

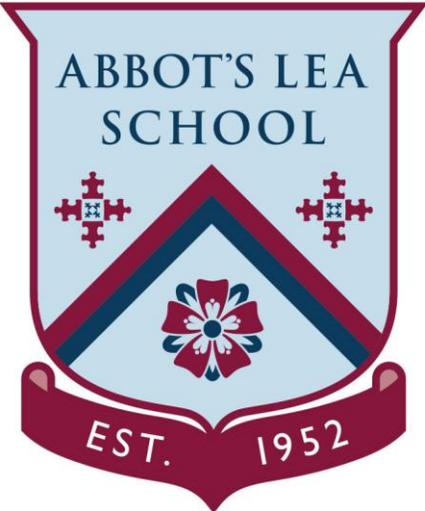


Welcome to Abbot's Lea School

70+ Years of Service



Est: 1952



Our Vision and Mission Statement

To be the international Centre of Excellence in Autism education,
research and professional development

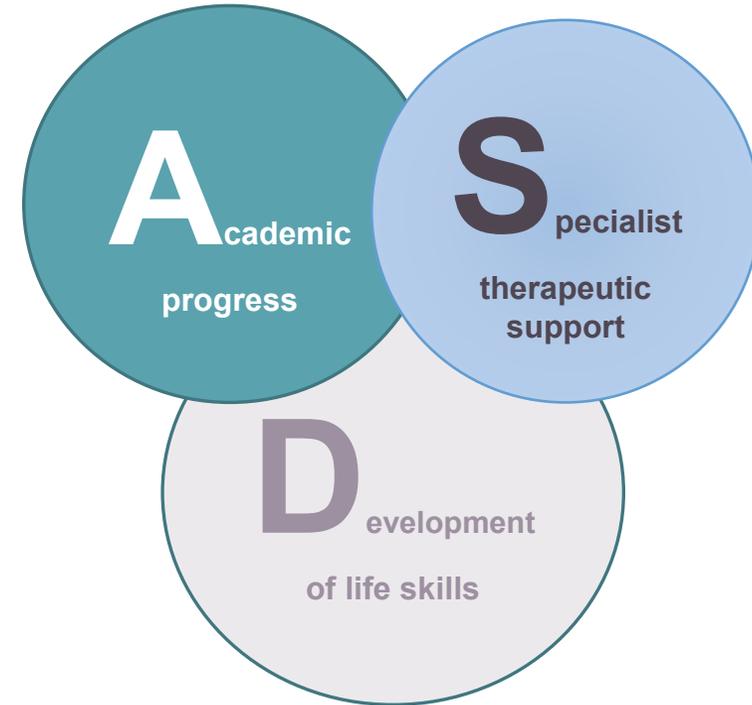
Our Motto

We want Abbot's Lea to be the best specialist school in the world!

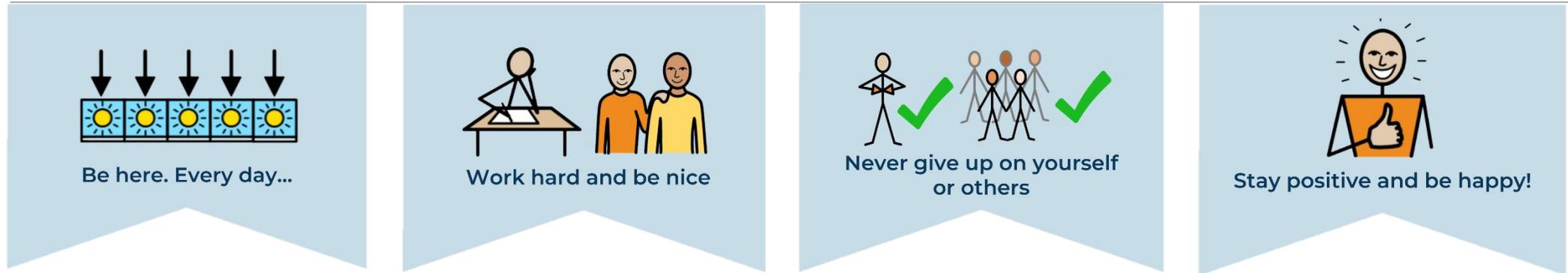
Our Philosophy of Education: The ASD Model ©

In our work with the students, we will focus equally on:

1. Academic progress
2. Specialist therapeutic support
3. Development of life skills



Our Code of Conduct: The Golden Rules ©:



1. Be here. Every day...
2. Work hard and be nice
3. Never give up on yourself and others
4. Stay positive and be happy!

School Development Plan



Our Students



Our Team



Our Resources



Strategic Statement of Focus for 2024-26

To maintain **excellence** and further enhance the **diversity** of **consistently high-quality** holistic education for **all** students of Abbot's Lea School.

Monitoring and Evaluation

- Regularly assess progress towards achieving goals outlined in the School Development Plan through quantitative data analysis, stakeholder feedback, and program evaluations
- Under the Governing Body's overview and scrutiny, conduct termly and annual reviews to identify successes, challenges, and areas for improvement, and make necessary adjustments to strategies and action plans
- Invite external support, moderation and scrutiny, including through Local Authority, School Improvement Partnerships, external specialist experts and regulatory audits and inspections
- Seek and gather stakeholders' views and communicate progress updates and outcomes to all stakeholders through regular reports, meetings, and presentations to ensure transparency and accountability.

OUR STUDENTS

Goals:

- Foster a supportive and inclusive school culture that promotes student attendance, engagement, and wellbeing
- Enhance personalised learning experiences tailored to individual student needs and interests by creating new programmes of alternative provision of learning
- Implement effective strategies for academic support, enrichment and progression into the world of work, to maximise student potential.

Strategies:

- Conduct regular assessments to identify individual students' needs and dynamically adjust curricular and support programmes.
- Implement a 3-tiered system of support to provide teaching and specialist therapeutic support interventions for students who struggle to engage, as well as enrichment opportunities for those who thrive, systemising Tier (ALS Adapted National Curriculum, Tier 2 (ALS Bespoke Provision) and Tier 3 (ALS Alternative Provision)
- Continue to promote student voice and agency through student-led initiatives, clubs, and leadership opportunities within and outside of the school.

Action Plan:

- Develop a structured approach to student support team consisting of teachers, flexibly deployed class-based support staff and MDT to coordinate interventions and support services
- Implement a House System and cross-departmental student mentorship program to provide peer support and guidance for all students
- Enhance extra-curricular offerings to provide students with diverse opportunities for exploration and skill development.

Key Performance Indicators (KPIs):

- Increase in student satisfaction rates measured through surveys.
- Increase in attendance rates, measured through register analysis.
- Improvement in learning engagement, monitored by teachers' appraisal.
- Increase in academic achievement as evidenced by Teacher Assessment and external testing/accreditation.
- Increase in participation and success rates in extracurricular activities and initiatives on offer, as captured by the enrichment programme.
- Increase in numbers of students engaged in personalised learning pathways and enrichment opportunities.
- Maintained positive external recognition of our work's impact on students' experience, wellbeing, and academic progress.

OUR TEAM

Goals:

- Provide continuous professional development opportunities to enhance leadership, teaching and specialist support skills.
- Foster a collaborative and supportive professional community that values diversity, equity, and inclusion.
- Recognise and reward excellence, innovation, and dedication among all staff.

Strategies:

- Offer a comprehensive professional development program that includes workshops, seminars, and mentorship opportunities focused on best teaching and learning, as well as multi-disciplinary practices relevant to our work
- Establish professional learning communities (PLCs) to facilitate collaboration and sharing of expertise among staff members.
- Implement a system for recognising and celebrating achievements and contributions of staff members in a more systematic and public way

Action Plan:

- Create a professional development calendar outlining workshops, seminars, and conferences throughout the academic year, making greater use of National College modules for all staff, based on their specific roles within the school.
- Establish PLCs based on job type and area to facilitate collaboration and curriculum development.
- Launch an annual awards ceremony to recognise outstanding contributions and achievements of staff members

Key Performance Indicators (KPIs):

- Percentage of staff participating in a variety of professional development activities.
- Leadership, teacher and support staff' retention rate over the duration of the development plan.
- Number of collaborative projects or initiatives among staff members.
- Frequency and quality of feedback provided through peer evaluations and observations.
- Recognition and awards received by staff for outstanding performance and contributions.
- Maintained positive external recognition of our leadership, quality of teaching and support, as well as staff' wellbeing and professional development.

OUR RESOURCES

Goals:

- Optimise the use of existing funding, human and physical resources to ensure equitable access to educational opportunities for all.
- Explore investment in technology infrastructure and educational resources to support innovative teaching and learning practices.
- Develop new partnerships with external organisations to expand resources and opportunities for the school community.

Strategies:

- Conduct a thorough audit of existing resources and identify areas for improvement and reallocation.
- Invest in technology upgrades and educational materials that align with the school's curriculum and learning and therapeutic goals.
- Forge partnerships with local businesses, community organisations, and educational institutions to leverage additional resources and support for the school.

Action Plan:

- Strengthen further Our Resources Committee to review budgetary allocations and make recommendations for resource reallocation.
- Upgrade technology infrastructure, including hardware, software, and internet connectivity, to support blended learning and digital literacy initiatives, especially in light of Tier 3 programmes for the students and online CPD for the staff.
- Cultivate partnerships with local businesses to secure donations, sponsorships, and in-kind contributions to support educational programmes and initiatives.

Key Performance Indicators (KPIs):

- Optimal utilisation rate of existing resources based on static facilities capacity and stable roll.
- Increase in access to technology resources and infrastructure improvements.
- Growth in external funding secured through partnerships, grants, and donations.
- Efficiency gains and cost savings achieved through resource optimisation initiatives.
- Expansion of community partnerships and engagement opportunities for students and staff.
- Maintained positive external recognition of our effective resource management and infrastructure support for school's operation as a whole and re-opening a dialogue with Liverpool City Council or external organisations to advocate for additional or new school campus.

PROJECTS – 2024-25

YEAR ONE

Our Students

- Conduct a review of current curriculum offerings to identify areas for enhancement and enrichment opportunities
- Implement a comprehensive three tier educational provision, including piloting flexible in-house Alternative Provision (onsite and offsite programmes), where needed.
- Launch a student-led initiative to promote mental health awareness and wellbeing, increasing peer mentor allocation and cross-departmental House System.

Our Team

- Develop and deliver a series of professional development workshops focused on differentiated instruction and classroom management.
- Establish PLCs in core subject/topical areas to facilitate collaboration and curriculum/therapy alignment.
- Implement a peer observation and feedback program to promote reflective teaching practices at each level of the organisation

Our Resources

- Conduct an audit of technology resources and infrastructure to identify areas for improvement and investment.
- Explore grant opportunities and partnerships with local businesses to secure additional funding for resource upgrades.
- Initiate a facility improvement plan to address maintenance needs and enhance learning environments.

Key Performance Indicators:

- Percentage increase in student satisfaction rates compared to baseline data.
- Percentage increase in student attendance rates compared to baseline data.
- Improvement in academic engagement and achievement indicators, such as Teacher Assessment and external test/accreditation results.
- Number of staff participating in professional development activities.
- Implementation and participation rates in PLCs and peer observation programs.
- Assessment of resource audit findings and progress towards technology upgrades and facility improvements.

PROJECTS 2025-26

YEAR TWO

Our Students

- Expand extracurricular offerings to include more diverse interests and talents.
- Implement a student feedback mechanism to gather input on school programs and initiatives.
- Enhance FE college and career/work readiness programs to support students in post-16 planning.

Our Team

- Provide opportunities for advanced professional development and leadership training for staff.
- Conduct a comprehensive review of faculty evaluation and recognition processes to ensure fairness and transparency.
- Evaluate and review further a mentoring program for new and early career staff, in light of ECT scheme - to support their professional growth and staff retention

Our Resources

- Continue technology upgrades and integration efforts to support blended learning and digital literacy initiatives.
- Strengthen partnerships with community organisations and stakeholders to expand access to resources and opportunities for students.
- Evaluate the impact of facilities improvements and adjust based on feedback from stakeholders.

Key Performance Indicators:

- Continued increase in student satisfaction rates and positive trends in attendance and engagement in learning on offer.
- Maintenance or further improvement in academic achievement indicators.
- Sustained participation and engagement in professional development activities and leadership opportunities.
- Evaluation of the effectiveness of mentoring programs and staff' recognition initiatives.
- Progress towards technology integration goals and expansion of community partnerships.
- Continued positive assessment in external inspection results, including if applicable, by Ofsted, reflecting ongoing improvements in all areas.

Our holistic offer

Primary and Secondary Departments (24 classes):

- Primary and Secondary Department, with 5 key stages:
 - Early Years Foundation Stage and Key Stage 1
 - Key Stage 2
 - Key Stage 3
 - Key Stage 4
 - Key Stage 5 (post-16)

Therapy Department:

- Positive Behaviour Support (PBS)
- Speech and Language Therapy (SALT)
- Occupational Therapy and Sensory Integration (OT/SI)
- Child Psychotherapy
- Therapy Assistant

Safeguarding Team

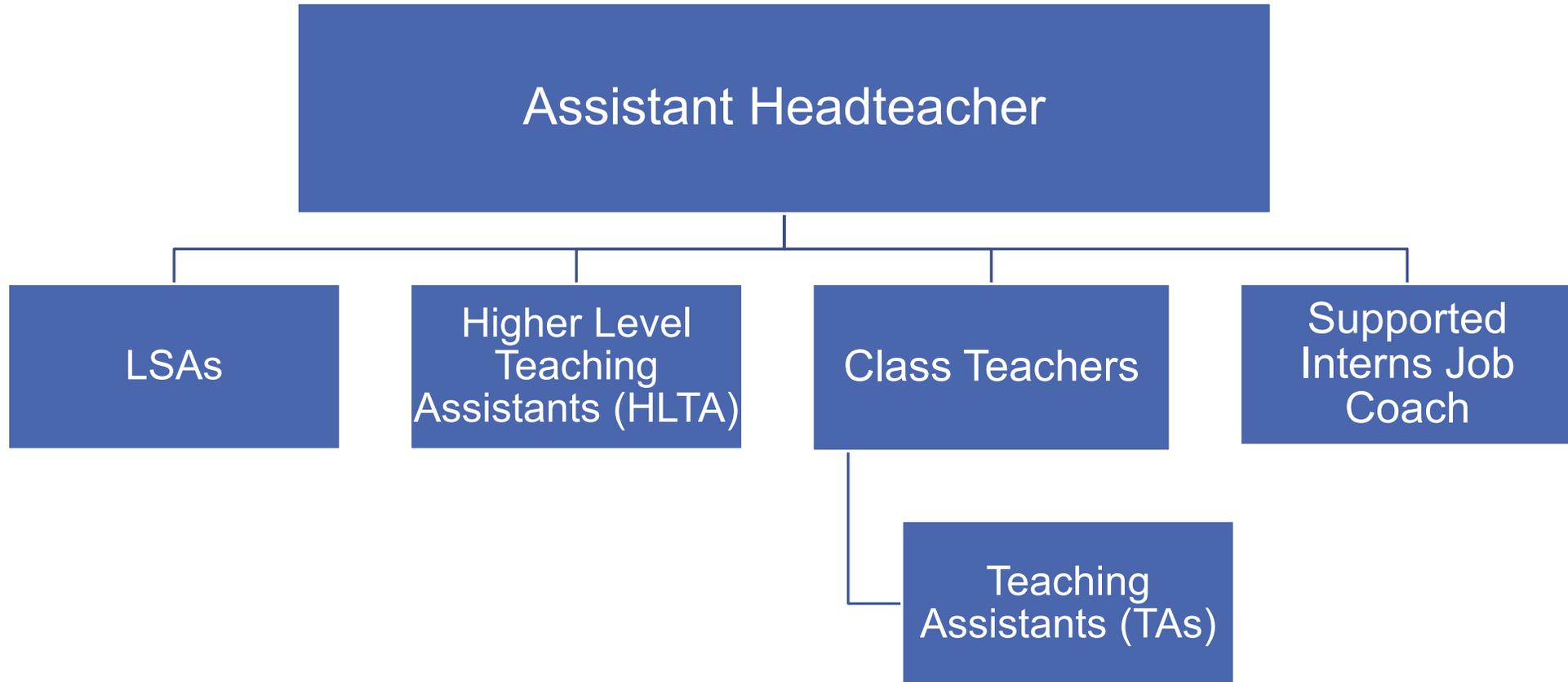
School Business Support Team

Governing Body

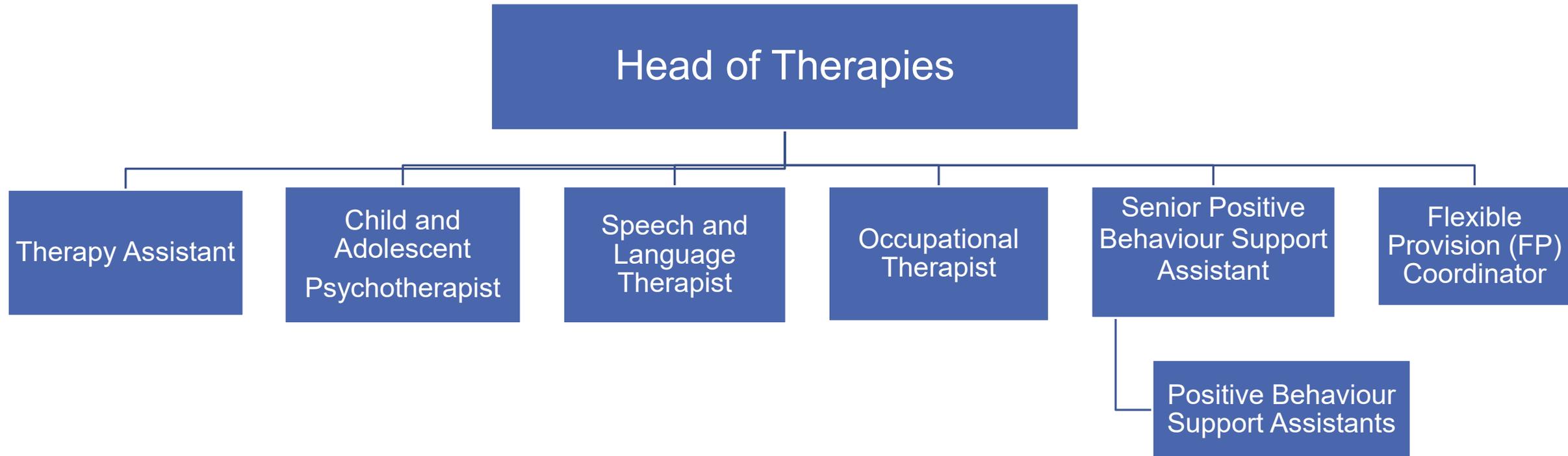
“It takes a village to raise a child.”

-African Proverb”

Teaching and Learning



Specialist therapeutic support



Family Engagement and Support

FAMILY COFFEE MORNING

All families are welcome at our relaxing and friendly Friday Coffee Morning - bring your dearest and meet up with other families, our staff, governors and trainers.

Join us every Friday
(apart from last week of each term)
between 9:30 and 11:00
at Abbot's Lea School, L25 6EE

- MEET OTHER FAMILIES AND OUR TEAM
- JOIN OPEN ASSEMBLIES
- LEARN MORE ABOUT OUR SCHOOL AND SUPPORT
- TEACH US ABOUT YOUR PARENTING AND SUPPORT
- HAVE FUN!



ABBOT'S LEA SCHOOL
EST. 1952

ABBOT'S LEA SCHOOL CO.UK @ABBOT'SLEASCHOOL

FAB! 2022-23



JOIN OUR COMMUNITY

FRIENDS OF ABBOT'S LEA SCHOOL

Activities include:
Family Coffee morning
Fundraising
Fun Fair organisation
Weekend meet-ups
Nature/Park walks
Quiz and movie nights

- Training sessions and advice
- Signposting to support available
- Workshops and cultural sessions
- Coffee mornings (PTA)
- School tours for families

Ofsted Judgement July 2024





Mrs Ania Hildrey, Headteacher of Abbot's Lea School

headteacher@abbotsleaschool.co.uk

reception@abbotsleaschool.co.uk

Facebook and X:

@AbbotsLeaSchool

Admissions

174

Our School's DfE NET Capacity Assessment

207

Our school's official DfE approved admission number

227

Adding permissible 10% (as per DfE guidance)

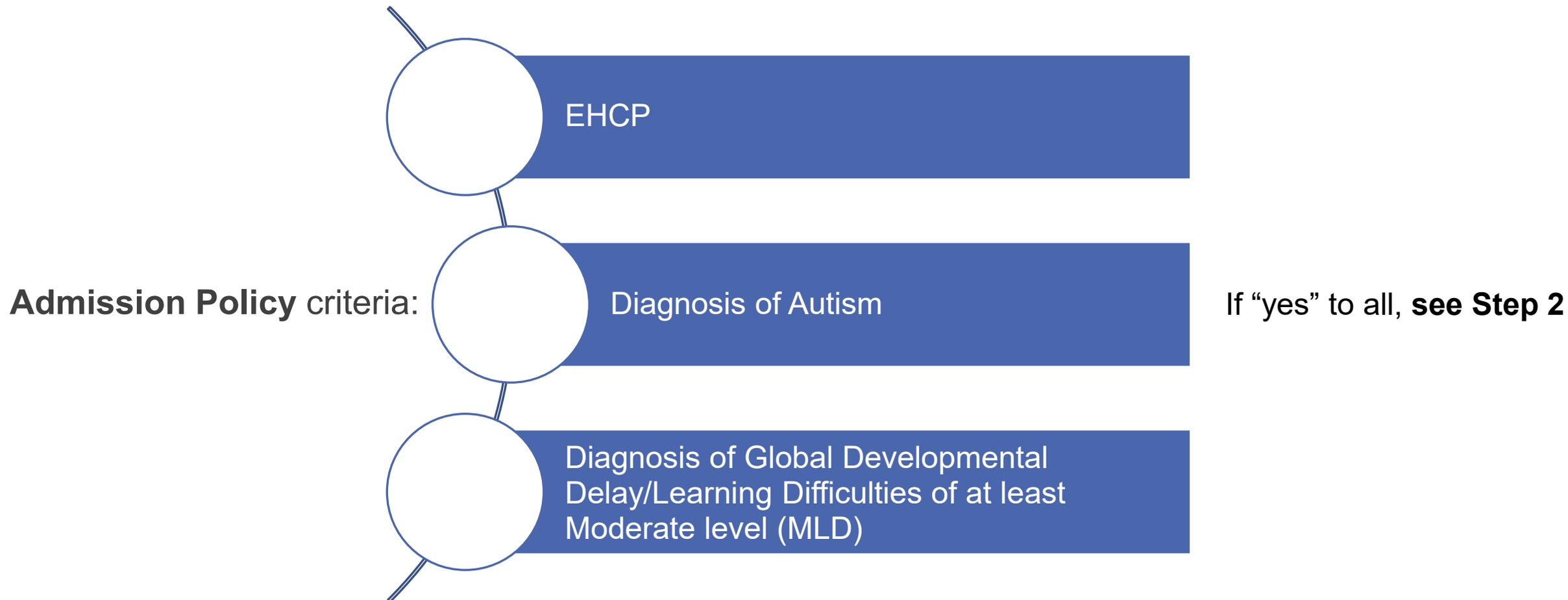
274

Current roll (in light of LCC SEND pressures for admissions)

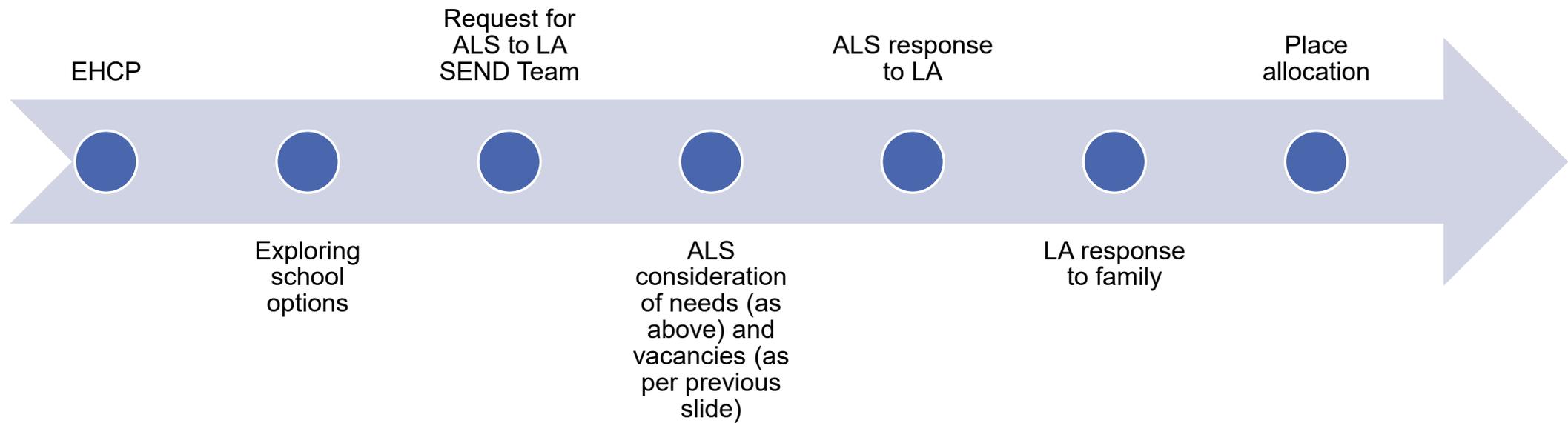
Current oversubscription level: ~57.5% (**100 students**)



Admission Process – STEP 1 (criteria)



Admission Process – STEP 2 (processing)



Admission Process – STEP 3 (admission)

Admission:

- Once a place is allocated, a start date is confirmed by the LA.
- Our school Office team begin the administrative process of admission.

If admission is in September, Transition Week in July is used to help with the change of placement. This is the last week of each school year and during that time, all students are grouped in their next year's classes. We then invite all students who will be joining us in September to spend as much of their week with us as possible to help with familiarisation and to lower anxiety over the summer.

If it is an in-year admission, flexible approach is used to achieve the same aim, and to meet the Class Teacher and see the class in operation prior to start date.

Admission Process – practicalities

- Uniform
- Transport
- Attendance
- Communications
- Co-production and engagement



<https://www.abbotsleaschool.co.uk/starting-abbots-lea-school/>

Open Evening (by prior booking only) includes School Tours with our Assistant Headteachers

Mrs Cartwright
Assistant Headteacher – Primary Department

Early Years and KS1 (age 3-7)
Key Stage 2 (age 7-11)



Mr Mason
Assistant Headteacher – Secondary Department

Key Stage 3 (age 11-14)
Key Stage 4 (age 14-16)
Key Stage 5 (post-16)

