



# **Abbey Lane Primary School**

**School Improvement Plan (SIP)  
2024-25**

### 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**

### Previous Ofsted Inspection (28<sup>th</sup> and 29<sup>th</sup> February 2024): What does the school need to improve further?

- Assessment strategies do not consistently check that pupils have understood what they have been taught before moving on. This means that sometimes misconceptions or gaps in knowledge are not addressed. The school must ensure that there are consistent systems in place to check that pupils understand what they have been taught.

### 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>	To improve Key Stage 1 Writing by 10% and bring Phonics Screening Check results in line with the national average through highly effective teaching by the end of the academic year.
	<b>2</b>	Standardise formative assessment techniques in all classrooms and embed PITA tracking for summative assessment so staff can clearly identify student understanding and target instruction effectively by the end of the academic year.
	<b>3</b>	Subject leaders will enhance the use of adaptive teaching methods to better support children with SEND in making accelerated progress by the end of the academic year.
<b>Behaviour and Attitudes</b>	<b>4</b>	Embed the new behaviour policy to ensure a trauma-informed approach, consistent use of restorative practices, and a unified approach to managing behaviour across the school by the end of the academic year.
	<b>5</b>	Introduce and embed the updated Attendance Policy to improve systems that support and challenge families, raising attendance from 95.5% to 97% by the end of the academic year.
<b>Personal Development</b>	<b>6</b>	Develop a system to track student involvement and ensure staff manage activity records effectively, making our extracurricular offer fully inclusive of all students by the end of the academic year.
<b>Leadership and Management</b>	<b>7</b>	Embed processes to support staff wellbeing, manage workload, and recognise contributions so staff continue to feel valued and positive about the school by the end of the academic year.
	<b>8</b>	Continue to strengthen community links so families feel fully involved in school life, can support their child effectively, and the school's reputation further improves by the end of the academic year.
<b>Early Years</b>	<b>9</b>	Introduce Cued Articulation in EYFS to help children make faster progress in Phonics by the end of the academic year.

## Quality of Education

**Priority 1:** To improve Key Stage 1 Writing by 10% and bring Phonics Screening Check results in line with the national average through highly effective teaching by the end of the academic year.

	Actions	Outcome		Monitoring Methods	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>1.1</b>	To look outwardly at best practice within Peak Edge and develop the school's approach to planning, assessment and objective coverage.	A review of whole school writing planning and assessment systems, using expert staff from across Peak Edge has been conducted.	New writing objective framework, and assessment documents, drawn up, based on the approach used at Stannington Infants.	Monitoring of planning Monitoring of assessment Lesson observations	English Team's management time Staff release time from across Peak Edge	CS LJ EB
<b>1.2</b>	To improve on the June 2024 Y1 and Y2 phonics screening check results.	A review of the teaching and assessment of phonics in KS1 has taken place.  Staff have received updated Little Wandle training.  Staff in KS1, particularly in Y1, use incidental moments throughout the school day to weave in phonics teaching in recall.	A follow up review of phonics teaching and assessment in KS1 has taken place to monitor any recommendations that were made earlier in the year.  Phonics screening check results in Y1 will have improved from the 2024 score of 69%.  Phonics screening check results in the Y2 retakes will have improved from the 2024 score of 39%.	Monitoring of phonics Lesson observations Training schedule Phonics data	Little Wandle training Release time for VH	VH EB TC
<b>1.3</b>	To develop a more effective and consistent approach to teaching spelling across KS2.	The English Team will have explored available spelling schemes, including the approach adopted by Grenoside Primary School, and investigate what their	A new approach to spelling in KS2 will have been implemented based on the findings from earlier in the year.	Lesson observations Data inputs Monitoring of spelling planning	Spelling scheme  Release time for staff to visit other schools, if necessary	English Team

		potential impact could be at Abbey Lane.				
<b>1.4</b>	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.	Pupil progress meeting documents Data analysis Book scrutiny	Supply cost for PP meetings	Class teachers TC SLT

**Priority 2: Standardise formative assessment techniques in all classrooms and embed PITA tracking for summative assessment so staff can clearly identify student understanding and target instruction effectively by the end of the academic year.**

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>2.1</b>	To ensure staff have received the appropriate professional development to assess children based on a Point in Time Assessment (PITA) approach.	Staff have received training on the September INSET days.  PDM training on assessment is delivered to staff during Aut 2.	Staff have accurately assessed their children using the PITA approach.  Follow up discussions and/or training has taken place with specific members of staff that still need development using PITA.	Pupil progress meetings Monitoring of assessment systems	Staff training Management time Supply costs to cover PPM	EB TC SLT
<b>2.2</b>	To maintain consistency of approaches to assessment throughout school.	Regular moderation meetings have been conducted within school, helping teachers to review and standardise the assessment of pupil's writing across year groups.	Staff have had the opportunity to moderate beyond Abbey Lane and within other Peak Edge and locality schools to further hone, and quality assure, their assessment skills.	Moderation meetings (discussions and minutes) Pupil progress meetings	Staff training Supply costs to cover PPM Release time for staff to attend moderation meetings	Class teachers EB SLT
<b>2.3</b>	To incorporate moderation into phase meetings.	Autumn phase meetings have included a focus on moderation across year groups.	Spring and summer phase meetings have included a focus on moderations across year groups.	Pupil progress meetings Phase meetings (discussions and minutes)	Phase meeting time (partly taken out of designated PDM time)	Phase leaders
<b>2.4</b>	Provide concise reference guides/checklists that teachers can use during assessments to ensure they are following the correct procedures.	A detailed PITA system guide has been created, outlining procedures, criteria, and examples of assessments.	Teachers have regularly been using this guide to help them assess correctly throughout the year.	Informal discussions with staff Pupil progress meetings	Staff training Management time to create guide	EB TC TB

		This guide has been shared with staff.	The guide has been updated throughout the year as and when tweaks have been needed.		Supply costs to cover PPM	
<b>2.5</b>	To develop foundation subject assessment.	A whole school system for assessing progress in foundation subjects has been designed.	Staff are consistently using the new system to assess foundation subjects for children within their class.	Pupil progress meetings Data collection	Staff training  Management time to create assessment system  Supply costs to cover PPM	EB TC

**Priority 3: Subject leaders will enhance the use of adaptive teaching methods to better support children with SEND in making accelerated progress by the end of the academic year.**

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>3.1</b>	Subject leads as champions, spearheading the sharing of resources, etc involving adaptive teaching for their subject.	Subject leaders have offered mentoring and coaching for staff with adaptive teaching specifically for their subject.	Subject leaders have shared resources with staff to aid adaptive teaching within their subject.  Subject leads have monitored adaptive teaching in their subject.	Learning walks  Lesson observations  Book scrutiny	Time for subject leads to monitor  Any subject-specific resources shared	Subject leaders  TB EB
<b>3.2</b>	Adaptive teaching box on all planning	Planning pro forma for foundation subjects has been created and shared with staff.	All staff are using the new planning pro forma for foundation subjects.	Planning scrutiny	Time allocated to create pro forma	EB TC
<b>3.3</b>	To regularly gather feedback from pupils on how well they feel their needs are being met across different subjects.	Pupil voice has been gathered.	The results of the pupil voice have been analysed and improvements have been put in place.	Learning walks  Lesson observations	Time allocated to undertake the pupil voice	TB SMo
<b>3.4</b>	Conduct a review of the curriculum in each subject to identify areas where adaptive teaching is underutilised.	Audits have been conducted to ensure that adaptive teaching strategies are being applied consistently across all subjects.	Findings from audits have been used to provide targeted support and further professional development where needed.	Audit analysis Lesson observations Learning walks	Time to design and complete audit	TB Class teachers



			Successful adaptive teaching practice has been shared with staff and teachers have also been encouraged to share strategies themselves.			
<b>3.5</b>	Incorporate flexible grouping strategies within all lessons.	The idea of flexible grouping, and the theory behind it, has been introduced to staff.	All teachers have incorporated flexible grouping strategies within their class.	Lesson observations Learning walks	Staff training/PDM time	TB

## Behaviour and Attitudes

**Priority 4:** Embed the new behaviour policy to ensure a trauma-informed approach, consistent use of restorative practices, and a unified approach to managing behaviour across the school by the end of the academic year.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>4.1</b>	To ensure the consistent implementation of the behaviour policy and the <i>Staff Expectations for Behaviour</i> document.	All staff have completed training sessions on the new behaviour policy, including workshops and Q&A sessions within briefings.  All staff have received all relevant documentation linked to the policy and understand their roles in its implementation.	Achieve consistent adherence to the behaviour policy across all staff, as evidenced by reduced behavioural incidents on CPOMS and positive feedback from staff, students, and parents.  Conduct a final evaluation at the end of the school year to assess the policy's effectiveness and plan for any necessary improvements.	Training attendance  Staff electronically sign a Google Doc to confirm that they have read the policy  CPOMS entries  Staff feedback  Lesson observations	Staff training INSET time	TC Class teachers BWP
<b>4.2</b>	The behaviour working party (BWP) will continue to meet and support in the improvement of behaviour across school.	Establish a monitoring system amongst the members of the behaviour working party to review the application of the new behaviour policy. Report initial findings and address any inconsistencies in PDM time/phase meetings.	Conduct a final evaluation at the end of the school year to assess the policy's effectiveness and plan for any necessary improvements.	CPOMS entries  Staff feedback  Lesson observations  Behaviour working party action plan/attendance	PDM time/Phase meeting time	TC Phase Leaders BWP

<b>4.3</b>	To embed the various aspects of the behaviour policy across school.	Visual aids, highlighting key aspects of the behaviour policy, have been developed and displayed in classrooms.	Staff have fully integrated the behaviour policy into daily classroom routines and practices. This includes setting clear expectations at the beginning of each lesson and using consistent language and strategies aligned with the policy.	Learning walks Lesson observations	Time to create visual aids	TC SLT BWP
<b>Priority 5: Introduce and embed the updated Attendance Policy to improve systems that support and challenge families, raising attendance from 95.5% to 97% by the end of the academic year.</b>						
	<b>Actions</b>	<b>Outcome</b>		<b>Monitoring</b>	<b>Resources</b>	<b>Lead</b>
		<b>Milestone 1: Jan 2025</b>	<b>Milestone 2: July 2025</b>			
<b>5.1</b>	To update the attendance policy in line with the changes to attendance procedures.	The school's attendance policy has been updated and approved by governors.	The attendance policy has been reviewed to check whether further updates need to be made in time for next academic year.	Governor minutes Attendance policy	Time to write the policy. Governor meetings	TB TC
<b>5.2</b>	To review attendance systems and processes.	In-school attendance systems have been audited, including alerts for when pupils' attendance falls below 90%.  Attendance letters sent to parents have been reviewed and updated where necessary.	Regular meetings with the school's allocated Attendance and Inclusion Officer have taken place, providing opportunities to quality assure the school's attendance procedures.	Attendance and Inclusion meetings Attendance data	Time to review processes	TB TC
<b>5.3</b>	To offer support to families encountering obstacles that prevent their child from achieving regular attendance.	Barriers to attendance for specific families have been identified and support/resources have been signposted to the appropriate parents.	Meetings with these families have taken place, including those involving external agencies such as FIS.  Attendance data for these families has been analysed to monitor their child's attendance throughout the year.	Attendance and Inclusion meetings Attendance data FIS meeting minutes	Time to analyse attendance data and identify barriers  Meeting time with families/FIS, etc	TB TC SMo

## Personal Development

**Priority 6:** Develop a system to track student involvement and ensure staff manage activity records effectively, making our extracurricular offer fully inclusive of all students by the end of the academic year.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>6.1</b>	Ensure that children from vulnerable groups are tracked.	The tracker has been updated and disadvantaged and SEN learners have been identified.  Staff have recorded which children take part in the different clubs/activities on offer.	Personal Development, Pupil Premium and Extended School coordinators have tracked data throughout school year and analysed PP/SEN children who are not engaging in activities.	Checking of tracker  Club/Activity registers	Time to update tracker.	SMo TB SR Staff leading clubs
<b>6.2</b>	To use pupil voice to improve the extracurricular offer.	The personal development team have obtained pupil voice from children taking part in activities.	The personal development team have met to discuss further opportunities for personal development at Abbey Lane based on the results of the pupil voice.	Pupil voice responses	Pupil voice questionnaire  Time to complete pupil voice  Cover for teachers in PD team	PD Team

## Leadership and Management

**Priority 7:** Embed processes to support staff wellbeing, manage workload, and recognise contributions so staff continue to feel valued and positive about the school by the end of the academic year.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			

<b>7.1</b>	Carry out a staff survey, focussing on staff workload and wellbeing.	Governors have sent out a staff survey for all staff to complete.  The data from this survey has been analysed and shared with governors and SLT.	Appropriate and realistic changes to work-life balance have been implemented based on the results of the staff survey.	Staff survey completion figures  Governor minutes  SLT meetings	Time to create survey	Governors SLT
<b>7.2</b>	Update the appraisal process to ensure it is purposeful and less onerous.	New appraisal forms created for teachers, support staff and office staff.  National College is signposted to during initial appraisal meetings to be used as a professional development tool.	Appraisal policy has been altered to be in line with other Peak Edge schools.	Appraisal forms  National College admin page	National College membership	TC Reviewers
<b>7.3</b>	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.  New staff will be given login details for the National College.	Staff will have chosen and accessed at least one piece of video training from the National College bespoke to their individual training needs.	National College admin page  Staff survey  Staff appraisals	National College membership	TC EB Governors
<b>7.4</b>	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  Staff appraisals	Cost of any schemes for workload management.	TC SLT Governors

**Priority 8: Continue to strengthen community links so families feel fully involved in school life, can support their child effectively, and the school's reputation further improves by the end of the academic year.**

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>8.1</b>	To use social media to enhance communication with parents.	School social media account has been created and shared with families.	All classes have posted on the school social media account.	Regular monitoring of social media account.	Social media account	SLT Phase leaders
<b>8.2</b>	Parents and carers to continue to be invited into school at least once every term for a learning exhibition in their child's class.	Parents and carers have had the opportunity to visit their child's class and view/take part in some of their learning.	All parents and carers have had at least three opportunities to visit their child's class and	Parent survey	Timetabled rooms (if a space larger than the	Class teachers Phase Leaders

			view/take part in some of their learning.	Sign-in sheets for parents attending the exhibitions	classroom is needed)	
<b>8.3</b>	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) has put together and sent out their first newsletter to parents and carers.	<p>The % of parents responding positively to the school communication questions on the parent's survey has increased from last year's results.</p> <p>Each phase in school (FS, KS1, LKS2 and UKS2) has sent out three newsletters to parents and carers throughout the year.</p>	<p>Newsletter proof-reading</p> <p>Parent survey</p>	Management/SLT time for completing the newsletter	<p>Phase leaders with class teachers input</p> <p>SLT</p>

## Early Years

**Priority 9:** Introduce Cued Articulation in EYFS to help children make faster progress in Phonics by the end of the academic year.

	Actions	Outcome		Monitoring	Resources	Lead
		Milestone 1: Jan 2025	Milestone 2: July 2025			
<b>9.1</b>	To ensure that staff using Cued Articulation are correctly trained.	<p>Cued Articulation is being used in conjunction with Little Wandle to create a multi-sensory approach and provide opportunities for physical gesture/prompts.</p> <p>SCHFT Cued Articulation resource library has been provided.</p>	Training for staff has been provided from the DLD Team.	<p>Learning walks</p> <p>Informal observations</p>	<p>SCHFT Cued Articulation resource library</p> <p>Training for staff</p>	TB VH
<b>9.2</b>	To share Cued Articulation techniques with parents and carers in FS2.	A Cued Articulation workshop for FS2 parents and carers has been delivered.	Cued Articulation videos have been shared with FS2 parents and carers.	<p>Attendance at workshop</p> <p>Parental feedback</p>	Time to prepare for, and to deliver, workshop	TB VH

		Cued Articulation resources have been shared with FS2 parents and carers.				
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