

School Development Plan

2024-2026

Final Review

1 July 2026

Our school vision and mission statement ©

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

Our school motto ©

Abbot's Lea is the best special school in the world!

Our school aims ©

- To provide outstanding education to our students
- To work in united partnership with their families
- To recruit, develop and retain the best professionals
- To lead innovation and positive change in the field of Autism
- To use the resources available for the greatest benefit to the school

Our code of conduct: Golden Rules ©

- Be here. Every day…
- Work hard and be nice
- Never give upon yourself or others
- Stay positive and be happy!

Our Philosophy of Education: The ASD Model ©

At our school, we focus equally on:

- **A** - academic progress
- **S** – specialist therapeutic support
- **D** – development of life skills

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.

EXECUTIVE SUMMARY

This final review assesses progress against the School Development Plan for 2024-26.

At the point of review in July 2026, the school is about to complete the two-year development cycle and launch the next stage of its strategic development (SDP 2026-28).

Overall progress against the planned priorities is very strong.

Using a weighted RAG evaluation (**Green = complete**, **Amber = partially complete/in progress**, **Red = not achieved**), the plan shows that all actions identified for both Year One and Year Two have been implemented, representing **100% completion of planned initiatives**.

All planned development actions across the three strategic strands: *Our Students, Our Team, and Our Resources*, are rated Green, indicating that the core programme of change and improvement has been successfully implemented.

Significant developments have been delivered across the school, including the review and enhancement of the curriculum model, the establishment of a three-tier provision including Flexible Provision, expansion of extracurricular opportunities, the strengthening of student voice and mentoring structures, and improvements in careers and post-16 preparation.

In parallel, the school has implemented a comprehensive programme of professional development, established Professional Learning Communities, introduced peer observation and mentoring systems for staff, and strengthened leadership development opportunities.

Investment in technology infrastructure, resource optimisation, community partnerships, and facilities improvements has also progressed well.

Increases in student satisfaction have been marked and the latest data sets show that, even though the students' attendance continues to be a challenge in some year groups (and so will continue to be a focus for 2026-28), students feel safe at ALS, they feel they belong, and they value the education on offer.

This is matched with the parental satisfaction levels, which continue to show high level of trust in the school. Where concerns were raised over the past two years, they were resolved, or did not escalate beyond the school level (no Ofsted qualifying complaints).

Staff relations are positive and the school has been successful in recruiting, developing and retaining staff at all levels and in all job roles. There are no disputes or unresolved formal grievances.

The school continues to receive very positive appraisal through internal self-evaluation, as well as external scrutiny by the Local Authority, School Improvement Partners, external auditors and inspectorate.

In summary, the School Development Plan has been a very successful force for focusing our efforts to maintain strength where it existed, as well as develop new practice and pilot innovation.

Abbot's Lea School is an outstanding school for the students, an exceptional place of work and an organisation widely trusted and recognised for its excellence.

It is in a strong position to plan its next stage of development, captured in the School Development Plan 2026-28.

Ania Hildrey
Headteacher
12 March 2026