Abbey Lane Primary School

Everyone included. Everyone achieving.

School Improvement Plan (SIP) 2026-27

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

Priority 1	**1**	To improve English achievement across the school through strong phonics provision, high-quality early reading and continued improvement in writing outcomes.
Priority 2	**2**	Develop fluency and mastery through Maths Hub involvement and Peak Edge workgroup participation.
Priority 3	**3**	Improve achievement and engagement for disadvantaged pupils across the curriculum.
Priority 4	**4**	Develop a high-quality Year 1 model that successfully bridges Early Years pedagogy and Key Stage 1 expectations.
Priority 5	**5**	Strengthen assessment by standardising summative approaches and embedding PITA tracking.

Priority 1

Priority 1: To improve English achievement across the school through strong phonics provision, high-quality early reading and continued improvement in writing outcomes.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	**Milestone 2: July 2026**			
1.1	Strengthen phonics provision to increase the proportion of pupils achieving the expected standard in the Year 1 Phonics Screening Check.	Monitoring demonstrates consistent delivery of the Little Wandle scheme across EYFS and KS1. Pupils at risk of not meeting the expected standard are identified and receiving targeted support. Mock Phonics Screening Checks have taken place according to the 'assessment on a page' document.	Mock Phonics Screening Checks have continued to take place to track progress. Phonics Screening Check outcomes exceed the 2025/26 result (75%), with a greater proportion of pupils achieving the expected standard.	Phonics observations, learning walks, assessment data, mock screening checks	Little Wandle resources, intervention materials, CPD time, release time	VH English Team TC LJ SW
1.2	Continue to refine the school's writing curriculum and pedagogical approaches	Monitoring demonstrates that writing approaches introduced through curriculum refinement, CPD and	ARE+ writing outcomes demonstrate improvements on 25/26 data.	Book scrutiny, planning scrutiny, internal	Writing curriculum documentation, moderation	English Team EB TC

		work with Theresa Heathcote are consistently implemented across year groups. Moderation and work scrutiny show improved quality and consistency of writing.	GD writing outcomes demonstrate improvements on 25/26 data.	moderation, PPM, assessment outcomes	materials, CPD materials, release time for English leaders	
1.3	Further develop early reading provision to ensure pupils develop fluency, accuracy and a love of reading from the earliest stages.	A shared approach to early reading is embedded across EYFS and KS1, ensuring consistency in teaching, intervention and assessment.	Monitoring, assessment and pupil outcomes demonstrate that the school's early reading provision is having a positive impact on fluency, comprehension and readiness for the next stage of learning.	Reading assessments, learning walks, intervention reviews; EYFS/KS1 PPM	Decodable reading books, Little Wandle resources, any related CPD, release time for monitoring	VH SW Core SLT
Links to Ofsted framework	Curriculum & Teaching, Achievement, Early Years					

Priority 2

Priority 2: Develop fluency and mastery through Maths Hub involvement and Peak Edge workgroup participation.

	Actions	Outcome		Monitoring methods	Resources	Lead
		Milestone 1: Jan 2026	**Milestone 2: July 2026**			
2.1	Engage fully with Maths Hub Mastering Number programme and training.	Training attended and strategies introduced.	Mastery approaches embedded in all year groups.	Lesson visits, staff feedback	Maths Hub resources	Maths Team

2.2	Be involved with the Peak Edge Maths Mastery workgroup.	Initial workgroup meetings attend by Abbey Lane staff.	Staff have received updates from the Maths Team Maths Team to have implemented content from the workgroup with practice at Abbey Lane.	Learning walks Maths Team feedback/staff meeting	Release time	Maths Team
Links to Ofsted framework	Curriculum & Teaching, Achievement					

Priority 3						
Priority 3: Improve achievement and engagement for disadvantaged pupils across the curriculum.						
	Actions	**Outcome**		**Monitoring methods**	**Resources**	**Lead**
		Milestone 1: Jan 2026	**Milestone 2: July 2026**			
3.1	Identify key barriers through robust data analysis and pupil progress meetings.	Priority pupils identified and tracked.	Gaps in attainment begin to narrow.	Data analysis, pupil progress meetings	Tracker+, release time	TC TB EB Class teachers
3.2	Increase participation in enrichment and wider opportunities.	Participation tracking established.	Higher rates of participation evident.	Participation data, pupil voice	PP funding	TC TB SMo

						Class teachers
3.3	Provide targeted academic support through interventions.	Priority pupils identified and tracked. Interventions in place for these pupils for core subjects.	Progress measures show improved outcomes.	Assessment data	Intervention staffing	TB Class teachers
3.4	Continue to improve attendance and punctuality for disadvantaged pupils through early identification, targeted support and positive family engagement.	Attendance of disadvantaged pupils is monitored half-termly. Pupils below attendance thresholds identified quickly and support put in place.	Disadvantaged attendance remains in line with or above national averages. Persistent absence among disadvantaged pupils reduces.	Attendance tracking, PPM	Tracker+, Attendance and Inclusion officer time	TB TC
Links to Ofsted framework	Inclusion, Achievement, Attendance & Behaviour, Personal Development & Wellbeing					

Priority 4

Priority 4: Develop a high-quality Year 1 model that successfully bridges Early Years pedagogy and Key Stage 1 expectations.

	Actions	**Outcome**		**Monitoring methods**	**Resources**	**Lead**
		Milestone 1: Jan 2026	**Milestone 2: July 2026**			
4.1	Review and refine Year 1 continuous provision model.	Review and refine Year 1 continuous provision model.	Provision embedded and impacting positively.	Learning walks, pupil voice	Continuous provision resources	LJ TB TC

4.2	Introduce floorbooks for foundation subjects to capture learning.	Floorbook approach in use in all three Y1 classrooms. Staff have received guidance and examples of effective practice.	Floorbooks demonstrate clear progression in knowledge, skills and vocabulary across foundation subjects. Staff evaluation confirms that floorbooks support assessment, curriculum design and workload reduction	Book scrutiny, monitoring	Floorbooks	Y1 Team
4.3	Develop transition processes between Reception and Year 1.	Joint planning and moderation established.	Improved readiness measures and outcomes.	Transition reviews	Release time	SW LJ
Links to Ofsted framework	Early Years, Curriculum & Teaching, Achievement, Personal Development & Wellbeing					

Priority 5

Priority 5: Strengthen assessment by standardising summative approaches and embedding PITA tracking.

	Actions	**Outcome**		**Monitoring methods**	**Resources**	**Lead**
		Milestone 1: Jan 2026	**Milestone 2: July 2026**			
5.1	Embed termly assessment weeks and moderation.	Assessment cycle operating consistently.	Moderation confirms accuracy across school.	Moderation records, data analysis	Assessment materials	EB TC Class teachers

5.2	Further develop staff confidence in using PITA tracking.	Refresher training delivered to staff. Assessment systems reviewed.	PITA understanding embedded and becoming more evident in pupil progress meetings.	PPM	Tracker+, CPD time	EB TC
5.3	Further develop formative assessment strategies through peer coaching	Peer coaching model reviewed and refined based on 2025-26 evaluation. Staff identify a specific formative assessment focus linked to classroom practice.	Staff demonstrate increased confidence and consistency in using formative assessment strategies they have selected. Evaluation shows clear impact on professional practice and informs future coaching priorities.	Learning walks, pupil voice	CPD materials	EB PH SR TC
Links to Ofsted framework	Curriculum & Teaching, Achievement, Leadership & Governance					