

Steeton Primary School Development Plan 2022-2023

Quality of Education

Ofsted Framework Context	Desired Outcome	Actions towards outcome	Milestone Ref	Milestone end date
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND (Special Educational Needs and Disability), the knowledge and cultural capital they need to succeed in life.</p>	<p>1. Consolidate, and fully embed the Steeton Curriculum design – by the Autumn 2022; followed by further review and identification of additional next steps.</p>	<p>Through development of the Statements of Curriculum Intent, to be completed by the end of the summer term 2022:</p> <ul style="list-style-type: none"> • deepen teachers’ understanding of, and ability to articulate, how teaching in their classes fits within the whole school overview and progression of knowledge and skills for each curriculum subject. • ensure that all staff and governors can articulate clearly and consistently why the curriculum has been developed as it has. 	<p>QE01 QE02 QE03 QE04</p>	<p>14.12.22 21.10.22 21.12.22 02.02.23</p>
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Leaders understand the limitations of assessment and do not use it in a way</p>	<p>2. Review internal assessment of progress and attainment, particularly for disadvantage and SEND pupils:</p> <ul style="list-style-type: none"> • based on a full year of teaching and learning; and • against data from resumed national testing 	<ul style="list-style-type: none"> • School leaders to analyse internal data on a termly basis and provide a narrative and next step for School Governors. • School governors to be presented with external data along with a narrative and appropriate next step. • Data for SEND and Pupil Premium children to be analysed and presented to governors providing narrative and next steps. • Report to Governors how the ‘Learning for Life ‘Curriculum is having the desired effect of not only raising data outcomes but is boosting BA PD across school with the resulting lift in cultural capital for our children. 	<p>QE05 QE06</p>	<p>02.12.22 17.12.22</p>

<p>that creates unnecessary burdens on staff or pupils.</p>				
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>3.Embed the Writing for Pleasure system to encourage our young writers to enjoy writing. Collect evidence that creative writing is back amongst the activities that children wish to do.</p>	<ul style="list-style-type: none"> • Insert Writing for Pleasure system into monitoring calendar to assess the impact. • Governors to be represented at the Monitoring/book looks linked to Writing for Pleasure. • Report to full governing body the impact of moving from Read 2 Write to Writing for Pleasure. • Report impact on data at each assessment interval and at the end of the academic year. 	<p>QE06 QE07 QE08 QE09 QE10</p>	<p>17.12.22 20.10.22 21.12.22 15.02.22 14.12.22</p>

<p>It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>4.Articulate more clearly for pupils how the learning they undertake in school will help them to benefit from future educational, career and other life opportunities.</p> <ul style="list-style-type: none"> • Further develop the learning environment to reflect more clearly the school vision and the future career and life opportunities available to pupils. 	<ul style="list-style-type: none"> • Bring to QE meeting evidence of impact against this target including: <ul style="list-style-type: none"> a) Careers week opportunities. b) External speakers to raise aspirations for boys and girls c) Evidence in work/floor books that school is addressing the lack of aspirations experienced in some of our children’s home lives. • Discuss with QR LG committee how the learning environment can be further improved & utilised to deepen higher aspirations for all our children. 	<p>QE11</p> <p>QE12</p>	<p>Nov 22</p> <p>Nov 22</p>
<p>How leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points</p>	<p>5.Update the Curriculum Framework policies to reflect the completed statements of curriculum intent and the new EYFS (Early Years Foundation Stage) curriculum</p>	<ul style="list-style-type: none"> • Update the Curriculum Framework policies to reflect the completed statements of curriculum intent and the new EYFS curriculum 	<p>QE13</p>	<p>16.03.22</p>
<p>Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</p>	<p>6.Further develop the use of LBQ (Learning By Questions) to support all areas of the curriculum in all year groups from Year 2 to Year 6.</p>	<ul style="list-style-type: none"> • Provide school leaders with a LBQ development day which explores how far school wishes to use LBQ across the curriculum. • Create an action plan to be implemented in time for the 23/24 academic year. 	<p>QE14</p> <p>QE15</p> <p>QE16</p>	<p>21.12.22</p> <p>20.03.23</p> <p>20.07.23</p>
<p>How the curriculum has been designed and taught so that pupils read at an age-appropriate level.</p>	<p>7.In partnership with the Literacy Trust, use the work from the 2021-2022 Reading for Pleasure project to:</p> <ul style="list-style-type: none"> • understanding the research evidence; and • further develop a reading 	<ul style="list-style-type: none"> • Provide Literacy leader the time to understand the impact of Reading for Pleasure across school • Review the RfP action plan with SLT (Senior Leadership Team) and develop a plan for using RfP moving forward. 	<p>QE17</p> <p>QE18</p> <p>QE19</p>	<p>20.12.22</p> <p>28.02.23</p> <p>28.02.23</p>

	community and culture within and across the school and beyond.				
How carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills	<p>9. Further develop the quality of teaching and learning through:</p> <ul style="list-style-type: none"> • the embedding and further development of the Faculties. • carefully planned training and CPD (Continuing Professional Development) • broadening of staff experience and exchange of practice by providing support for other schools 	<ul style="list-style-type: none"> • Provide termly faculty days for staff to be able to experience monitoring learning walks, thus learning from their faculty roles within school. • Cascade the information from faculty days to SLT so that appropriate CPD can be interspersed into the existing staff meeting training calendar. • Develop our school's partnership by using year groups and faculties to strengthen our moderation of learning practices across the partnership. 	<p>QE20 QE21 QE22</p>	<p>20.10.22 09.01.23 28.02.23</p>	
Quality of Education Milestones			By when	By whom	RAG
QE01	Present the new Curriculum Intent on the school website- to the Governing Body.		14.12.22	CR	Y
QE02	Provide staff with planning time on a half termly basis to plan as a phase with the new curriculum intent.		21.10.22	CR	Y
QE03	Staff are required to use some of the planning time to provide Assessment data for foundation subjects.		21.12.22	Staff	P
QE04	Faculty leaders will present to governing body. How has Curriculum implementation gone well? Is the impact matching expectations? [±]		02.02.23	EB	N

¹ School has no longer got faculty leaders but Core Curriculum leaders and foundation monitors.

QE05	School leaders to provide QE LGs a data shot after each assessment interval. Provision of a narrative with analysis is also expected. QE LG to report back salient messages to governing body	02.12.22	JC/CR	Y
QE06	School leaders to provide Full Governing Body with an appraisal of how Learning for Life Curriculum is going- Is it providing a boost to pupil cultural capital as suggested?	17.12.22	EB/CR	Y
QE07	Insert Writing for Pleasure system into monitoring calendar to assess the impact.	20.10.22	CR	Y
QE08	Governors to be represented at the Monitoring/book looks linked to Writing for Pleasure.	21.12.22	Govs	Y
QE09	Report to full governing body the impact of moving from Read 2 Write to Writing for Pleasure. At February meeting.	15.02.22	CR/EB	Y
QE10	Report impact on data at each assessment interval and at the end of the academic year.	14.12.22	JC/CR	Y
QE11	Create a standing item at the QE meeting which collects evidence that school is addressing the issue of lack of aspirations: Bring to QE meeting evidence of impact against this target including: d) Careers week e) External speakers to raise aspirations for boys and girls f) Evidence in work/floor books that school is addressing the lack of aspirations experienced in some of our children's home lives.	Nov 22	HO/JC	Y
QE12	At the QE meeting in November 2022 create an agenda item to discuss the impact of the learning environment on children's aspirations.	Nov 22	HO/JC	Y
QE13	Update curriculum Policy Framework to be passed at Governors.	30.11.22	JC	P
QE14	Provide time for an LBQ development day	30.01.23	CR/JC	P
QE15	Create an LBQ action plan which empowers staff to use the many curriculum opportunities that LBQ brings.	30.03.23	SLT	P
QE16	Create conditions for implementation of LBQ action plan in terms of both training and IT support	20.07.23	SLT	N
QE17	Provide Literacy leader the time to understand the impact of Reading for Pleasure across school	17.12.22	AB/CR	P
QE18	Review the RfP action plan with SLT and develop a plan for using RfP moving forward.	28.02.23	AB/CR	Y
QE19	Present new plan to SLT who will cascade the information to the QE LG committee	28.02.23	JC/CR	P
QE22	Plan the first moderation and learning walk day for partners school.	09.01.23	JC/CR	Y