

School Development Plan Priorities 2024-25

At Priory Woods School we strive to continually develop in our mission to be an exceptional school. Our School Development Plan (SDP) sets out the priorities that we want to focus on and achieve over the academic year and beyond. This is part of a process of continuous self-evaluation and review across the whole school to establish our key areas of development.

Quality of Education

Monitor and evaluate the implementation and delivery of the updated curriculum across all phases, pathways and curriculum areas. Ensuring that all pupils are offered the identified content and appropriate challenge.

Monitor and evaluate the implementation of the new assessment model, including the use of SOLAR.

Continue to develop and embed a consistent approach across the whole school in relation to communication. Develop appropriate resources and progression maps in terms of eyegaze, switch toys and switch devices (AAC).

Behaviours and Attitudes

Continue onto year 2 of becoming a 'PROCLAIM School' to develop the capacity of school staff to meet attachment and trauma needs for the benefit of the whole learning community.

Develop the role of the behaviour team to further develop staffs' confidence, skills and resilience in supporting pupils during episodes of dysregulation.

Develop a supervision model for supporting staff when they have been directly involved with challenging incidents with children and young people.

Priory Woods School

To Be The Best We Can Be:

Personal Development

Produce a rationale for what wellbeing means for our students in each curriculum pathway and what supporting and developing this might look like across the three pathways.

To further develop the PSHE curriculum to support pupils to know how to keep themselves safe, in line with safeguarding and government guidelines.

To continue to grow and develop the provision and impact of student voice via the student council, communication, PSHE and tutor time.

Leadership and Management

Review of areas of leadership across the SLT; to ensure that all areas are covered, are clear to the whole school staff team and take in to account SLT wellbeing and work/life balance.

Review of all Middle Leader TLR roles, to ensure that the right people are in the right roles. This will support the continued development of teaching and learning and pupil wellbeing.

Review of cohorts of children coming into school, to ensure appropriate provision is in place and identify how we can support staff to develop their skills and resilience through training and support.