

# The Saints Federation



## ***School Improvement Action Plan***

***2022-2023***

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# 1. Leadership and Management

## Key Milestones:

- *Leadership and Management, including Governance, graded as 'Good' by July 2023*
- *Quality of Education graded as 'Good' by July 2023*
- *Early Years graded as 'Good' by July 2023*

Overview	Key Actions	Lead Responsibility	When	Monitoring Timetable	Success Criteria	Support/CPD
To raise sense of expectation of stakeholders at all levels.	<ul style="list-style-type: none"> <li>• Review and refine Home/School Agreement to reflect changes in policy</li> <li>• Fortnightly parent newsletters</li> <li>• Acceptable Behaviour Policy for Adults and Visitors on site written, shared and reviewed.</li> <li>• Complaints Policy written, shared and reviewed.</li> </ul>	RP/Governors	Immediate	<ul style="list-style-type: none"> <li>• Every six weeks via Governor Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of parents agree that they receive useful information from the school</li> <li>• Pupil behaviour shows improvement and reduction in pupil absence</li> </ul>	
Checks on the quality of provision and curriculum focuses strongly on the impact on pupils' learning.	<ul style="list-style-type: none"> <li>• Lesson visits focus on teacher standards</li> <li>• CPD develops the use of effective quality first teaching pedagogy</li> <li>• Book scrutiny assesses progress and pupil response to feedback</li> </ul>	HT/SLT	Termly	<ul style="list-style-type: none"> <li>• Termly book scrutiny from September 2022</li> <li>• Lesson Visits, Data Analysis, Book Scrutiny, Pupil Voice to be included on Lesson Visit write up.</li> <li>• Drop-ins to focus on key CPD impact weekly.</li> <li>• Governor visits linked to CPD schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils make good progress during lessons</li> <li>• Work in books shows progress over time</li> </ul>	LOSC Feedback Neuroscience of Learning
Analyse assessment information with rigour	<ul style="list-style-type: none"> <li>• Introduce new Assessment system</li> <li>• Data analysed in staff meetings to inform planning</li> <li>• SLT analysis half termly to evaluate impact and inform action plan.</li> <li>• SLT to use data to inform lesson visit outcomes.</li> </ul>	RP/Senior Teachers	Termly	<ul style="list-style-type: none"> <li>• SLT weekly updates as part of SLT meetings</li> <li>• Monitor Assessment data 6 times a year.</li> <li>• Governors termly – monitoring performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Performance information available for analysis</li> <li>• Swift Intervention for any pupils falling behind.</li> <li>• Whole school priorities reflect changes in data.</li> </ul>	

	<ul style="list-style-type: none"> <li>Governors aware of pupil progress and impact of teaching on learning</li> </ul>				<ul style="list-style-type: none"> <li>Governors hold staff to account for pupil progress.</li> </ul>	
Develop curriculum leaders at all levels	<ul style="list-style-type: none"> <li>Conduct Subject Leader baseline interviews</li> <li>Develop curriculum leaders' CPD programme</li> <li>Curriculum leaders to establish action plans</li> </ul>	HT/MR RP/SLT RP/SLT	T6 T1-2 T2 ongoing	SLT – via monthly report to Governors  Governor monitoring visits with subject leads.	<ul style="list-style-type: none"> <li>Improved capacity to further improve the quality of teaching</li> </ul>	CPD programme for Leaders – run in house.
Improve parental engagement with the school	<ul style="list-style-type: none"> <li>Provide a questionnaire to Survey parents' views and act on suggestions</li> <li>Provide information using a range of formats, including fortnightly newsletter.</li> <li>SLT to be available on the gate daily at start and end of the day.</li> <li>Offer opportunities for IEB members to be seen informally by parents.</li> </ul>	SLT	T1 2022  T5 onwards  T5 onwards  T1-2 start	Govs termly as part of HT Report  Govs termly SLT weekly	<ul style="list-style-type: none"> <li>Parent Survey shows the majority of parents agreeing 'I receive valuable information from the school about my child's progress'</li> <li>Parent survey shows the school is well led and managed.</li> <li>Parent survey shows the majority of parents agreeing that the school responds well with their concerns.</li> </ul>	
Provide a curriculum that ensures resilience and perseverance from pupils	<ul style="list-style-type: none"> <li>Develop a curriculum that is aligned to the new Ofsted Framework.</li> <li>Develop a Curriculum that is based on the Power of Reading</li> <li>Extend the curriculum through carefully planned visits outside Norfolk.</li> </ul>	Senior Teachers and Subject Leaders	T1-2 start	Governors Termly.	<ul style="list-style-type: none"> <li>Pupils talk confidently about their learning and show engagement in lessons.</li> </ul>	CPD – staff meeting time to introduce schemes and plan.  POR training - VNET
Improve outcomes for RWM	<ul style="list-style-type: none"> <li>Subject Leaders' action planning focuses on Key Skills and curriculum knowledge</li> </ul>	Subject Leaders	T1-2	SLT to monitor as part of T+L monitoring cycle.	<ul style="list-style-type: none"> <li>Outcomes in line with Local Authority and Ofsted framework</li> </ul>	CPD – School led and VNET led.

	<p>with clear progression through the school</p> <ul style="list-style-type: none"> <li>Investigate a range of Literacy Specific approaches with a view to using them to underpin review of curriculum in Term 1 2022 (POR)</li> </ul>				<ul style="list-style-type: none"> <li>Parent survey shows 95% agree that their child makes good progress.</li> </ul>	
Use Performance Management to support improvements in teaching and outcomes	<ul style="list-style-type: none"> <li>Teacher standards form the basis for PM</li> <li>CPD relates to Teacher Standards</li> <li>All lesson visits refer to the teacher standards.</li> </ul>	HT/SLT/Govs	Immediate	<ul style="list-style-type: none"> <li>Lesson visits</li> <li>Termly reports to governors</li> <li>Mid- year review</li> <li>HT to monitor quality of all PM targets/evaluations</li> </ul>	<ul style="list-style-type: none"> <li>80% teaching results in good progress for children</li> <li>100% results in at least expected progress by children</li> <li>Parent survey shows 95% agree that their child is well taught.</li> </ul>	
Further develop partnerships with other schools	<ul style="list-style-type: none"> <li>Arrange moderation activities with other local schools.</li> <li>Arrange Phase Meetings and moderation with Federation Schools.</li> </ul>	HT/All Staff	T1 onwards T5/6 Ongoing	<ul style="list-style-type: none"> <li>Governors termly</li> <li>Governors termly</li> </ul>	<ul style="list-style-type: none"> <li>Evidence to support assessment</li> <li>Long term strategic plan.</li> <li>Developments in pedagogy.</li> </ul>	
Develop a working definition of spirituality and how it is nurtured across the curriculum	<ul style="list-style-type: none"> <li>SIAMS lead to develop understanding of Spirituality with school leaders in each school.</li> <li>Senior Teachers to develop within their school.</li> <li>Subject Leaders to identify within their curriculum action plan how this will be achieved within the curriculum and forms a core part of their monitoring schedule.</li> </ul>	All Staff	T2 ongoing	<ul style="list-style-type: none"> <li>Governors 3 times a year</li> <li>Curriculum Leads Termly.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice shows an improving knowledge and understanding of spirituality and can give concrete examples.</li> <li>Pupil work shows exploration of spirituality through specific activities.</li> <li>Adults and pupils can talk about spirituality within the context of their school.</li> </ul>	Diocesan Adviser/ IEB member support for SIAMS lead.
Undertake an urgent business	<ul style="list-style-type: none"> <li>Undertake a review of staffing structure and redeploy staff as</li> </ul>	HT/Governors	T6 onwards	<ul style="list-style-type: none"> <li>Governors - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Long term strategic plan.</li> </ul>	

review of the school.	<p>best fits the needs of the school/federation.</p> <ul style="list-style-type: none"> <li>Audit the current financial position of the school and deployment of resources.</li> </ul>				<ul style="list-style-type: none"> <li>Balanced budget which supports teaching and learning.</li> </ul>	
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## 2. Safeguarding

### Key Milestones:

- All children are safe*
- Pupil Attendance is in line with or above National Average*
- Reduction in Persistent Absence rates from 40% to in line with or below National Average*
- Safeguarding and whistleblowing ethos established, whereby all stakeholders sign up to the principles and action of safeguarding culture.*

Overview	Key Actions	Lead Responsibility	When	Monitoring Timetable	Support/CPD
Pupil Voice	<ul style="list-style-type: none"> <li>DSLs completes a pupil perception survey specifically related to safeguarding and feelings of safety and wellbeing in order to gain first hand views from all children.</li> <li>Review online safety curriculum to ensure it supports all children to <ul style="list-style-type: none"> <li>navigate their online world,</li> <li>feel safe and understand what is safe and age appropriate to use,</li> <li>report concerns they may have.</li> </ul> </li> </ul>	HT/DSLs	T1 2022	T2 - Governors	NA
Safer Recruitment and Safer Working Practice	<ul style="list-style-type: none"> <li>The School Business Manager (SBM) should examine all Single Central Records (SCR) to ensure that <ul style="list-style-type: none"> <li>all staff are recorded</li> <li>whether the school has undertaken the relevant checks and or certificates have been obtained and the date it was done</li> <li>individuals no longer working within the school are removed</li> <li>check and update the contracted status of the Parent Support Adviser, ensuring all checks have been completed by the Federation</li> <li>all right to work checks have been completed and are recorded</li> <li>separate checks have been made and recorded for those who have lived and worked abroad</li> <li>Prohibition checks are carried out for all teachers</li> <li>Written confirmation received from third party/supply agencies to confirm all checks carried out and the date received confirmed on the SCR</li> <li>All staff complete a self-declaration if they are deemed to be working in 'childcare' as defined by the Childcare Disqualification Regulations 2009.</li> </ul> </li> </ul>	SBM/HT	T1 on	Termly – DSL/HT/IEB	

	<ul style="list-style-type: none"> <li>○ Section 128 checks have been completed on all Governors, including Staff Governors.</li> <li>● The SBM should embed a consistent approach to completing the Single Central Record with all school-based admin staff.</li> <li>● The DSL, Headteacher and a member of the Governing Board check the SCR regularly and keep a record of this check with the actions identified.</li> <li>● All files for existing personnel are reviewed and gaps in evidence are addressed. Interim Headteacher to undertake a risk assessment for those members of staff who do not have all required pieces of evidence of Safer Recruitment practice on their personnel file. The risk assessment should be retained on the individual's personnel file.</li> </ul>	SBM  DSL/HT/Gov  SBM			
Policies	<ul style="list-style-type: none"> <li>● The Safeguarding Policy is revised to ensure it includes up-to-date information and current procedures as held within the Norfolk County Council model policy.</li> <li>● Attendance and Behaviour Policies are revised to ensure they include all of the processes and procedures now used at the federation and reflect local and national policy.</li> <li>● Staff Code of Conduct refined to reflect Statutory Policy Updates and Safer Working Practice.</li> <li>● Governors to adopt Norfolk HR policies, including Whistleblowing, internet safety and disciplinary.</li> <li>● Governors adopt the DfE Model Complaints Policy and adopt a policy for dealing with unacceptable visitor and adult behaviour.</li> </ul>	HT  HT/DSLs  DSL/HT/Govs DSL/HT/Govs DSL/HT/Govs	T5 2022  T5 T5 T5	IEB Annually	
Training and Induction	<ul style="list-style-type: none"> <li>● All DSLs attend Local Authority training</li> <li>● All staff to record concerns accurately and in a timely manner.</li> <li>● DSLs should be trained to the same standard. This means all DSLs in school should attend a multi-agency course once every 3 years.</li> <li>● Whole Federation Safeguarding Training to be undertaken by the LA.</li> <li>● A Training log is maintained to ensure there is oversight of when training needs to be refreshed.</li> <li>● All certification relating to Designated Safeguarding Lead training, NSCB multi-agency training, Family Support Process training and Safer Recruitment training is collated and easily accessible within school.</li> <li>● At induction new staff should sign to say they have read and understood all of the policies and procedures stated in Keeping Children Safe in Education (KCSIE) 2022 including Part 1 and Annex A of the statutory guidance, the child protection policy, behaviour policy, staff behaviour policy (code of conduct), the safeguarding response to children who go missing from education and the names and roles of the designated safeguarding leads.</li> <li>● A safeguarding induction for volunteers is similar to that of staff, so that they receive key information and the school retains evidence of this process.</li> <li>● All DSLs undertake on a rota basis, updating staff via the weekly Staff Briefing.</li> </ul>	HT/DSL DSLs HT/SBM  HT HT/DSLs HT/DSLs  HT/DSL/SBM  HT/DSLs  DSLs	T5 T5 T5  T1 T5 T5  T2  T5  T5	IEB termly and through Annual Safeguarding Report.	
Child protection Procedures.	<ul style="list-style-type: none"> <li>● DSLs undertake a full audit of pupils' safeguarding files to <ul style="list-style-type: none"> <li>● ascertain whether actions are required where gaps are identified</li> <li>● use information about current and historic risks to inform DSL decision making, with actions being recorded</li> </ul> </li> </ul>	DSL/All	T5 2022 onwards	IEB termly and through Annual Safeguarding Report.	

	<ul style="list-style-type: none"> <li>ensure that every child's safeguarding file tells the entire story of their entire lived experience so that any DSL reading the log has the full information on the case</li> <li>to collate all paper files digitally onto CPOMS and ensure any records for former pupils are held by receiving schools.</li> <li>DSLs record meetings and telephone conversations on CPOMS.</li> <li>Operation Encompass information is recorded directly in to CPOMS.</li> <li>Evidence of the ongoing pastoral or Thrive work with pupils is held on the pupils' safeguarding file so that there is evidence of what work has been undertaken and how the child has responded to this.</li> <li>Case recording is audited regularly by the DSLs to ensure that: <ul style="list-style-type: none"> <li>Records evidence all relevant actions including telephone calls, e-mails and minutes of meetings;</li> <li>The records clearly show how concerns were followed up including how issues have been addressed with the parent (where safe to do so) and agreed action points;</li> <li>Any follow up or ongoing pastoral work related to safeguarding concerns is stored on file;</li> <li>Any patterns of cumulative risk are identified.</li> </ul> </li> </ul>	DSL DSL/HT			
Governance and Leadership	<ul style="list-style-type: none"> <li>Regular DSL meetings should be established to monitor and review safeguarding arrangements in place and minutes of these meetings should be taken.</li> <li>A schedule of visits between the Headteacher and Safeguarding Governor is set up for the next academic year so safeguarding compliance can be monitored and evaluated. The records from these visits are reported back to IEB Governance Board meetings.</li> <li>The Headteacher submits a Safeguarding Report to Governors on at least an annual basis.</li> </ul>	DSL/HT  DSL/Govs/HT  HT Govs/HT	T5 2022 onwards	IEB termly and through Annual Safeguarding Report.	



### 3. Quality of Education

#### Key Milestones:

- To meet or exceed Local Authority Averages
- To focus on narrowing the gap in attainment between those in receipt of Pupil Premium and their non-disadvantaged peers.

EYFS	Year 1	Year 2	Year 6 <small>*Based on attainment at KS1 – match data</small>
<ul style="list-style-type: none"> <li>• <b>To meet or exceed Local Authority Averages</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To meet or exceed Local Authority Averages</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To meet or exceed Local Authority Averages</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To meet or exceed Local Authority Averages</b></li> </ul>

Overview	Key Actions	Lead Responsibility	When	Monitoring Timetable	Success Criteria	Support/CPD
Adaptation ensures all pupils are suitably challenged	<ul style="list-style-type: none"> <li>• Focus on Learning Objective (LO) and Success Criteria (SC) to ensure challenge</li> <li>• Review Bloom’s taxonomy as part of the lesson structure</li> <li>• Focus on the challenge question for each lesson</li> </ul>	SLT/HT	T1 and 2	<ul style="list-style-type: none"> <li>• Weekly Drop ins</li> <li>• Review as part of planned Lesson visits.</li> </ul>	<ul style="list-style-type: none"> <li>• All lesson visits show that pupils are supported to make good progress.</li> </ul>	Staff Training Schedule
Use tracking information to ensure timely interventions for any pupil falling behind	<ul style="list-style-type: none"> <li>• Regular analysis to set interventions and review.</li> <li>• SLT and staff review data termly (6 times per year)</li> </ul>	SLT/HT	T2 onwards	<ul style="list-style-type: none"> <li>• SLT fortnightly</li> <li>• Govs termly.</li> </ul>	<ul style="list-style-type: none"> <li>• All lesson visits show that pupils are supported to make good progress.</li> </ul>	1 x Inset day and in house CPD
Ensure PP and SEND programmes have appropriate	<ul style="list-style-type: none"> <li>• Teachers’ planning identifies appropriate learning activities to cater for the needs of PP and SEND pupils</li> </ul>	PP Champion and SENDco	T1 2022 onwards	<ul style="list-style-type: none"> <li>• Termly and half-termly data analysis of groups within groups data.</li> <li>• Report to SLT termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Gap between PP and other pupils closes</li> </ul>	

interventions to close the gap	<ul style="list-style-type: none"> <li>• SENCO to monitor interventions to ensure high quality provision.</li> <li>• SENCO and team to analyse data on a group within groups basis to identify impact of interventions.</li> <li>• Catch Up and School led Tutoring in place and running.</li> <li>• Intervention groups set up</li> <li>• Joint Working Protocols to support those pupils with medical needs to be in school.</li> </ul>			<ul style="list-style-type: none"> <li>• Termly monitoring by IEB</li> </ul>	<ul style="list-style-type: none"> <li>• Gap between SEN and other pupils closes</li> <li>• SEND and PP pupil progress similar to other pupils</li> </ul>	
Ensure LOSC is in place for every lesson to promote effective learning.	<ul style="list-style-type: none"> <li>• SLT to work with teachers to develop highly effective LO and SC</li> <li>• SLT to monitor quality of LOSC.</li> </ul>	HT/SLT/All	T5 2022 on	<ul style="list-style-type: none"> <li>• SLT daily, then weekly</li> <li>• Governors termly</li> </ul>	<ul style="list-style-type: none"> <li>• Greater number of pupils meet the LO and feedback leads to learning improvement.</li> </ul>	
Develop marking and feedback to impact accelerated learning.	<ul style="list-style-type: none"> <li>• Staff meeting to identify good practice in feedback in literacy and numeracy.</li> <li>• Develop whole school marking and feedback policy</li> <li>• Include pupil peer marking and critiquing during lessons</li> <li>• Provide CPD to focus on effective feedback 'next steps'</li> <li>• Ensure pupils respond to teachers' marking feedback</li> </ul>	HT/SLT/All	T5 2022 onwards	<ul style="list-style-type: none"> <li>• Subject leaders monthly</li> <li>• SLT weekly, then monthly</li> <li>• Governors termly</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils more aware of expectations and identifying good work</li> <li>• Improvement in elements of feedback</li> <li>• Pupils able to identify own next steps against the SC.</li> </ul>	
Develop lessons which are creative, active and fun: use coaching teams to focus on key elements of outstanding lessons	<ul style="list-style-type: none"> <li>• Encourage teachers to take risks with learning activities</li> <li>• Use POR to develop creative learning opportunities</li> <li>• Introduce suspended curriculum</li> </ul>	HT/SLT/All	T1 onwards T6 2022 T1 2022	<ul style="list-style-type: none"> <li>• HT report to governors</li> <li>• Subject leaders monthly monitoring</li> <li>• SLT termly observations</li> <li>• Pupil voice as part of Lesson obs.</li> <li>• Governors termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater number of lessons observed where children make good or outstanding progress.</li> <li>• greater engagement of pupils in the learning activities</li> </ul>	

## 4. Personal Development, Behaviour and Attitudes

### Key Milestones:

- *By July 2023 attendance at 96%, with Persistent Absence at less than 9%*
- *All pupils make the expected progress*

Overview	Key Actions	Lead Responsibility	When	Monitoring Timetable	Success Criteria	Support/CPD
Behaviour Management	<ul style="list-style-type: none"> <li>• Review existing Behaviour Policy.</li> <li>• Adopt new policy with clear responsibilities and stages of sanctions</li> <li>• School Rules to be known and used in each school.</li> </ul>	Senior Teachers	T1 2022	<ul style="list-style-type: none"> <li>• Termly and in HT Report to the IEB</li> <li>• IEB on visits</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer Exclusions</li> <li>• Fewer reported incidents of behaviour issues</li> </ul>	Twilight session Use of CPOMS to log
Improve attendance	<ul style="list-style-type: none"> <li>• Governors to adopt NCC Attendance Policy</li> <li>• Review attendance and send out letters to all below 90% and 96%.</li> <li>• Meetings with parents to set personal attendance targets</li> <li>• School to identify attendance issues at group level</li> <li>• Attendance targets as part of PM for those with responsibility.</li> <li>• Regular analysis of attendance data at SLT and Governor level</li> </ul>	HT/DSL/Govs	T5 2022 ongoing	<ul style="list-style-type: none"> <li>• SLT monthly as part of standing items</li> <li>• Govs IEB termly</li> <li>• DSLs to monitor attendance weekly</li> <li>• Parents receive attendance information at parent consultations with opportunity to discuss support.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Absence (PA) attendance improves to at least national average</li> <li>• PA pupils make progress similar to other pupils</li> </ul>	Attendance training for office staff via SBM
Focus on British values	<ul style="list-style-type: none"> <li>• Assemblies identify BV and Christian Values</li> <li>• Prevent training to be linked with safeguarding induction for all new staff.</li> </ul>	RE Lead	Ongoing	<ul style="list-style-type: none"> <li>• SLT monitor monitoring.</li> <li>• Governors termly</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know about core British Values</li> <li>• Pupils understand their responsibilities as citizens</li> </ul>	CPD Prevent Training for all staff and governors

## 5. Early Years Provision

### Key Milestones:

- *By July 2023, GLD will be at least in line with Local Averages.*
- *By July 2023, EYFS will be graded as Good.*
- *By July 2023, provision for EYFS will reflect diversity of need.*

Overview	Key Actions	Lead Responsibility	When	Monitoring Timetable	Success Criteria	Support/CPD
Raise attainment in all areas of learning with the emphasis on, Reading, Writing and Maths (RWM)	<ul style="list-style-type: none"> <li>• Identify pupils on entry who require additional support with RWM and PSHE development</li> <li>• Workbooks document pupil progress and next steps.</li> </ul>	EYFS Leads/HT	Immediately	<ul style="list-style-type: none"> <li>• SLT/LA Monthly</li> <li>• Govs termly link gov visit</li> </ul>	<ul style="list-style-type: none"> <li>• Broadly 70% of pupils meet or exceed development-related expectations</li> </ul>	VNET
To develop a high-quality learning environment	<ul style="list-style-type: none"> <li>• Focus activities and continuous provision to link directly to children's next steps</li> </ul>	EYFS Leads/HT	Immediately	<ul style="list-style-type: none"> <li>• SLT monthly</li> <li>• Govs termly link gov visit</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in pupil achievement so that milestones are met</li> </ul>	VNET
To ensure assessment is used accurately and Next Steps are used consistently	<ul style="list-style-type: none"> <li>• Next Steps identified for all children and used in all planning activities. Next Step statements to be specific to children.</li> </ul>	EYFS Leads/HT	Immediately	<ul style="list-style-type: none"> <li>• SLT monthly</li> <li>• Govs termly link gov visit (remove bullet point)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in pupil achievement so that milestones are met</li> </ul>	VNET
Ensure the outside learning environment supports all aspects of learning and development	<ul style="list-style-type: none"> <li>• Outside space to be planned around children's next steps to support good development</li> <li>• Planned development over 3 years for whole school learning outside the classroom.</li> </ul>	EYFS Leads/HT	Immediately	<ul style="list-style-type: none"> <li>• SLT monthly</li> <li>• Govs termly link gov visit (remove bullet point)</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in pupil achievement so that milestones are met</li> </ul>	VNET