p>Consistent application of feedback (<u>Observations and student voice</u>)            Staff report improved well-being (<u>Staff survey</u>)            Parent response to change in reports is positive (<u>parent response</u>)            Staff absence rates are below average. (<u>IDSR</u>)</p>	<p>a) Clear lines of communication with middle and senior leaders with regard to impact of lockdown in individuals. <b>SLT</b></p> <p>b) New Ways of Working group gather staff feedback on workload and well-being and suggest actions to SLT <b>RCS</b></p> <p>c) SLT to review actions and support change where possible. <b>RCS with SLT</b></p> <p>d) Follow up and monitoring of changes <b>SLT</b></p>	<p><b>Ongoing</b></p> <p><b>Aut 2</b></p> <p><b>Ongoing</b></p>
3.5 Develop a more personalised CPD programme to develop leadership at all levels (	RCS	Improvement in individuals' performance within their roles (PM conversations, student outcomes and progress)	<p>a) Develop a modular, differentiated CPD programme for Teaching staff to support leadership at all levels</p>	<b>Spring 1</b>



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teaching and support staff) to improve outcomes in the classroom		Increased levels of job satisfaction (staff voice) Improved outcomes in target curriculum areas (performance data)	<ul style="list-style-type: none"> <li>– classroom, middle and senior. To include core, optional and tailored modules. <b>RCS</b></li> <li>b) Ensure individuals base the tailored modules on feedback from monitoring <b>RCS/CKN/HoDs</b></li> <li>c) Review support staff professional development with particular focus on the inclusion of TAs. <b>CYC, RCS, SENDCO</b></li> </ul>	<p><b>Spring 1</b></p> <p><b>Aut 2</b></p>
3.6 Task and finish on TLR structure	ALP	2 <sup>nd</sup> in dept provides capacity to support sustained improvement in student outcomes	a) Evaluate second in department role to increase capacity for sustained improvement. <b>ALP with SLT/LAT</b>	<b>Aut 2</b>
3.7 Ofsted preparation focuses on evidence	CKN ALP	School can provides rigorous evidence for judgments in SEF  All areas and postholders feel confident with Ofsted lines of enquiry and responses.	<ul style="list-style-type: none"> <li>b)Mirror academic Deep Dive process and work within other more holistic areas of school – Careers, Student Support, Support Hub, Heads of House <b>CKN</b></li> <li>c)Remind all staff of Ofsted framework and lines of enquiry at regular intervals within CPD programme <b>RCS/CKN</b></li> <li>d)Departmental actions from Deep Dives 2020 result in appropriate departmental and individual CPD. <b>RCS/CKN</b></li> </ul>	<p><b>Spring 2</b></p> <p><b>Ongoing</b></p>
3.8 Develop performance management process into professional conversations in line with changes across the Trust .	ALP MJB	Sustained whole school improvement with reduced staff workload.	<ul style="list-style-type: none"> <li>a)Receive Trust recommendations to move away from PM targets towards professional conversations based around work tied into the SDP. <b>ALP</b></li> <li>b)Communicate and action changes with teaching staff <b>ALP/RCS</b></li> </ul>	<p><b>Aut 1</b></p> <p><b>Aut 1</b></p> <p><b>Ongoing</b></p>



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			<p>c) Develop new ways of working within professional conversations <b>RCS</b></p> <p>d) Ensure monitoring at senior and middle leadership remains rigorous <b>CKN</b></p>	<b>Ongoing</b>
3.9 To develop the school as an outward facing organisation	ALP MJB	<p>The Priory School benefits from the increased financial and structural capacity as a result of working with local and regional partners.</p> <p>High levels of staff recruitment and retention</p> <p>Raised profile of the school locally and regionally</p>	<p>a) To apply for Teaching School Hub status <b>MJB/ALP</b></p> <p>b) If successful with application begin to embed new structures and partnerships across the region. <b>ALP</b></p>	<p><b>Aut 1</b></p> <p><b>Spring 1</b></p>