



# Academy Long Term Strategy



This long term strategy document aims to ensure John Wheeldon Primary Academy is able to achieve its commitment to providing the best kind of learning experiences to each and every child, helping them to be proud of their accomplishments and their place in society. We constantly strive to deliver a curriculum which responds to the modern, fast changing world, whilst retaining more traditional subjects such as the humanities, sports and music. Our PROUD logo represents the qualities we look to develop in our students; Perseverance, Respect, Outstanding, Unique and Dynamic. Our Local Academy Council remains committed to the continuous improvement of teaching and learning in the Academy, providing our children with a high quality, diverse curriculum and extended environment. At the same time, we invest to provide resources of the highest calibre to support our hardworking staff in shaping our children to be PROUD of all we do.

## Happy staff, safeguarding, website, standards, building, vulnerable gap,

Leadership and Management			
Long Term Goal	Short Term – One Year Position	Mid Term – Three Year Position	Long Term – 5 Years +
Vision	<p>PROUD – Persevering, Respectful, Outstanding, Unique, Dynamic.</p> <p>Vision continues to guide the ongoing development of the curriculum</p> <p>Be a school that people talk about in a positive manner and want to visit.</p> <p>Use the ADP to build on a successful Ofsted report to know what measurable procedures need to be put in place to signpost us to Outstanding</p> <p>School vision is shared and understood by all staff. Staff can articulate the vision and link it to their role</p> <p>Vision is clearly articulated on the website</p>	<p>To be judged as moving towards outstanding by Ofsted.</p> <p>Places are at a premium and the school is nearing full first choice subscription.</p> <p>School vision is shared and understood by all stakeholders.</p> <p>Stakeholders can articulate the vision and link it to their role</p>	<p>An outstanding school</p> <p>Ongoing review of the vision and its relevance to the academy</p> <p>PROUD vision is embedded with all stakeholders. Stakeholders talk about PROUD and can demonstrate how it applies to them and their role within the academy.</p> <p>People beyond the academy and its stakeholders can articulate our vision.</p>
LAC	<p>Continue to ensure that all places on the LAC are filled by suitably skilled members</p> <p>Embed challenge in all areas of LAC work to ensure continuous improvement</p>	<p>Lead and mentor members of other LAC bodies in their development</p>	<p>LAC members operate as experts in their link roles to the benefit of the Academy and the Trust</p>



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	<p>Continue to ensure that a wide range of skills and backgrounds are represented on the LAC</p> <p>Develop skills within the LAC using a proactive approach to training opportunities</p> <p>Evolve system of LAC member links to curriculum subjects.</p>	<p>Continue to link with other LAC members and governing bodies to share best practice</p> <p>LAC members are highly trained and able to drive school strategic development</p> <p>Visible public impage – website, notice board, newsletter</p>	
Leading Change	<p>Continue to look for ways to play an active role in the development of SUAT</p> <p>Be ready to lead on new intiatives</p> <p>Philosophy of proactive, not reactive</p> <p>Develop staff to ensure the Academy is equipped with a complete set of the National Professional Qualifications</p>	<p>Government and MAT initiatives – be at the front and implement new ideas immediately.</p> <p>Changes within the Trust – drive and contribute to these</p> <p>Be known within the Trust as a leader of change</p>	Be known regionally as a leader of change
Building and Environment	<p>Greater emphasis on ecology and sustainability <b>and energy saving</b> with children taking greater ownership of this</p> <p>Internal and external environment to be proud of.</p> <p>No area of the school is in a state of neglect</p> <p>Ongoing replacement of IT equipment</p> <p>Feasibility study for building</p> <p>Ongoing upgrade of all areas</p>	<p>Innovative use of IT across the school</p> <p>Secure central government funding to support modular builds</p> <p>Long term plan exists for learning environments and provision if the school continues to grow</p>	<p>Resources available for use by the wider community</p> <p>Explore provision of resources from the local communities to widen experiences and increase children’s cultural capital</p> <p>Community learning areas</p>
<b>Teaching, Learning and Assessment</b>			
Teaching and learning Curriculum	<p>Personalised learning – informed by accurate, ongoing assessment</p> <p>Smooth transition for all children exists between all key stages</p>	<p>The Academy has embedded a culture of outreach provision to develop curriculum subject in other settings</p>	<p>Our curriculum is recognised as being a model others can learn from.</p>



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	<p>A love of learning is fostered through an exciting curriculum and an ongoing commitment to growth mindset principals.</p> <p>Teachers have ownership and understanding of data, allowing them to deliver a tailored curriculum for all pupils. Effective use of the new online data system</p> <p>Academy curriculum specialisms leading SUAT wide development.</p> <p>Standards are in line with national or above</p> <p>Effective assessment is in place for foundation subjects</p> <p>Curriculum offers a wide range of opportunities for all children.</p> <p>The academy leads the way in curriculum design, embracing new pedagogical theories and ideas</p> <p>Links between all subjects are made within the curriculum. These are fully embedded and understood by all.</p>	<p>Children are true digital natives – comfortable working on a wide range of devices and software.</p> <p>The extended curriculum ensures that children have a firm understanding of their place in the world and their impact on the immediate and wider environments</p> <p>Ongoing development of the indoor and outdoor curriculum. All subjects are rated highly as being well taught within an exciting curriculum.</p> <p>Develop the capacity of leadership within the Academy.</p>	<p>Curriculum continues to develop to meet the learning needs of children at John Wheeldon.</p>
<p>Staff</p>	<p>Staff wellbeing – confident, happy and professional staff</p> <p>Wellbeing high on the agenda – well being lead now on SLT</p> <p>The culture allows teachers to coach and support each other to embed a high level of skills that impact positively on pupil outcomes.</p> <p>Standard of Teaching – build capacity to spread good practice for both teachers and support staff.</p> <p>Succession Planning – support staff career development and training linked to impact on pupils.</p>	<p>Continue to spread best practice to other schools.</p> <p>Deep subject expertise exists to lead the school in all areas of the curriculum.</p> <p>Succession planning leadership and development of leaders so there are no single points of failure (eg two staff qualified as SENCOs)</p>	<p>Academy has a record and reputation of promoting talented staff to positions of senior leadership</p>



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	Staff understand their role and are confident and proud to play their part Ongoing development of distributed leadership		
<b>Personal Development Behaviour and Welfare</b>			
Pupil Outcomes Attainment Progress	Completed raising attainment plan delivers improving outcomes: Attainment and progress for all stages and groups are broadly in line with all national averages	Attainment and progress scores at all ages and groups regularly exceed national averages	Standards consistently exceed all national averages.
Vulnerable groups: <ul style="list-style-type: none"> <li>• SEN</li> <li>• EAL</li> <li>• Disadvantaged</li> </ul>	Progress monitored closely and accurately to ensure all children achieve their potential Devise effective methods to track progress of SEN children. Provision for all vulnerable groups is proactive needs are met timely and effectively for all children. Staff feel confident in their skill set to deliver a curriculum of the highest quality to all groups of children. Performance management targets focus closely on provision for vulnerable groups Engage with a poverty proofing audit All staff contribute to the personalised learning of children with barriers Continue to develop the pastoral care system in school	Academy is seen as a centre of excellence for vulnerable children. External parties hold the provision for SEN children in high regard. Disadvantaged families are truly included Capacity within the SEND system Act on the recommendations for the poverty proofing audit	Show clear evidence of being poverty proof school and the impact this has had. Known as a school that meets the needs of its most vulnerable stakeholders
<b>Outcomes</b>			
Children Extra-curricular activity	Children continue to be happy to come to school Children continue to feel proud of the school and that they belong to our community	The academy is acclaimed in a wide range of areas within the wider community	Rolling program of ambitious clubs that promote the school beyond its immediate community



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<p>Curriculum</p>	<p>Children are involved in the ongoing development of the school          All children are excited by the learning          Full inclusion wherever possible for all children – children feel included          Collation of pupil voice for all areas of academy life          Continue to offer a wide range of activities that allow children to experiment or specialise in new skills and activities.          Children continue talk about school in a passionate way</p>	<p>Children are recognised for a wide range of achievements.          Children have a reputation for having a positive impact on the wider community.          Children’s learning is enhanced and enriched by the extra-curricular club opportunities</p>	<p>School is widely recognised for its lasting impact on its local community</p>
<p>Partners and Community</p>	<p>Continue to build positive links with all partners; University, Stafford College, SHEADS, Parents, Service clubs (eg Age Concern and Rotary).          School communicates effectively with difficult to reach families          Continue to develop the use of social media – extend content and reach a wider audience          Website to be proud of – website content continues to show the school in its best light to all stakeholders          Build upon the work of the LPPA          Make more creative use of the press to promote the school in the wider community and celebrate positive achievements</p>	<p>Play a more active role with these partners          Demonstrated through parent voice parent’s school is outstanding in parents’ eyes          School is well known in the wider community due to regular positive press coverage</p>	<p>Community is PROUD and seeks to work with us.</p>