



Abbey Lane Primary School

School Improvement Plan (SIP) 2023-24

School Vision:

We want a school which encourages pupils to have a love of life, an understanding of people and a desire for learning. A school where the well-being of children is at the heart of everything that we do. It will be fully inclusive and a school which focuses on raising the attainment and achievement of all its pupils.

Abbey Lane School will promote high achievement and learning for life by working with children to:

1. Develop enquiring minds and a spirit of curiosity so that they become highly motivated, life- long learners and achieve high standards in all areas of their learning. Learners should be able to work independently as well as collaboratively.
2. Enable them to become flexible and adaptable for the modern world. Learners should seek to extend themselves in mind, body and spirit and be able to learn from their mistakes.
3. Develop high self-esteem, where they respect themselves and others and the environment in which they live.

We believe that each child will succeed through experiencing quality from:

1. A broad and challenging curriculum which offers an enriching programme of extra-curricular events and visits.
2. The development of a stimulating learning environment which has a varied, rich and up-to date range of learning resources.
3. A range of innovative teaching styles which encourages an investigative approach to learning.
4. An ethos of support, challenge and encouragement from all, to succeed. Where the learning partnership between home, school and community is highly developed.

We demonstrate our commitment to working as a learning community by:

1. Striving for continuous improvements towards challenging but attainable targets.
2. Working collaboratively towards common shared goals.
3. Supporting and developing all individuals within the school.
4. Continually evaluating our current practice alongside national/local agenda to develop our own school vision.
5. Promoting and understanding our commitment to the changing global world.

Aims and Objectives:

Our school holds a unique and important place in the community. We recognise that we cannot achieve our aims in isolation and therefore value the involvement of parents, carers, extended families and all the members of the community. It is only through partnership that we can give our children the quality of education that they deserve.

The Aims of the School:

To develop the capacity of the individual child to reach their full potential by:

- Creating a happy, stimulating, secure and caring environment
- Working in partnership with pupils, parents and the community
- Encouraging high standards in terms of discipline, behaviour and positive attitudes to learning
- Promoting a healthy lifestyle
- Encouraging empathy for each other

The Objectives of the School:

- To provide a range of educational opportunities for all our pupils regardless of gender, race, beliefs, disability and ability
- To recognise and cater for the pupils' needs educationally, emotionally, physically, morally, spiritually and culturally
- To continually seek to develop a learning environment which develops learning

Previous Ofsted Inspection (27th March 2018): What does the school need to improve further?

- Teaching provides consistently high challenge for all pupils in lessons so that outcomes improve further.
- Leaders and teachers track the progress of boys carefully throughout the school and continue to develop strategies to ensure that boys' outcomes are closer to those of the girls in key stage 1.
- Leaders provide effective guidance and support to subject leaders so that the quality of work across a range of subjects reaches the same standards of English and mathematics and so that leaders have a clearer overview of standards.
- Actions to strengthen relationships with parents help parents and carers feel that their concerns are listened to, respected and addressed thoroughly.

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.

Quality of Education	1	To raise the attainment in writing by focusing on the teaching and learning of spelling, punctuation and grammar within targeted year groups.
	2	To further develop the use of adaptive teaching in all subjects to continue to make the curriculum accessible for all learners.
Behaviour and Attitudes	3	To make school more inclusive for all groups of pupils, especially those who are vulnerable to not meeting their end of year targets.
	4	To raise the whole school attendance figure or 95.4% (2022/23) in order to achieve the school's target of 97%.
Personal Development	5	To further embed the school's core values (Independence, Teamwork, Creativity, Respect, Wellbeing) to improve personal development in school.
Leadership and Management	6	A continued high priority to be given to workload and staff recognition in order to further improve staff wellbeing.
	7	To make alterations to record-keeping systems currently in place at Abbey Lane to further enhance the safeguarding processes in school.
	8	To continue to strengthen and develop the school's links with its community through an increased program of parental engagement opportunities.
	9	To ensure that new leaders are supported to achieve their full potential.
Early Years	10	To strengthen the links between the Foundation Stage and the National Curriculum so that the learning that takes place in Reception is more closely built upon in Key Stage One.

Quality of Education

Priority 1: To raise the attainment in writing by focusing on the teaching and learning of spelling, punctuation and grammar within targeted year groups.

	Actions	Outcome		Monitoring Methods	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
1.1	Literacy team to support the teaching of SPaG within writing lessons for target year groups based on Summer 2 data (Y3 and Y4).	<p>New short term and medium term planning formats are introduced to help teachers focus on the skills and objectives that need to be taught which will, in turn, increase pupil progress.</p> <p>Y3 staff to begin using Bridge to Spelling scheme (Little Wandle).</p> <p>Literacy team to identify an effective grammar scheme to be used to explicitly teach SPaG skills.</p> <p>Spelling Frame is used regularly in KS1 and KS2 classes.</p>	<p>Interactive key word and vocabulary displays are created and used independently by the children in KS1 and KS2.</p> <p>Improvements in spelling is noticeable throughout school and is transferred to foundation subjects.</p> <p>The percentage of children achieving ARE+ in writing in Y3 and Y4 will have increased from the data submitted in Summer 2.</p>	<p>Pupil progress meetings</p> <p>Data analysis</p> <p>Book scrutiny</p>	<p>Literacy team's management time</p> <p>Supply cost for PP meetings</p> <p>Bridge to Spelling</p>	Literacy Team
1.2	Pupil progress meetings used as a tool to analyse next steps and support teachers with the progress of children's writing.	Autumn pupil progress meetings will be used as effective gaps analysis and will help to pinpoint which groups of children to target and how they will overcome any writing barriers.	Children achieving ARE+ in writing will have increased from the previous year's data in all year groups.	<p>Pupil progress meeting documents</p> <p>Data analysis</p> <p>Book scrutiny</p>	Supply cost for PP meetings	Class teachers TC SLT

1.3	Literacy team to support Foundation Stage staff, focussing on boys writing.	SW and FS staff to ensure that there are texts included in writing sessions that are designed to heighten boys' engagement.	The percentage of boys achieving GLD by the end of Reception will have increased the previous year's data.	Data analysis Work scrutiny Planning scrutiny Lesson observations	Literacy team's management time	SW Literacy Team (led by EC/VH)
1.4	Staff across school to continue to build on the progress made with handwriting through regular, high quality handwriting sessions, ensuring that taught handwriting techniques are being used in all subjects and using the handwriting exercise books for the selected subjects.	Teachers will refer to the handwriting techniques and rules in all lessons that involve writing. Improvements are made in handwriting throughout school and is noticeable in all subjects.	Children achieving ARE+ in writing will have increased from the previous year's data in all year groups.	Book/work scrutiny Lesson observations	Cost of handwriting exercise books	Class teachers Literacy Team
Priority 2: To further develop the use of adaptive teaching in all subjects to continue to make the curriculum accessible for all learners.						
	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
2.1	To embed a whole school approach to adaptive teaching.	Staff will be more confident with how to adapt their teaching/resources to meet the needs of all children in school. The planning formats in school will change to remove elements of differentiation and will instead include a 'teaching adaptations' section.	Adaptive teaching strategies will be evident in all classes and in all subjects for children/groups of children who need this. The % of SEN pupils achieving ARE+ in core subjects will have increased from the previous year's data.	Planning scrutiny Lesson observations SEN reviews Pupil progress meetings	Staff meeting time Subject-specific resources that are needed – purchased out of subject leaders' budget Supply cost for PP meetings	TB Class teachers EB
2.2	To ensure that a bespoke curriculum is in place for all children who need this.	Children who are working well below their year group will have alternative learning tasks to complete, designed to increase their progress in the core subjects.	Children who are working well below their year group will make progress in the core subjects compared to their data from the previous year.	SEN reviews Pupil progress meetings Data analysis – use of Birmingham toolkits Lesson observations	Resources needed Supply cost for PP meetings	TB Class teachers who have identified children in their class

2.3	Leaders of specific subjects to deliver staff meetings about how adaptive teaching can be used when planning and teaching lessons in their subject.	Staff will have a clearer understanding of what adaptive teaching looks like in specific subjects.	Adaptive teaching strategies will be evident in all classes and in all subjects for children/groups of children who need this.	Staff meetings Planning scrutiny Lesson observations SEN reviews	Staff meeting time Subject-specific resources that are needed – purchased out of subject leaders' budget	TC Subject leaders EB
2.4	The Birmingham Toolkit is to be appropriately used to monitor progress of SEN learners.	Staff are able to confidently use The Birmingham Toolkit to assess the children who are working below the year group that they are in. Staff can use The Birmingham Toolkit to identify next steps for specific children and use this analysis to target further progress.	The % of SEN learners to have made progress in the core subjects will have increased from the previous year's data.	SEN reviews Pupil progress meetings Data analysis – use of Birmingham toolkits Lesson observations	Supply cost for PP meetings Cost of Birmingham Toolkit	TB Class teachers
2.5	Training and support is brought in to help staff with the increasing number of EAL pupils arriving at Abbey Lane.	A twilight training session is delivered, focussing on EAL provision and support. Sheffield School's Library Service will be bought into and a wealth of multi-lingual texts accessed.	The % of EAL learners making progress on The Birmingham Toolkit	EAL data SEN reviews Data analysis – use of Birmingham toolkits Lesson observations	EAL resources Sheffield School's Library Service Subscription Twilight slides/facilitator	TB TC

Behaviour and Attitudes

Priority 3: To further develop inclusive practice for all groups of pupils, especially those who are vulnerable to not meeting their end of year targets.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
3.1	Review and refine systems and processes related to SEND.	All teaching staff have undertaken Sheffield Support Grid training.	Training delivered for staff around SEND within individual subjects.	Staff meeting attendance Review of Provision Map use	Cost of Provision Map	TB

		SEN paper work has been updated and refined.	Provision Map is purchased, embedded and used to better manage the organisation of SEND and PP children.	SEN reviews	Staff meeting time	
3.2	To continue to ensure that high quality interventions are in place to support key groups of children who need help to self-regulate (sensory circuits, mighty minds, nurture groups, etc).	Interventions are in place for key groups of children and are helping these children to access school and the curriculum. Cabin Club is set up to help targeted children regulate their emotions during lunch time.	The number of serious behaviour incidents has reduced compared to Autumn term. A member of staff will be fully trained in the ELSA qualification and will use this training to support children with social and emotional needs. The % of SEN learners to have made progress in the core subjects will have increased from the previous year's data.	SEN reviews Pupil progress meetings Data analysis – use of Birmingham toolkits Lesson observations	Resources for groups/interventions ELSA training Resources to supplement group work	TB Class teachers
3.3	To modernise the Positive Play room to make it more effective as a nurture space.	The Positive Play room is reorganised to make it more effective as a nurture space.	The positive Play room is timetabled and used by children who need sensory support to help them to access their learning.	SEN reviews	Containers/furniture/resources needed for Positive Play room	TB SM

Priority 4: To raise the whole school attendance figure of 95.4% (2022/23) in order to achieve the school's target of 97%.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
4.1	Update and embed whole school policies relating to attendance.	The school's attendance policy will be reviewed and rewritten.	Attendance will be equal to or above the whole school target of 97%.	Attendance records Termly meetings with the LA attendance officer	Roles in the office are clear	TC Office Staff DF
4.2	Review policies and processes in order to raise attendance.	Key worker support to be in place for all persistent latecomers.	Children who are persistently late will improve	Attendance records	Roles in the office are clear	TC

		Attendance Champions are celebrated in weekly assemblies and help raise the profile of attendance in school.	their punctuality so that their overall attendance % increases.	Termly meetings with the LA attendance officer		Office Staff DF
4.3	Key worker support to be in place for all persistent absentees.	Key worker support to be in place for all persistent absentees. Meetings are held with all parents of children who are persistently absent.	The percentage of children who are classed as persistently absent will have reduced from the previous year.	Attendance records Termly meetings with the LA attendance officer	Roles in the office are clear	TC Office Staff DF All staff

Personal Development						
Priority 5: To further embed the school's core values (Independence, Teamwork, Creativity, Respect, Wellbeing) to improve personal development in school.						
	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
5.1	Staff to refer to the core values in every day dialogue with the children.	Children will be familiar with core values and know what they mean. Staff leading the weekly assemblies will refer to the core values when delivering their assembly.	Children will use the terminology of the core values themselves throughout the day.	Learning walks Lesson observations		TC Class teachers SM
5.2	To link the weekly 'Good Work' certificates to the core values.	When certificates are handed out to children in each class at the end of each week, the reasons why the child has been selected explicitly links to one or more of the school's core values.	Children will use the terminology of the core values themselves throughout the day.	Weekly 'Good Work' assemblies		TC SM
5.3	To continue to promote personal development within the curriculum.					

Leadership and Management

Priority 6: A continued high priority to be given to workload and staff recognition in order to further improve staff wellbeing.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
6.1	SEMH lead to broaden their role to incorporate more opportunities to focus on staff well-being.	SEMH Lead will create opportunities for staff at Abbey Lane to communicate any issues.	The % of positive responses from the staff wellbeing questions within the governors' staff survey will have increased.	Staff survey Learning walk SM appraisal Staff appraisals	Resources needed for staff well-being opportunities	TC SM SLT Governors
6.2	To promote a healthy work life balance for all staff.	Teaching staff have the opportunity to take their PPA at home in order to increase their productivity. Book swap bookshelf is in place in the staff room.	Retention of staff is good. The PPA/work areas are redesigned to create more efficient spaces for different purposes.	Staff survey Well-being meetings/drop-ins Staff appraisals		TC DF Governors
6.3	To ensure that workload management remains an SLT priority.	Certain tasks will be streamlined, if appropriate to do so, or eradicated if deemed unnecessary.	The % of positive responses from the staff wellbeing questions within the governors' staff survey will have increased.	Staff survey Well-being meetings/drop-ins Staff appraisals	Cost of any schemes for workload management (CPOMS, for example)	TC SLT Governors
6.4	National College membership for all staff, allowing them access to hundreds of free CPD courses.	Staff will have access to a wealth of courses and training linked to a range of areas within education.	Staff will have chosen and accessed at least one piece of video training from the National College bespoke to	National College admin page Staff survey	National College membership	TC EB

		New staff will be given login details for the National College.	their individual training needs.	Well-being meetings/drop-ins Staff appraisals		Governors
Priority 7: To make alterations to record-keeping systems currently in place at Abbey Lane to further enhance the safeguarding processes in school.						
	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
7.1	To change the school's safeguarding system from paper-based to electronic.	CPOMS will be bought and set up for all staff. All staff will have registered and logged in to CPOMS.	All staff will be using CPOMS to report any safeguarding or behaviour concerns. Key paper safeguarding files from the past 5 years will be transferred onto CPOMS.	CPOMS logging records	CPOMS	TC TB
7.2	Staff to undertake basic training in how to use CPOMS during September INSET day. SLT to run 'drop in' sessions to further develop staff's CPOMS training.	Basic CPOMS training offered to all staff. Key SLT staff are on hand to offer support. Weekly briefings used as an opportunity to give staff 'CPOMS tips' as they arise.	Staff have an increased confidence in how to access and use CPOMS.	CPOMS logging records Register of attendance at INSET day.	INSET time	TC TB
7.3	To ensure that all members of SLT have advanced safeguarding training and, consequently, a different level of access to CPOMS.	Leaders on the safeguarding team will have downloaded the CPOMS Authenticator app. SLT will be able to access different sections of the CPOMS system, in the role of DDSLs.	There will be an increased safeguarding capacity within school. All members of SLT will have received advanced safeguarding training.	CPOMS logging records Safeguarding training records Advanced safeguarding certificates	CPOMS Supply costs	TC TB

7.4	To ensure that safeguarding is at the forefront of all staff thinking at Abbey Lane.	Incorporate a 'safeguarding slot' at the beginning of weekly SLT meetings. Draw up a 'vulnerable list' of children who are not yet picked up by social care but are to be monitored.	Staff receive regular refresher training via scenario emails sent by DSL. A child-friendly safeguarding policy is written and shared with staff and families.	Email threads SLT meeting minutes Vulnerable list Policies		TC SLT
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Priority 8: To continue to strengthen and develop the school's links with its community through an increased program of parental engagement opportunities.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
8.1	To redesign the school newsletter in order to make it more inviting to families of Abbey Lane children.	The newsletter will be positive towards children, parents and staff. Celebrations of children and staff will regularly appear on the newsletter.	Families will feel closer to the school through the content and tone of the newsletter. The % of parents responding positively to the school communication questions on the parent's survey will have increased from last year's results.	Newsletter proof-reading Parent survey		TC
8.2	Termly phase newsletters to be sent out to parents, highlighting learning that will be taking place, special events, key dates, etc.	Each phase in school (FS, KS1, LKS2 and UKS2) will put together and send out a newsletter each term to parents and carers. Families will have a better understanding of what will be happening in school for their child(ren).	The % of parents responding positively to the school communication questions on the parent's survey will have increased from last year's results.	Newsletter proof-reading Parent survey		Phase leaders with class teachers input SLT
8.3	Parents and carers to be invited into school at least once every term for a learning exhibition in their child's class.	Parents and carers will have had the opportunity to visit their child's class and view/take part in some of their learning.	All parents and carers will have had at least three opportunities to visit their child's class and view/take part in some of their learning.	Newsletter proof-reading (dates for these events/exhibitions will be detailed on the newsletter)		Class teachers Phase leaders

		Parental engagement and the view of the school within the community will be more positive.		Parent survey Sign-in sheets for parents attending the exhibitions		
8.4	Abbey Lane to create a Twitter account to strengthen parental engagement.	Abbey Lane Twitter account will be set up.	All classes will have posted on the school Twitter account.			

Priority 9: To ensure that new leaders are supported to achieve their full potential.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
9.1	Increase the capacity of the governing body in order to accelerate school improvement by effectively holding school leaders to account.	New parent, staff and co-opted governors are appointed. New governor link roles are assigned. Link governors have begun to make in-school visits to monitor their aspect.	Someone from the school's governing body will have attended the Learn Sheffield Strategic Leadership in Governance training and disseminated key information from this course to the rest of the governors.	Governors meeting minutes	Strategic leadership course part of the annual Learn Sheffield subscription	JT JA
9.2	Seek external support to coach and mentor the SLT in order to drive school improvement.	Learn Sheffield initial SIP visits have focussed on leadership development with core SLT members (DHT, AHT, SENCo). Support purchased from Peak Edge to develop the skills of the SLT. DHT to network with local Head Teachers to develop knowledge and skills whilst in the Acting Head Teacher role.	Six days of Learn Sheffield SIP visits will have focussed on the development of the SLT. DSL to have attended the Learn Sheffield Strategic Leadership in Safeguarding training.	Appraisals SIP reviews	Strategic leadership course and SIP visits part of the annual Learn Sheffield subscription	SLT
9.3	Providing regular opportunities for monitoring and development of leaders of all levels.	A monitoring and evaluation cycle is created and shared with staff. Targeted senior and middle leaders are actively monitoring their subjects.	Moderation in core subjects is regularly planned in. Training opportunities have been created for middle	SLT meetings Monitoring of subjects	Training costs	SLT Subject leaders

			leaders to fine-tune their leadership skills.	Subject leader action plans SIP visits		
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Early Years

Priority 9: To strengthen the links between the Foundation Stage and the National Curriculum so that the learning that takes place in Reception is more closely built upon in Key Stage One.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2024	Milestone 2: July 2024			
9.1	All subject leaders to spend time gaining a more in-depth understanding of how the foundational knowledge of their subject is taught in reception classes, and how this links in with the progression of the subject as children move through school.	All subject leaders will have visited FS at least once to observe how their subject is taught in reception.	The knowledge children learn in reception will clearly feed into what they go on to learn in Key Stage One. Subject leaders will be able to ensure that there is clear progression of their subject from Foundation Stage to the end of Key Stage Two.	Foundation subject progression documents Lesson observations Planning scrutiny		Subject leaders SW
9.2	Reception teachers, with the guidance of subject leaders, to ensure that stories and books that are shared give children an insight into foundational concepts that will help them access the content taught in Key Stage One.	Subject leaders to liaise with SW and the FS staff to check which texts are shared with reception children that feature elements of their subject. From this, they can begin to ensure progression of knowledge taught through the year groups.	Reception children will be ready to access their learning in Key Stage One based on knowledge taught in the Foundation Stage.	Foundation subject progression documents Lesson observations Planning scrutiny	Any new stories that need to be purchased.	Subject leaders SW Reception class teachers
9.3	Reception teachers, with the guidance of subject leaders, ensure that the concepts that children learn during circle times and whole class sessions link to the knowledge	SW and FS teachers to liaise with KS1 staff, KS1 Phase Leader and subject leaders to find out what	Reception children will be ready to access their learning in Key Stage One based on	Foundation subject progression documents		Subject leaders SW

	that will be taught to them in Key Stage One.	knowledge needs to be included in circle times to ensure progression.	knowledge taught in the Foundation Stage.	Lesson observations Planning scrutiny		Reception class teachers
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