

Curriculum, Learning & Assessment		Teaching and Professional Development		Behaviour, Attitudes and Ethos		Well-Being and Community	
To realise a curriculum and assessment model that inspires curiosity, builds a love of learning and expects high achievement for all pupils including disadvantaged.		To nurture highly effective teachers with a passion for learning and an understanding of how to deliver high quality learning experiences for all pupils including disadvantaged.		To empower resilient, respectful, independent pupils, actively engaged in their own learning who uphold high standards of behaviour and conduct.		To work together to build a culture in which staff, pupils and parents feel part of a safe, caring and diverse community, where they are valued, celebrated and accepted.	
Key Objectives		Key Objectives		Key Objectives		Key Objectives	
C1 Consistency in assessment of foundation subjects is embedded (impact)	M	T1 Frequent, planned opportunities for re-visiting learning leading to ‘automaticity’. (Knowledge Organisers)	M	B1 Establish learning independence for all pupils particularly high prior attainers and middle prior attainers in reading	H	W1 Levels of parental engagement are increasing. Parents are supportive of the school and better understand the work of the school.	H
	Y1		Y1		Y1		Y1
	Y2		Y2		Y2		Y2
	Y3		Y3		Y3		Y3
C2 There is clear progression and sequencing of subject knowledge and skills, cementing learning gains in pupils' memories (intent)	H	T2 AR is widely used to address gaps and improve outcomes in inference and organising thoughts and explanations.	H	B2 Home learning is used to practise key skills and concepts resulting in high levels of engagement and good progress in readiness for the next learning stage.	H	W2 Staff feel valued and supported in managing workload and their own and others’ well-being.	H
	Y1		Y1		Y1		Y1
	Y2		Y2		Y2		Y2
	Y3		Y3		Y3		Y3
C3 Curriculum implementation is reviewed , resulting in a rich pupil curriculum entitlement that is shared with stakeholders.	L	T3 All staff develop practice from being part of a purposeful and impactful network of colleagues in a similar role within the Cluster and Peer Coaching.	M	B3 SMSC and fundamental British and school values are at the heart of the curriculum	M	W3 There is a thriving Wheatfields Pre-School Provision on site	L
	Y1		Y1		Y1		Y1
	Y2		Y2		Y2		Y2
	Y3		Y3		Y3		Y3
C4 High quality coaching, mentoring and CPD opportunities enable foundation subject curriculum leaders to lead practice across the school.	M	T4 Distance Marking is effective in addressing misconceptions and driving needs based planning and teaching.	H	B4 All pupils know what they need to learn and have good strategies to apply in a range of contexts including planned and frequent periods to re-visit	M	W4 School Council members impact positively on the strategic development of the school.	L
	Y1		Y1		Y1		Y1
	Y2		Y2		Y2		Y2
	Y3		Y3		Y3		Y3
C5 We have an effective and impactful disadvantaged strategy embedded.	M	T5 CPD opportunities are well attended by staff and pedagogical approaches develop and are shared by staff.	M	B5 Incidents of poor behaviour are low. The revised behaviour policy 2019 is understood and adhered to by all stakeholders.	M	W5 An Eco – Committee is established that has a code that the whole school understands and actively adheres to.	M
	Y1		Y1		Y1		Y1
	Y2		Y2		Y2		Y2
	Y3		Y3		Y3		Y3
Link Governor		Link Governor		Link Governor		Link Governor	
Michelle Short		Lisa Ling		Andy Moffat		Stuart Gilham	
Emma Smith		Dan Buddle		Sarah Rogers		John Anderson	
Ofsted		Ofsted		Ofsted		Ofsted	
Leadership & Management		Leadership & Management		Leadership & Management		Leadership & Management	
Quality of Education		Quality of Education		Behaviour & Attitudes		Personal Development	
				Personal Development			
Evidence Base		Evidence Base		Evidence Base		Evidence Base	
STAR reader assessments		CPD records		Behaviour record		Records of parental attendance	
Data outcomes and progress		Parent views		Assembly themes & British Val.		Complaints/concerns raised	
Curriculum Map		Cluster meeting notes/actions		Home Learning Records		School Council Minutes	
Skills audit		Distance Marking Sheets		BLINKS		Parent views	
Disadvantaged progress data		Knowledge test scores				BLINKS	
BLINKS		Appraisal					
		Peer Coaching Records					
		BLINKS					
Key		Emerging Priorities for consideration:					
Priority	H = High						
	M = Medium						
	L = Low						
Year(s) 1.2019-2020 2.2020-2021 3.2021-2022	In development						
	Establishing						
	Fully Implemented						
	Continuous Improvement						

