

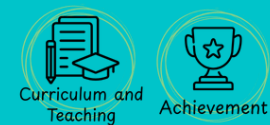


Steeton Primary School Development Plan 2025-26

Quality of Education

(Curriculum and Teaching; Achievement)

Ofsted Framework Context:



Curriculum and teaching:

- Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful.
- Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success.

Achievement:

- Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available).
- Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.

Desired Outcome	Milestones	MS Ref	By	Term	RAG
To embed LBQ Wayfinder to support formative assessment and responsive teaching.	Provide staff training on the effective use of LBQ Wayfinder to support formative assessment and responsive teaching.	QE1	EB	October 25	
	Teachers integrate LBQ Wayfinder activities into lessons across core subjects to assess understanding in real time and adapt teaching accordingly.	QE2	All teachers	By December	
	Monitor and evaluate use of LBQ Wayfinder through learning walks, pupil voice, and staff feedback to ensure consistency and impact.	QE3	EB/CR	Spring term	
	Analyse Wayfinder data to identify trends, gaps, and next steps for teaching and learning. Share findings with staff and governors.	QE4	EB/CR	Spring term	
To research and plan for the development of a more continuous provision model in Year 1, supporting a smooth transition from EYFS and strengthening early independence,	Conduct a baseline review of current Y1 classroom practice, routines, and environment. Identify areas where EYFS principles already support learning.	QE5	CR/EB	Spring term 1	
	Research and visit other schools/settings demonstrating effective Y1 provision models. Gather staff reflections and examples of best practice.	QE6	JD/CR/EB	Spring term	
	Evaluate findings and produce a development plan for introducing enhanced continuous provision in 2025-26. Identify resource and training needs.	QE7	CR/EB	May 25	

engagement, and attainment.					
Revise curriculum documents to ensure they fully reflect Steeton's curriculum	Review and re-design all curriculum documentation in time for Publisher becoming unavailable.	QE8	EB	November	
Look at effectiveness of curriculum impact meetings and adapt as needed	Review current structure and outcomes of curriculum impact meetings. Adjust focus to deepen subject leadership discussions.	QE9	EB/CR	January 26	
Develop handwriting further to improve consistency, fluency, and presentation across all year groups.	Agree handwriting expectations and model policy.	QE10	CR/JD	End of autumn term	
	Embed consistent handwriting teaching routines across classes. Monitor books for progress and consistency.	QE11	CR/JD	Spring term	
To review, update and ratify the school's Relationships and Sex Education (RSE) policy and	Review current RSE policy and curriculum against latest DfE statutory guidance and PSHE Association updates. Consult with staff, parents, and governors to gather feedback and identify any gaps or necessary updates.	QE12	EB/TB/CR	Spring term	
	Update RSE policy and curriculum documentation to reflect feedback and statutory expectations.	QE13	EB/TB	Spring term	

curriculum to ensure full statutory compliance, reflect current guidance, and respond to parent and pupil voice.	Present updated policy to governors for discussion and approval.	QE14	EB/TB	Spring term	
	Final policy ratified by governors and published on the school website.	QE15	Govs/CR	Spring term	
	Deliver staff CPD to ensure consistent understanding and delivery of RSE content.	QE16	TB/EB	Summer term	
	Monitor implementation through pupil voice and lesson observation where appropriate.	QE17	CR/EB	Summer	