



# **Abbey Lane Primary School**

**School Improvement Plan (SIP)  
2025-26**

### **Our ethos:**

At Abbey Lane, we are passionate about inclusion and we hold a firm belief that every child can succeed no matter what obstacle is placed in front of them. Our curriculum mirrors this and is designed to ensure that all learners achieve, keeping personal development at the heart of what we do. It is crucial for us that we develop the whole child, enabling us to build good foundations for each pupil's life journey.

It is one of our main aims that Abbey Lane is the focal point of its community and the children and families within it.

Our staff possess a strong drive for collective success and this is something that we aim to instil in each of our pupils. We have uncompromising aspirations for all of the children at our school and these high expectations make up an important part of the DNA of Abbey Lane.

### **Our vision:**

The staff at Abbey Lane have a clear vision for all members of its school community:

#### **We want every child to:**

- Feel safe and happy
- Be inquisitive and develop a love for learning
- Be a caring, respectful and independent individual
- Be exposed to, and enjoy experiencing, a broad and balanced curriculum
- Participate in exciting extracurricular activities
- Have empathy towards others and value our community and its members
- Celebrate the achievements of themselves and others
- Understand the power of self-esteem and growth (and their role in developing this in others)
- Develop as a well-rounded individual who is ready for life beyond Abbey Lane
- Develop themselves as human beings and be a force for positive change in the world

#### **We work alongside our staff and support them to:**

- Hold high expectations of learning and behaviour for every child
- Feel valued
- Ensure that they have a positive work-life balance
- Be happy and proud to be part of the Abbey Lane team
- Develop their skills as practitioners and further their career and passion for education

**We strive to ensure that parents and carers:**

Are part of the Abbey Lane family  
Are invited into school regularly  
Feel welcome when they enter the school  
Feel supported by school and work in partnership with staff  
Are clearly communicated with and are well-informed of Abbey Lane news and events  
Work with us to promote good attendance and punctuality, and understand how this contributes towards their child's education  
Understand that the best interests of their children lie at the heart of every decision that school leaders make at Abbey Lane

**We ask our school governors to:**

Know the school and its community well  
Support school leadership in their decision-making and act as critical friends  
Promote the school and its staff at events and in the wider community  
Contribute to the vision, ethos and strategic direction of the school

**Our Values**

At Abbey Lane, every individual is valued for who they are and what they contribute to the school and its community. We feel that this is summed up in our Abbey Lane Core Values:

**Independence**  
**Teamwork**  
**Creativity**  
**Respect**  
**Wellbeing**

### Priorities identified by the school

The 9 objectives below were identified through a process of self-evaluation including analysis involving key stakeholders and a review process of the previous SIP.

<b>Quality of Education</b>	<b>1</b>	Improve writing outcomes across the school by embedding consistent teaching strategies to raise attainment in KS1 and KS2 by the end of the academic year.
	<b>2</b>	Raise standards in mathematics through mastery teaching and improved curriculum sequencing to accelerate progress by the end of the academic year.
	<b>3</b>	Strengthen assessment by standardising summative approaches and embedding PITA tracking to improve targeting and support by the end of the academic year.
<b>Behaviour and Attitudes</b>	<b>4</b>	Improve attendance systems and family engagement to reduce persistent absence and raise overall attendance to 96.5% by the end of the academic year.
<b>Personal Development</b>	<b>5</b>	Ensure targeted pupils fully access enrichment and personal development opportunities through inclusive planning and monitoring by the end of the academic year.
	<b>6</b>	Embed the principles of the PINS project to improve staff confidence and classroom practice in supporting neurodiverse pupils by the end of the academic year.
<b>Leadership and Management</b>	<b>7</b>	Launch a peer coaching programme focused on formative assessment to strengthen classroom practice by the end of the academic year.
	<b>8</b>	Strengthen the role of middle leaders by clarifying expectations and building capacity to improve pupil outcomes by the end of the academic year.
<b>Early Years</b>	<b>9</b>	Embed the new Reception environment to support early literacy, communication and number skills by the end of the academic year.

## Quality of Education

**Priority 1:** Improve writing outcomes across the school by embedding consistent teaching strategies to raise attainment in KS1 and KS2 by the end of the academic year.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
<b>1.1</b>	Provide targeted CPD, including input from Teresa Heathcote, to improve staff subject knowledge and confidence in teaching writing across all phases.	Initial CPD sessions, including input from Teresa Heathcote, have been delivered to all staff.  Staff begin to implement key strategies in planning and lessons.	Follow-up CPD and coaching have been completed.  Observations and pupil outcomes show clear evidence of improved classroom practice linked to CPD.	Staff feedback, learning walks, book scrutiny, pupil voice, data outcomes	CPD time, cost of Teresa Heathcote training, CPD materials	LJ CS EB
<b>1.2</b>	Embed the revised writing curriculum by monitoring implementation throughout the year and providing ongoing support to ensure sustained impact.	Monitoring shows curriculum changes are being implemented across year groups.  Early strengths and areas for support identified and support plans in place.	Consistent delivery of the writing curriculum is evident across the school.  Staff voice and pupil outcomes demonstrate impact and adjustments have been made to ensure sustained improvement.	Planning scrutiny, lesson observations, book scrutiny, Phase Leader monitoring, pupil progress meetings	Writing curriculum documents, monitoring pro formas, release time for Phase Leaders	LJ CS TC

1.3	Develop and share writing frameworks for each year group to support clear progression and consistent expectations for genre features and outcomes.	Draft writing frameworks have been shared and used in planning.  Staff are beginning to align genre coverage and outcomes to year group expectations.	Writing frameworks are fully embedded in planning and referenced consistently across year groups.  Staff report improved clarity around progression and expectations.	Planning reviews, staff feedback, Phase moderation/ writing moderation, work sampling	Writing framework templates, LJ/CS release time, staff meeting time	LJ CS EB TC
1.4	Build a growing bank of ARE and GDS writing exemplifications by collecting samples from within school, to support internal moderation, transitions, and shared understanding of expectations at PITA 4 and 5.	Initial round of writing samples collected and scanned from each year group. Bank of exemplars available for staff reference and moderation.	Exemplar collection completed for all three terms, with annotations in place. Exemplification is used regularly in moderation, CPD, and transition discussions.	Moderation meetings, exemplar bank reviews	Subject leader release time	LJ CS
1.5	Ensure teaching sequences are used consistently across all year groups, with a focus on modelling, shared writing, and the writing process.	Teaching sequences reviewed in planning and lesson visits. Inconsistencies identified and addressed through team support or coaching. Modelled writing observed in most classrooms.	Consistent use of high-quality teaching sequences across year groups is evident. Lesson observations and pupil voice show improvements in modelling and pupil independence in writing.	Lesson observations, planning checks, book scrutiny, pupil voice	Teaching sequence templates, staff meeting time, subject leader release time	LJ CS EB TC

<b>1.6</b>	Identify and monitor progress of greater depth writers to ensure they are appropriately challenged through curriculum planning, teaching strategies, and feedback.	Greater depth pupils identified in each year group. Planning and interventions (where possible) show evidence of challenge.	Targeted provision for greater depth writers is embedded. Assessment data shows increased proportions of pupils working at greater depth in writing. Exemplars (1.4) contribute to refining expectations.	Assessment reviews, pupil progress meetings, book scrutiny	Tracker+, assessment materials, moderation sessions, release time for subject leads/assessment lead	EB LJ CS
<b>Priority 2: Raise standards in mathematics through mastery teaching and improved curriculum sequencing to accelerate progress by the end of the academic year.</b>						
	<b>Actions</b>	<b>Outcome</b>		<b>Monitoring methods</b>	<b>Resources</b>	<b>Lead</b>
		<b>Milestone 1: Jan 2026</b>	<b>Milestone 2: July 2026</b>			
<b>2.1</b>	Provide in-house training on White Rose Maths to strengthen staff understanding of the scheme and ensure consistent and effective implementation across the school.	All teaching staff have received initial White Rose training, with planning and delivery aligned to the scheme.  Staff confidence and consistency evaluated through monitoring and feedback.	White Rose is embedded across the school with high levels of consistency.  Lesson observations and pupil outcomes reflect stronger mastery teaching and curriculum coverage.	Staff feedback, planning scrutiny, lesson observations, book scrutiny, pupil voice	White Rose maths materials, staff meeting time, release time for maths team	Maths team EB
<b>2.2</b>	Identify and support greater depth pupils in maths through targeted planning and enhanced challenge opportunities across all year groups.	Greater depth pupils identified and challenge activities incorporated into planning.	Greater depth provision is fully embedded.  Assessment shows increased proportion of pupils achieving GDS in	Planning review, GDS work scrutiny, assessment data	Challenge resources, Tracker+, release time for maths	Maths team EB

		Monitoring shows emerging impact in pupil work and adaptive teaching in lessons.	maths and work samples demonstrate deeper thinking and application.	tracking, pupil progress meetings	team/assessment lead	
<b>2.3</b>	Strengthen arithmetic provision through dedicated fluency sessions and aligned resources to ensure coverage beyond the White Rose curriculum.	Dedicated arithmetic provision established in each class.  Resources selected and timetabled – pupil confidence and fluency beginning to improve.	Arithmetic sessions embedded into weekly practice.  Assessment outcomes show improved fluency and accuracy, particularly in assessment week tests.	Lesson observations, assessment tracking, book scrutiny, pupil voice	Arithmetic scheme, release time, staff meeting time	Maths team

**Priority 3: Strengthen assessment by standardising summative approaches and embedding PITA tracking to improve targeting and support by the end of the academic year.**

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
<b>3.1</b>	Embed whole-school assessment weeks each full term to support consistent summative judgements and inform pupil progress tracking.	Autumn and Spring term assessment weeks completed with data gathered and analysed.  Staff feedback used to refine expectations and processes.	Assessment week fully embedded each term.  Data used effectively to identify gaps, inform planning and support moderation.	Data analysis after each assessment week, Staff feedback, pupil progress meetings, book scrutiny	Assessment week materials, Tracker+, admin support for data collection	EB TC Phase Leaders
<b>3.2</b>	Embed PITA tracking to ensure assessment information is accurate, consistent, and used to identify pupils for targeted	Staff using PITA system confidently and all pupils baselined with accurate judgements.	PITA system fully embedded and used consistently in pupil progress meetings.	Review of tracking system, pupil progress	Tracker+, any staff guidance documents,	EB Subject

	support and challenge, including at GDS.	Tracking is informing planning conversations.	Greater clarity around GDS identification and support evident in tracking.	meetings, moderation sessions, data analysis	assessment lead time	Leaders
<b>3.3</b>	Develop staff use of formative assessment strategies to inform day-to-day teaching and accelerate progress.	Key formative strategies agreed and shared.  Early impact seen through lesson observations and pupil engagement.	Formative strategies are consistently used across the school.  Monitoring shows improved pupil understanding and more responsive teaching.	Lesson observations, learning walks, pupil voice, planning review, feedback from CPD	Staff meeting time, Afl resources, release time, any monitoring templates	EB TC
<b>3.4</b>	Strengthen subject leaders' understanding of assessment practices and data in their subjects to support curriculum and teaching decisions.	Subject leaders receive guidance/training on assessment expectations.  Initial discussions take place on how data is gathered and used in each subject.	Subject leaders confidently talk about standards in their subject.  Monitoring shows subject-level assessment is being used to inform next steps in curriculum and teaching.	Discussions with subject leaders, subject reviews, subject leader files	CPD for subject leaders, data analysis, release time for subject leaders, SLT support and coaching time	Subject Leaders EB

## Behaviour and Attitudes

**Priority 4:** Improve attendance systems and family engagement to reduce persistent absence and raise overall attendance to 96% by the end of the academic year.

	Actions	Outcome		Resources	Lead
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		<b>Milestone 1: Jan 2026</b>	<b>Milestone 2: July 2026</b>	<b>Monitoring methods</b>		
<b>4.1</b>	Continue to strengthen attendance tracking and follow-up systems to ensure early identification of attendance concerns and timely intervention.	Tracking systems fully in place.  Persistent absence cases identified early and targeted with clear follow-up actions.  First term attendance data analysed within SLT	Tracking and intervention systems embedded and used consistently across the school.  Persistent absence has reduced and final attendance data shows upward trend towards 97% target.	Attendance analysis, LA attendance meetings in school, PA tracking, governor reports	Attendance tracking systems (SIMS, etc), time to complete analysis, attendance policy	TB TC
<b>4.2</b>	Continue to increase communication and engagement with families to raise the profile of good attendance and offer support where needed.	Regular attendance communication in place (newsletters, Reach More Parents, etc).  Targeted conversations or support offered to families of pupils with <90% attendance.	Parental engagement shows impact through improved attendance in key cohorts.  School's messaging around attendance is well understood and positively received by families.	Logs of communication on email/Reach More Parents, parent feedback, analysis of PA improvements	Templates needed for communication, newsletter, Reach More Parents	TB MC
<b>4.3</b>	Continue to recognise and reward improved or sustained attendance through a consistent, whole-school approach.	Attendance reward systems (such as 'attendance champions') continue to be shared	Reward systems embedded and valued by pupils.	Reward logs and tracking, pupil voice, weekly	Rewards materials, Celebration Assembly display,	TC TB RT

		with pupils – reintroduced in Core Value assemblies.  Celebration displays and weekly routines in place.	Rise in the number of pupils achieving attendance milestones or improving their attendance over the year.	attendance monitoring	admin support for tracking and preparation	
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## Personal Development

**Priority 5:** Ensure targeted pupils fully access enrichment and personal development opportunities through inclusive planning and monitoring by the end of the academic year.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
<b>5.1</b>	Track participation of targeted pupils in enrichment and wider school opportunities to identify gaps and remove barriers to engagement.	Tracking system launched and baseline data gathered for targeted groups.  Initial gaps in access identified.	Tracking system embedded – data shows increased participation from targeted pupils in clubs, trips, and wider school activities.	Participation tracking system, data analysis, pupil group comparisons, report to governors	Tracking system, data entry, time to complete tracker	SMo TB DR
<b>5.2</b>	Plan enrichment activities with inclusion in mind by offering a broad, accessible range of experiences tailored to pupils' needs and interests.	Wider opportunities audit completed.  Staff planning and enrichment offers reviewed	Enrichment offer is broad, inclusive, and reflects the school's context.	Enrichment offer audit, pupil voice, staff planning	Any templates needed, planning time, budget	PD Team TB DR

		to ensure inclusive access for all pupil groups.	Participation across targeted groups is more balanced and sustained.	review, participation tracking	allocation (PP, Sports Premium, for example)	
<b>5.3</b>	Strengthen the role of staff in identifying and encouraging targeted pupils to take part in wider school life.	Key staff aware of target pupils and briefed on their role in promoting inclusion.  Early support and encouragement recorded.	Staff play a proactive role in ensuring inclusion in clubs, trips, and pupil voice opportunities.  Targeted pupils report feeling more involved and confident.	Staff feedback, pupil voice, pupil participation tracker	Pupil lists by group, time to support, training	PD Team TB DR

**Priority 6:** Embed the principles of the PINS project to improve staff confidence and classroom practice in supporting neurodiverse pupils.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
<b>6.1</b>	Ensuring that at least 90% of staff have received neurodiversity awareness training.	'Making sense of neurodiversity' course – attend – 3 full days SENDCo  Low arousal training – 2 hours Meeting the autistic need  Demand Avoidance Workshop	90% of staff have been on the Autism and ADHD Parent Carer twilight or had small group training.	Staff record of attendance, staff feedback	Twilight time, staff meeting time, time for TB or SM to attend training	TB SMo

6.2	Audit and adapt classroom environments across all year groups to better support pupils with neurodiversity (e.g. autism, ADHD, dyslexia).	OT environment audit with TB and SM Inclusion council  S and L communication classrooms audit with inclusion council	Staff have made adaptations to the environment to better support pupils.	Learning environment audit, SENDCo and SEMH lead learning walks, Inclusion council meetings (9 upper KS2 pupils)	Audit template, time to complete audits before and after	TB SMo
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## Leadership and Management

**Priority 7:** Launch a peer coaching programme focused on formative assessment to strengthen classroom practice by the end of the academic year.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
7.1	Pair staff into coaching partnerships and provide structured time each term for planning, review, and collaborative reflection.	All staff coaching pairs confirmed.  First coaching cycle completed following Autumn term staff meeting.  Initial reflections recorded.	All three coaching cycles completed.  Staff report greater confidence and ownership of professional development.	Coaching pair action plans/evaluation forms, Phase Leader check ins, participation records	Staff meeting time, any guidance given to staff, coaching pair list/document	EB PH SR TC

			Final reviews reflect progress and impact.			
<b>7.2</b>	Deliver termly CPD sessions introducing key formative assessment strategies and support staff in identifying focus areas for improvement.	Autumn and Spring term CPD sessions delivered.  Staff have each selected and begun developing a specific formative assessment focus.	All three CPD sessions completed.  Staff apply a range of formative strategies with increasing consistency.  Coaching reflections evidence positive change in practice.	Session feedback data, action plans/evaluation, SLT learning walks	Staff meeting materials, staff meeting time, any research shared based on formative assessment	EB PH SR
<b>7.3</b>	Facilitate peer observations and feedback within coaching pairs, with at least one observation per term to support development and accountability.	First round of peer observations completed. Logistical solutions trialled (how teachers are being covered for observations) and reviewed.	Three observation cycles completed. Peer feedback shows meaningful dialogue and professional growth. Model reviewed for continuation or scaling.	Staff reflections, peer feedback, SLT monitoring engagement	Cover/release time, time for termly coaching staff meetings	EB PH SR TC
<b>7.4</b>	Evaluate the impact of the peer coaching programme on teaching practice and identify next steps for sustaining or scaling the model.	Midyear staff survey/feedback collected on coaching experience and impact so far. Initial themes identified and shared with SLT.	End-of-year evaluation completed through staff feedback, paired reflections, and pupil voice (where appropriate). Next steps agreed for 2026–27.	Staff feedback (Google Form, for example), review of coaching notes/action plans, pupil	Surveys/Google Forms, time for reviews, feedback summaries to inform 26-27 planning	EB PH SR TC

				voice (optional), coaching review meetings		
<b>Priority 8: Strengthen the role of middle leaders by clarifying expectations and building capacity to improve pupil outcomes by the end of the academic year.</b>						
	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
<b>8.1</b>	Define and embed clear expectations for the phase leader role, including leadership of phase meetings, data analysis, and monitoring activities.	Phase leaders have led at least one full-term phase meeting with moderation focus  Initial data analysis from Autumn term data drop completed and shared in SLT meeting.	Phase leaders independently lead phase meetings incorporating monitoring within this.  Ongoing data tracking and analysis embedded  Monitoring activities (book looks, pupil voice, learning walks) completed termly across phase.	Review Phase meeting agenda, data analysis, monitoring activities within phase	Tracker+, moderation materials	Phase Leaders  SLT
<b>8.2</b>	Strengthen middle leader involvement in whole-school events and operational duties to develop organisational and leadership skills.	Phase leaders contribute to planning and delivering at least one whole-school or phase event (e.g., Sports Day planning underway).	Phase leaders lead (or have an oversight of) planning for key phase events.  Demonstrate increased confidence in	Event planning documents, observation of duties, staff and	Event planning templates, duty rotas, time allocation for	Phase Leaders  SLT

		Regular presence on gates and lunch duties established – on management days.	managing logistics and coordinating staff.	parent feedback	event planning	
<b>8.3</b>	Develop middle leaders' capacity to mentor and support staff, including those requiring coaching or guidance.	Mentor/mentee pairings established by SLT.  Initial coaching sessions held and early feedback from mentees gathered.	Evidence of improved practice in mentee teachers.  Mentor role embedded into phase leader responsibilities.	Mentor logs (if needed), feedback from mentees, observation of coached staff	Any coaching frameworks, time allocated for mentor meetings/observations, access to professional development materials/any CPD	Phase Leaders  EB  SLT
<b>8.4</b>	Build middle leader presence in wider school leadership through SLT contributions and student development.	Phase leaders give regular updates about their phase in SLT meetings.  Lead and support at least one assembly in each half term.  Involvement in student mentor/host roles established.	Phase leaders continue to give regular updates about their phase in SLT meetings.  Regularly lead and support assemblies.  Active involvement in developing student teachers in school via mentoring or hosting students.	SLT meetings, assembly rota, student feedback	Assembly planning, time to plan, student documents	Phase Leaders  EB  SLT

## Early Years

**Priority 9:** Embed the new Reception environment to support early literacy, communication and number skills by the end of the academic year.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	Milestone 2: July 2026			
<b>9.1</b>	Establish clear routines and expectations for movement between learning spaces, reducing unsupervised free flow while maintaining access to high-quality provision.	New movement routines in place – staff consistently apply agreed boundaries and supervision points.	Routines fully embedded – transitions between spaces are smooth, purposeful, and safe.	Learning walks, staff feedback, observations of children’s use of the space	Updated layout plans if needed, any new furniture and fencing	SW TC
<b>9.2</b>	Mirror high-quality provision in the two main classroom spaces to ensure equality of opportunity and consistency in learning experiences.	Key areas and resources replicated in both spaces – environment maps and resource lists agreed.  Enhancements within continuous provision are regularly updated and closely linked to current curriculum themes and objectives.	Provision across both spaces remains aligned through regular monitoring.  Continuous provision enhancements consistently reflect curriculum priorities, with evidence of improved engagement and learning outcomes.	Continuous provision planning documents, learning walks, photos/observations of provision	Continuous provision planning documents, curriculum planning, any new furniture/fencing	SW TC
<b>9.3</b>	Maximise use of the outdoor area for targeted learning opportunities in literacy, communication, and number,	Outdoor learning plan is in place, linked to curriculum focus.	Outdoor area embedded as a high-quality learning space, with evidence of its	Learning walks, review of provision planning,	Outdoor learning equipment/furniture,	SW TC

	with clear links to indoor provision.	Staff are using area purposefully.	impact in pupil outcomes.	observations of pupils in provision, photos/evidence of targeted provision	planning templates	
<b>9.4</b>	Monitor and adapt use of spaces through regular observation and monitoring to ensure safety, engagement, and curriculum coverage.	Initial review of base layout and routines completed (including Ruth Swailes visit in October).  Adjustments made based on observation and feedback.	Environment reflects continuous improvement, based on data, observation, and staff reflections.	Learning walks, observations of children in provision, staff feedback	Any pro formas needed for recording observations	SW TC