**Abbey Strategic Priorities 2022 - 2025**

Underpinning our strategic priorities are the three pillars of:

**Safeguarding** - an absolute foundation for the school where the emphasis has been and continues to be delivering a safe, supportive and secure learning environment for staff, pupils, parents and visitors to the school. A place where all staff are vigilant and confident in dealing with all safeguarding issues.

**Finance** – continue to manage a sustainable financial position through prudent management of the school’s resources and finance and by planning for the long-term.

**Premises** – to continue to keep the premises in good working order through a costed long term plan. To ensure the site is safe and secure.

We have four key priority areas. Within each of these we have identified:

Intent – the aim of each priority

Implementation – what we need to do to achieve the intent

Impact & monitoring – how we know we have achieved the intent

**Each priority area is linked to a school improvement priority which has includes more detail. These plans are updated termly and progress is shared with Trustees.**

**Priority 1 – Leadership & Management**

Intent

* A focus on robust leadership at all levels throughout the school
* A strong and effective governance, with a reflective governing body providing support and challenge to the **senior** leadership team to drive improvement
* A desire to attract the best staff: focus on retention, staff wellbeing and professional development

Implementation

* Through a tightly focused school improvement plan which focuses on key leadership and management areas that are monitored regularly.
* Through quality CPD, peer support and challenge, and external support
* Through a rigorous interview process, a thorough induction and support during their career at Abbey

Impact

* A strong knowledgeable staff who enable new staff to develop
* A challenging and supportive governing body
* Staff who feel supported and are able to progress

**Any other information that could be included as part of the school improvement plan**

* *CPD – how quality CPD is cascaded to other staff*
* *CPD offer*
* *Monitoring schedules with the amount of time allocated to each subject*
* *Leadership time given as opposed to be asked for*
* *Working group of 2/3 subject leaders across both schools to work together on generic priorities*

**Priority 2 – Quality of education**

Intent

* Ensuring all teaching is consistently good to ensure that children make and exceed expected progress as well as diminishing the difference where progress gaps exist across the school. Ensuring children with special educational needs have the provision they need to be successful
* To strive to ensure all children who leave Abbey have enjoyed a rich and diverse curriculum and are suitably prepared for the next stage of their education

Implementation

* Rigorous and supportive monitoring system that enables good practice to be shared and staff supported when necessary. Monitoring and review by senior, middle and subject leaders, Governors, peers and external advisors
* Quality CPD and training
* Strong links with the community including agencies, secondary and primary schools, businesses and parents
* High quality educational visits and visitors to enrich the currciulum

Impact

* All children make good progress
* Training and CPD help staff to develop and improve the curriculum and learning
* Children leave Abbey as confident and self-assured individuals

**Any other information that could be included as part of the school improvement plan**

* *Additional clubs run by teachers and TA’s*
* *Ensure children who are getting lots of interventions are able to have a rich curriculum*
* *Tutoring out of curriculum time where possible*
* *Ensuring staffing for interventions*

**Priority 3 – Behaviour, attitudes and wellbeing**

Intent

* Provide an evermore nurturing environment that allows pupils and staff to develop and work in a supportive and collaborative environment
* To ensure structures are in place that allow both staff and pupils to work in a safe, healthy and productive way
* To prioritise the wellbeing of pupils and staff

Implementation

* CPD and training - metacognition, resilience, growth mindset, behaviour and playtimes
* Review of the Abbey Culture to include questionnaires and reviews of current practices through a working party
* Further embed Aim High, Work Hard and Achieve Together
* Continue with extra funding and support for the Wellbeing Team for staff and extra mental health support for children

Impact

* A safe environment
* A happy and healthy staff
* Timely support and interventions for children

**Any other information that could be included as part of the school improvement plan**

* *Working party to review the Abbey Brand*
* *Clear communication that is understood by all*
* *Improving staff working spaces*
* *Improved timetabling of spaces and improved intervention spaces outside classrooms*
* *Review behaviour practices*
* *Fixed time for subject leaders to work on leadership*

**Priority 4 – Engagement & partnership**

Intent

* Further strengthen engagement between school, parents and the community as well as continue to collaborate with the school’s work with the Swaledale Teaching Alliance Partnership and the Darlington Peer Review group
* To investigate other collaborations with MATS in order to grow leadership and management talent, heighten operational cost effectiveness, and optimise educational outcomes for all our children.

Implementation

* Continue to be involved with all local partnerships and play an active role in the development of the groups
* To investigate other MATS and decide which would be the best fit for Abbey school

Impact

* Working with key partners will support curriculum and middle leader development
* Staff are able to work across schools on joint practice development
* School improvement is supported through economies of scale when joining a bigger MAT

**Any other information that could be included as part of the school improvement plan**

* *Try before you buy MAT options*
* *Developing partnerships across primary. Secondary and nursery schools*
* *Subject leaders to develop partnerships*