

See Priority #4

See Priority #1



Abbey School SIP

Sept 2018- July 2019



"Inspire, Believe, Achieve"

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

See Priority #3

See Priority #2

Improvement Priority #1

To apply inspirational, visionary and exceptionally strong leadership and governance through co-producing as successful visionary leaders at every level throughout the school.

Leadership and Management**Partnerships**

Objectives	Lead Person	By when	Action to be taken	Monitoring by	Impact	Evidence located
1.1 To be recognised as a centre of excellence for co-production.	WA	Oct-18	To review transitions of new pupils into school	LW	Personalised transitions are highly valued in family feedback.	
	WA	Dec-18	To report to Charter team on impact of transitions	LE	Charter team reports effective progress towards action plan completion.	
	Charter Team / WA	Apr-19	Charter team to review school progress in line with Charter values.	LW	Charter team reports effective progress towards action plan completion.	
	WA	Jul-19	Review impact Charter has had for families.	LW	accreditation.	
1.2 To develop e-grade TA posts to become sustainable, accountable and impacting leaders of the future.	WA	Sep-18	Review E-grade posts currently.	LW	Audit shows development areas for E-grade posts.	
	WA	Oct-18	Advertise further E grade posts guided by audit in September.	LW	Positions for E-grade all filled.	
	WA	01/11/2018 ongoing	Work programme developed and shared for e-grade TA posts	LW	E grade TAs understand their roles and expectations within the role.	
	WA	Nov-18	Ensure E-Grade appraisals are monitored for clear distinction between grades	LW	E grade TAs have relevant and personalised appraisals.	
	WA	Feb-19	Monitor with e-grade meetings impact system has on workforce in terms of value for money and raising aspirations for staff.	LW	E grade TAs showing impact in their own area of responsibility as seen through pupil progress, pupil voice and family voice.	
	WA	Jun-19	Review e-grade development his year to advise budget for forthcoming year.	LW	E grade TAs audited in preparation for staffing changes in 2019-20	
	1.3 To explore the UNICEF Rights to right award so that every child is represented within a leadership group.	JN	Sep-18	Introduce key groups including LAC council, PLT, Esfety, Sports, Health and Safety, Green Leaders within a Lion Leadership conference.	LW	All pupils are accountable in relevant leadership group.
JN		Oct-18	Arrange key dates for meetings to be held.	LW	Meetings are calendared ensuring accountability for all.	
JL/ GW		Oct-18	Staff presentation on UNICEF Rights to rights.	JN	Staff understand UNICEF rights to rights award.	
JL/GW		Nov-18	Award to be celebrated in the classrooms.	JN	Classroom areas and key areas in and around school reflect the pupils rights.	
JL/GW		Dec-18	Charity event to support R2R internationally	JN	Charity event creates exposure for families of their childrens rights seen through family feedback.	
		Feb-19	Link with other schools who use the award	JN	International links are in place for each class.	
		Mar-19	UNICEF day R2R day	JN	UNICEF Day is celebrated by all school community.	
		Jun-19	Summer UNICEF R2R celebration day	JN	School is awarded R4R award.	
1.4 Use mandate groups to bring about rapid sustained improvement.	KT CS, JG, JB	Sep-18	Decide on new Mandate group focus and person to lead	LW	1.4 Mandate groups have identified focus and lead.	
		Sep-18	Mandate group campaigns to take place and staff to sign up. Approx. £50 - £19	LW	1.4a Mandate groups will ensure further rapid change in school that have a staff led focus.	
		Oct-18	Embed Mandate group meetings into QA Cycle. Lead change activities accordingly. £19	LW	1.4b All staff will have lead status on projects in school.	
		Oct 2018 termly	Mandate group meetings to be completed half termly and reviewed, actioned. £19	LW	1.4c All staff will be held to account for developments on mandate groups proposed actions	
		Jul-19	Celebration event for Mandate groups outcomes. £01 –staff time	LW	1.5d Further rapid change will be an outcome of the mandate groups. Impact on parental engagement, outside	

Improvement Priority #2
Teaching, Learning and Assessment

All teachers delivering at least good or above lessons through pupil based assessments and project based learning opportunities.

Value and Include

Objectives	Lead Person	By when	Action to be taken	Monitoring by	Impact	Evidence Located
2.1 To upskill teachers Maths delivery incorporating new approaches to mastery through STEM.	STEAM leaders	Sep-18	Staff questionnaire regarding confidence and competence of staff in order to establish content of SL training	WA	Content is delivered in line with the mastery course and STEAM mastery approach shared with other school taking part.	
	STEAM leaders	Oct-18	Follow SL action plan appendix 1	WA	SL action plan implemented and shows staff are using maths mastery and link to STEAM development.	
	STEAM leaders	Dec-18	Review through SL timeline and QA cycle	WA	QA cycle activities identify strengths and areas for development and implements these into subject SEFs and action plans.	
	STEAM leaders	Dec-18	Follow SL action plan appendix 1	WA	SLs have a secure and robust evidence based approach to quality assuring STEAM delivery seen through lesson obs and pupil progress in these areas.	
	STEAM leaders	Apr-19	Review through SL timeline and QA cycle	WA		
	STEAM leaders	Jul-19	Review through SL timeline and QA cycle. staff questionnaire regarding confidence and competence of staff	WA	SLs have a secure and robust evidence based approach to quality assuring STEAM delivery seen through lesson obs and pupil progress in these areas.	
2.2 To drive alternative approaches to increasing pupil language skills.	Charlotte J	Sep-18	Cued articulation: Training disseminated, planned for in intervention monitored termly	LS	Phonics progress is above expected for intervention pupils.	
	LS	Sep-18	Bring and Brag on LEXIA	WA	Pupil receiving Lexia input will show progress in line with their peers.	
	LS	Sep-18	Language mats and concept mats used termly follow	WA	Language mats and concept mats are comparable to mainstream pupils 2-3 years in front of Abbey Pupils.	
	LS	Oct-18	Big write style tool kit training for staff	WA	Extended writing allows pupils to show the full range of their writing skills	
	LS	Nov-18	Moderation of writing for identified pupils moving from grade 2 to grade 3	WA	Moderation shows teacher judgement is accurate.	
	LS	Dec-18	New strategies monitored termly for impact and intervention identified for individuals from data collection	WA	Increase in pupils moving from 2s6 to 3s1	
	RY	Feb-19	Tiers of language pyramid introduction	LS	Pupils using a range of subject specific vocabulary as seen in their 'Big write' books.	
	LS	Apr-19	New strategies monitored termly for impact and intervention identified for individuals from data collection	WA	Increase in pupils moving from 2s6 to 3s1	
	LS	Apr-19	Moderation of writing for identified pupils moving from grade 2 to grade 3	WA	Moderation shows teacher judgement is accurate and pieces of evidence are extensive.	
2.3 Work with other settings to use research based professional study in the curriculum.	LS	Sep-18	English vulnerable groups timeline established	WA	Pupil premium pupils are identified and clearly targeted.	
	RY	Sep-18	RY work with IPELL subject to funding agreement	LW/WA	Pupils writing evidence is longer and rich in evidence supporting evidence that progress made.	
	NB	Oct-18	Timeline established for new approaches in Maths	WA	Actions for Maths SL are up to date for implementation	
	NB	Dec 18 Apr 19	Review in line with SL SEF	WA	Vulnerable groups are making expected progress as a cohort.	
	LS	Dec 18 Apr 19	Termly monitoring and review in line with English SL SEF	WA	70% Pupils making expected progress in writing	
	RY/LS	Dec 18 Apr 19	Termly monitoring of IPELL teaching and learning	WA	70% Pupils making expected progress in writing	
	LS	Dec 18 Apr 19	Reviewed termly in line with the vulnerable groups timeline	LW/WA	IPELL shows impact for 85% of pupils making expected or above by Summer 2.	Project dependant, data, project review paperwork
2.4 To use Eazmag to track all non-core subjects effectively.	Non core subject leaders	Dec-18	All non-core subjects to be used within eazmag	RY	All pupils have baselined evidence for non-core subjects.	
	All teachers	Jan-19	Planning to reflect new 'I can' statements and baselines	RY	All Pupil progress is planned for identified as a strength in the planning monitoring.	
	SLS	Dec-18	All non-core subjects to be added to the assessment timeline	RY	Staff are using a robust summative assessments approach through Eazmag evidence therefore accurate in their judgements.	
	Non core subject leaders	Refer to assessment timeline	SLS provide a written report to SLT in line with the assessment timeline	RY	Non-core SLS know their subject well and clear areas to develop are seen in the subject SEFs and action plans.	
2.5 To develop a Challenge based curriculum for Key stage 3	WA/RY	Oct 18 T1.1	Identify pupils to challenge with challenged based curriculum.	LW	Pupils identified for relevant personalised pathways.	
	RY	Oct 18 T1.1	Deliver to staff using evidence from practice and links to new maths approaches and developments in English. Lower school challenge based approach to be led by GW	LW	Staff aware of rationale and understand links to maths mastery and language development	
	Class teachers	Jan-19	Planning file includes weekly menus/challenges	WA/RY	Pupils making expected progress weekly progress as evidenced in EAZMAG.	
	WA	Feb 19 April 19 June 19	Half termly teacher meeting to share successes and developments	LW	Staff actively developing practice for impact on pupil progress seen in reflective blogs.	
	WA/RY	April 19 July 19	MER of Challenge based approach in KS3 and lower school	LW	84% of KS3 pupils make expected progress in STEAM subjects.	
2.6 To ensure the careers curriculum meets the Gatsby Benchmark outcomes	LS	Sep-18	Medium term planning shows staff understand where careers learning matches long term outcomes	WA	Planning shows progression for careers and used within appraisal.	
	LS	Oct-18	Review curriculum and pathways for current post-16 pupils in W2 including post 19 transition plan	WA	Pathways identified, pupils beginning to make informed choices on their different pathways and employment choices evidenced in PCRs.	
	LS	Jan-19	Establish link person in lower school to liaise and disseminate throughout whole school and follow the timeline below together	WA	Pupils informed about future careers with a 20% increase in employer encounters.	
	LS	Feb-19	Links established for face-to-face encounters with employers for pupils and parents/carers	WA		
	LS	Apr-19	Timeline for face-to-face employers to come into school to meet with pupils for pupils and parents/carers	WA	Pupils and parents/carers have a shared co-produced personalised pathway into employment.	
	LS	Jun-19	Review curriculum and pathways for new intake of post-16 pupils.	WA	Curriculum is prepared for September intake.	

Outcome for Pupils

Objectives	Lead Person	By when	Action to be taken	Monitoring by	Impact	Evidence located
3.1 To increase the range of BTEC qualifications alongside GCSEs.		Sep-18	BTECs introduced to staff and pupils	WA	Pupils will be on track to achieve BTEC in the allocated timeframe	
	RY	Dec-18	Timeline for BTECs to be developed in line with 2018-19 update	WA	2019-20 Progress 8 Score will see an improvement of 0.5.	
	RY	Jan-19	Feedback given to tutors of any areas for development	WA	The school passes all external accreditation centre monitoring reports.	
	RY	Apr-19	BTEC timeline monitoring shows expectations and milestones in delivery hours are being met.	WA	Tutors comply with requirements of course and BTEC handbook	
	RY	May-19	Feedback given to tutors of any areas for development	WA	The school passes all external accreditation centre monitoring	
	RY	Jun-19	Pupils work is assessed and EV reports accurate with teacher judgements	WA	Increase in Y11 / 10 / 9 pupils achieving BTECs	
	3.2 To implement the Functional Skills L1 and L2 qualifications to bridge the gap between Entry Level and GCSE qualifications	RY	Feb-19	Work with class teachers to identify pupils positioning between GCSE and Entry level.	WA	All pupils identified from current attainment in line with trajectory and relevant pathway.
RY		Feb-19	Register pupils for May window and supply papers to staff for half way assessment exams.	WA	Pupils registered in relation to quals timeline	
RY		Feb-19	Staff plan for progression from Entry Level Feb 2019	WA	Staff plan for progress and pupils make expected progress	
RY		Apr-19	Review of pupils entered for exams	WA	Increase in 2019-20 progress 8 score 0.5	
RY		May-19	Examinations for L1/2 English, Maths and ICT interlinked with	WA	Pupils have an increased range of quals that bridge the gap between Entry Level and GCSE	
3.3 To increase the range of employment opportunities for Post-16.	LS	Oct-18	Host WAVEE careers fayre and open to other key stage 4 pupil	WA	A portfolio of employers working with pupils linked to their aspirations	
	LS	Nov-18	All pupils to have attended at least two careers fayre	WA	Increased, meaningful encounters with employers and post-16 providers.	
	LS	Dec-18	Increase employers into careers sessions through transitions le	WA	Pupils have the tools to make more informed choices and pathways are co-produced with families.	
	LS	Dec-18	All pupils in post-16 have a meaningful work placement	WA	Pupils understand world of work and have a career plan co-produced with families.	
	LS	Feb-19	Increase work experience and range to include internships	WA	All pupils in post 16 have an identified successful work placement	
	LS	Apr-19	Develop personalised programmes for students alongside emp	WA		
3.4 Core subject leaders to write grade 6 statements in line with BTEC and GCSE expectations	SLs	Sep-18	English, science and ICT Leads to write Grade 6 statements alongside mainstream partners.	RY	Further stretch and challenge linking to new qualifications	
	SL	Oct-18	Maths Lead to write grade 6 statements alongside mainstream partners.	RY	Further stretch and challenge linking to new qualifications	
	RY/SLs	Dec-18	English, science and ICT grade 6 pupils monitored alongside mainstream partners.	RY	The most able pupils continue to make expected progress and establishing predicted grades for new qualifications is robust	
	SLs	Dec-18	Maths grade 6 statements in Eazmag monitored alongside mainstream partners.	RY	The most able pupils continue to make expected progress and establishing predicted grades for new qualifications is robust	
	RY/SLs	Feb-19	Highest ability pupils monitored against the Pathway 1 outcome for post-16.	WA	Pathways are personalised predicted and relevant for individual pupils co-produced with	
3.5 Outcomes for all groups to be at 75%+ in all academic areas assessed	RY	Termly	Termly data collection identifying groups	WA	All groups are making 75%+ expected progress	
		Termly	Termly PPM identifying individual pupils	WA	Individuals are making expected progress in line with trajectory	
	SLs	Oct-18	Appraisal target for all staff	LW/WA	Staff are meeting appraisal targets	
	LW					
3.6 Implement 'Connecting Steps' and the two Abbey 'pathways'	LS	Sep-18	Pupils identified for pathways and baselined Sept 2018	WA	All pupils identified and baselined on connecting steps assessment system.	
	RY	Oct-18	Connecting steps Assessment System being used by staff for Post-16 and identified KS 4 pupils	WA	Pupils making expected progress on connecting steps assessment system	
	RY	Nov-18	Establish systems to show progress and present data for connecting steps tracking cohort	WA	Sample report prepared for Dec 18 reporting	
	RY	Jan-19	Establish expected progress through connecting steps Sept 2018	LS	All staff and pupils aware of expectations	
		Termly	Termly monitoring of pupils being on appropriate pathway through PPMs	WA	All subject leaders are monitoring pupil progress and qualifications in their subject through QA activities	
	WA					
	LW	Oct-18	Appraisal target for all relevant staff with connecting steps identified pupils.	LW/WA	Staff meet appraisal target in 2019-20	

Improvement Priority #4
Behaviour, Safety and Wellbeing

For all groups to enjoy a #playunified approach that allows all pupils to be safe together and develop an understanding, acceptance and friendship in breaking down the barriers that exist for people with interlectual disabilities.

Value and Include

Objectives	Lead Person	By when	Action to be taken	Monitoring	Impact	Evidence located
4.1 To use a #playunified approach to drive forward pupils personal and social abilities.	JN	Sep-18	To be re-designated as YST Lead Inclusion	LW	Funding and CPD support will impact onto school budget and YST will allow strong <u>partnership and networking opportunities</u>	
	NH	Sep-18	To develop new after school clubs that encompass #playunified throughout all options.	JN	Partnerships through #playunified are secure and impact in all pupils showing a raise in PSD.	
	JN	Sep-18	A calendar of events and clubs to be established throughout the year.	WA	Every child to participate in at least 5 #playunified events throughout the year.	
	NH	Oct-18	After school clubs have an increased number both for Abbey and non-abbey children.	JN	After school clubs are accessible to whole community and raise the understanding of disabilities for all.	
	JN	Feb-19	Link with YST recommended National #playunified school to share good	LW	New partnership will evidence the quality of Abbeys #playunified approaches.	
	JN	May-19	Link with YST recommended International #playunified school to	LW	New partnership will evidence the quality of Abbeys #playunified approaches.	
4.2 To begin the UNICEF Rights to be respected award in driving forward pupil voice.	JL/GW	Sep-18	Register for the award and host staff training	JN	Staff have a clear understanding of what the award entails.	
	JL/GW	Oct-18	Rights Respecting Schools Leaders to be trained and ready to deliver in classes.	JN	Classrooms reflect initial rules for the the award and these adhere to the behaviour policy.	
	JL/GW	Nov-18	Shoe box funding event to raise understanding of the work Unicef does throughout the world.	JN	Pupils have a secure understanding of the charity work that Unicef does in 2 different countries linking to their own life.	
	JL/GW	Jan-19	Baseline the school against the R2R statements	JN	Pupil Leadership Team have a sound self evaluation of where the school fits with the R2R statements.	
	JL/GW	Feb-19	Organise a UNICEF challenge day with local partners.	JN	School will be recognised as model of good practice towards pupil voice and pupils rights.	
	JL/GW	Apr-19	Re-evaluate schools progress towards the R4R award.	JN	Reflects a whole school approach by putting childrens rights at the heart of school policy and practice.	
	JL/GW	Jun-19	To be externally assessed for the R4R award	JN	Be a known school that reflects a whole school approach by putting childrens rights at the heart of school policy and practice.	
4.3 To drive forward families understanding of good attendance	TG	Sep-18	Launch new Attendance award scheme.	JN	Pupils and families have good understanding of the impact poor attendance has on education.	
	TG HODs JC	Dec-18	Celebration event for highest attendance achievers	JN	Attendance is above Special school average for Rotherham LA.	
	TG	Jan-19	Attendance Lion Leaders for each class identified and understands roles.	JN	Attendance is considered important by all stakeholders through a percentage rise improvement from previous year.	
	TG HODs JC	Mar-19	Celebration event for highest attendance achievers and most improved.	JN	Attendance is above Special school average for Rotherham LA.	
	TG	May-19	Review systems for attendance WWW / EBIs	JN	Wellbeing leads inc Govs have good understanding of improvements in attendance WWW/ EBI	
	TG HODs JC	Jul-19	Celebration event for highest attendance achievers and most improved.	JN	All stakeholders hold good attendance at the heart of childrens education seen through quick response to poor attendance and celebration of WWW	
4.4 To introduce Heart of a Lion House system throughout school.	JN	Sep-18	Introduce House teams to staff and pupils	WA	Every child will have a sense of belonging in a vertical group.	
	JN	Nov-18	House lunch event	WA	House point system clearly understood and celebrated throughout school.	
	JN	Half termly ongoing	House event each half term	WA	House point system clearly understood and celebrated throughout school.	
	IDB/ DB	Apr-19	Pupil interviews on house system effectiveness	JN	Pupils voice is heard and actions planned for next term.	
	JN	Jun-19	End of year Summer house day event with all stakeholders.	WA	House system is intergral and valued part of the Lion Leadership ethos in school.	
4.5 To achieve Attachment Friendly & Trauma Informed Schools	JN/CS	Sept ongoing	To complete Attachment Friendly Schools qualification	LW	School to have 2 qualified practioners supporting LAC and PLAC	
	JN/CS	Oct-18	To disseminate training to whole school staffing.	LW	Staff team have good understanding on impact award has on LAC and PLAC	
	JN/CS/KT/WA	Oct-18	To develop a whole school action plan from training and how this will affect targeted pupils inc ELSA, Emotional coaching.	LW	Target group of pupils are identified and baselined.	
	JN/CS/KT/WA	Jan-18	Review action plan for Attachment friendly school	LW	Action plan shows impact for core pupils via PSD data.	
	JN	Apr-18	Review PSD data for targeted action plan pupils	LW	Targeted action plan pupils show increase in PSD progress	
	JN	Jun-18	Review PSD data for targeted action plan pupils	LW	Targeted action plan pupils show increase in PSD progress	
	JN	Jul-18	Produce final recommendations report on Attachment Friendly Schools for LGB and Virtual School.	LW	Report informs next steps and financial planning alongside all virtual schools.	