

Elm Tree Primary School



School Development Plan
2025-2026

'At Elm Tree we work together to give all children a place to thrive'

This is achieved by:

Trust, Acceptance, Respect, Resilience, Inclusivity & Friendship

Contents

Area	Target	Lead
Achievements	1.1 To refine our assessment systems across all subjects to support high-quality teaching and learning.	SLT
Curriculum and Developing Teaching	2.1 To evaluate and refine our curriculum implementation to ensure it meets the evolving needs of our pupils and provides opportunities for all learners to thrive.	LW & AG
Leadership and Governance	3.1 To grow leadership and management across the school at all levels in line with new management structure fostering a collaborative culture and shared vision at all levels.	SLT
Personal Development and Wellbeing	4.1 To advance our extended curriculum offer aiming to provide a wider range of opportunities across the curriculum that engage all learners.	LW & AG
	4.2 To broaden and elevate our current enrichment offerings, providing a more diverse and comprehensive array of opportunities for personal and academic development.	AG & LW

	4.3 To facilitate the successful establishment and execution of a comprehensive programme of intervention for equine therapy.	AG & CD
	4.4 To work collaboratively to facilitate a more effective and seamless transition for students leaving for secondary school.	AG & HC

Overview

Elm Tree's vision is to be the best provider of outstanding provision for special needs pupils in the country. Such provision is characterised by quality experiences, creative, engaging, and personalised curriculum provision that is different to previous failed placements, and a range of supportive systems and processes that are qualified as exceptional and innovative. In short, the best provision possible and with a national reputation for such quality and outcomes.

We aim for every child to experience an outstanding education whilst at Elm Tree ensuring that they make progress in every area of their development. We will achieve this by:

- ✓ By providing a holistic, dynamic and adaptive curriculum that meets needs and develops alongside the children.
- ✓ Ensuring that every child has a strong and respectful relationship with the adults that work with them.
- ✓ Providing a safe and secure environment which allows children to relax, have fun and enjoy themselves.

All members of Elm Tree community are valued.

- ✓ By challenging children to succeed in all areas of school life
- ✓ Ensuring that pupils understand that we all make mistakes, and that success comes in many forms. This may include improved behaviour, subject progression, and could be related to relationships and trust.
- ✓ By employing and developing high quality staff that are dynamic, flexible, creative, and determined to meet the needs of pupils in all situations and at all stages of development
- ✓ By working with other parties to ensure we get the very best out of the children in our community and beyond. This includes parents, other professionals such as the Educational and Clinical Psychologists, School Nurse, SEND Officers and Speech and Language & Occupational Specialists.
- ✓ We model the fact that we never stop learning and engender a love of learning for all, as this is vital for our children and us in the ever-changing society that we live in.

Strategic Development Priorities

Elm Tree's key drivers are:

Curriculum Innovation

In order that our pupils may have successful lives in the locality or further afield, they need the knowledge skills, motivation, resilience, independence, and adaptability for current and future situations. Our annual 'refresh and re-think' process related to all aspects of school life including the curriculum, will allow our school to be at the forefront of best practice in the country.

Progress

Ensuring that most of our learners make outstanding progress when compared to starting points and context. Progress will consider a range of measures which may include academic levels/results, behavioural improvements, engagement, attendance, social interaction, mental health, and family related measures.

Well-Being

All members of our community will have access to support and advice when they need it. Our provision makes an incredible difference and is monitored, tracked and evaluated. For many it is life changing!

Evolution

This is an essential feature of our leadership strategy so that we met the needs of our pupils today but also in the future.

Staff Development

The key component to our success is our staff. We want the best to be able to deliver the best experience. There is a need to developing support, challenge, and an adaptable mindset for change.

Area: Achievement		Target: To refine our assessment systems across all subjects to support high-quality teaching and learning.			
Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
To refine our assessment systems to ensure consistent apractices throughout the school to measure and enhance learning outcomes.	<ul style="list-style-type: none">• Conduct a comprehensive audit and evaluation of current assessment practises across all subjects and key stages.• Research and evaluate assessment systems that suit the diverse needs of our pupils, including the wide range of needs.• Develop a consistent assessment framework and policy that includes formative and summative assessments aligned with curriculum goals and allows for target setting.• Provide staff CPD on the new assessment system to ensure accurate data collection and analysis. .• Establish regular termly review cycles to monitor the impact of assessment on teaching and learning and adjust accordingly.• Staff to use data for pupil progress meetings and a source of monitoring and evaluation.	LW/ AG			
Monitoring & Accountability Dates:					
Impact Summer 2026:					

Area: Curriculum & Developing Teaching		Target: To evaluate and refine our curriculum to ensure it meets the evolving needs of our students and provides opportunities for all learners to thrive			
Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
To refine and enhance the delivery of the curriculum to meet the needs of learners working within the engagement model and earlier developmental stages.	<ul style="list-style-type: none"> Review and refine the current curriculum implementation against the NC/ school long term plans. Visit other providers/ complete research/ reading on effective practices. Collaborate with specialists and therapists to integrate therapeutic approaches that underpin teaching and learning. Design a framework for curriculum implementation. Review, refine and enhance the classroom environment and daily routines/ structure/ timetables. Further embed opportunities for communication, physical development, and social-emotional learning. Provide ongoing professional development for staff through in house support and external CPD where suitable. Implement regular monitoring and evaluation to ensure curriculum effectiveness. 	LW			
To refine our current Phonics provision, assessing the appropriateness of our scheme, and ensuring a high-quality Early Reading offer for all children.	<ul style="list-style-type: none"> Conduct a detailed review of the current phonics scheme, including staff and pupil feedback. Develop English and Phonics leaders to ensure confidence and drive. Collaborate with the English Hub to complete an audit and set an action plan. Visit other schools/ complete reading to develop effective practice. Benchmark against OFSTED recommendations for systematic synthetic phonics and early reading practises e.g. The Reading Framework. Develop staff CPD in Phonics and Reading through little Wandles Training and other where needed. Identify gaps or areas for improvement for readers that require intervention, ensure class staff are clear about in class interventions. Introduce additional interventions for pupils needing extra support in phonics and reading. Purchase resources to ensure a high quality delivering of phonics/ decodable books for home and school. Integrate into the new Home Horizons Home Learning policy and practice. 	LW/ JP/ EW/ AG			

	<ul style="list-style-type: none"> ● Provide information and training for Parents on phonics teaching and how they can support ● Further drive a love for reading across school through a clear audit and action plan ensuring pupils have opportunities to read for pleasure. 				
To design and implement an “unplugged” computing curriculum so that all children can access computing.	<ul style="list-style-type: none"> ● Develop a supplementary computing curriculum that focuses on computational thinking, problem-solving, and digital literacy without reliance on technology. ● Provide a clear intent to the curriculum both plugged/ unplugged. ● Computing lead to complete research/ reading to further develop pedagogy around the unplugged curriculum. ● Integrate practical, hands-on activities that build foundational computing concepts accessible to all pupils and ensure all learners have access to the computing curriculum. ● Train staff on delivering the unplugged curriculum effectively, ensuring inclusivity. ● Monitor pupil engagement and understanding through formative assessments and observations. 	AG, LW & DH			
To design a modern foreign language curriculum that ensures accessibility for all learners	<ul style="list-style-type: none"> ● Research best practice in delivering MFL to pupils with special educational needs and complex learning profiles. ● Research and review specific schemes and programmes that will support high quality teaching, learning and assessment and teacher delivery. ● Develop a curriculum that uses multi-sensory approaches, visual supports, and practical communication activities. ● Ensure progression and adaptation are embedded to meet diverse learner needs. ● Ensure we deliver a balance of reading, writing and oracy. ● Provide staff training and resources to support confident MFL teaching. ● Engage parents and carers in supporting language learning at home and in the community 	AG			
Monitoring & Accountability Dates:					
Impact Summer 2026:					

Area: Leadership and Governance	Target: To develop and enhance leadership and management across the school at all levels in line with new management structure fostering a collaborative culture and shared vision at all levels.
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Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
Establish clear roles and responsibilities (R&R) at all levels	<ul style="list-style-type: none"> ● Identify key roles within SLT, SMT, and Senior Teachers ● Develop a clear R&R document outlining expectations and accountability for each role ● Seek feedback on the R&R document and make necessary revisions. ● Distribute the final R&R document to all staff and stakeholders. ● Reinforce correct avenues of communication in line with R&R 	SLT			
Ensure secure and competent Induction at all levels	<ul style="list-style-type: none"> ● Review existing induction processes for governors, SLT, TAs, and site staff. ● Create an enhanced induction programme that includes a mentoring system. ● Capture the clear induction, through an induction policy. ● Schedule induction sessions for each group. ● Provide induction materials that outline key policies and expectations. ● Gather feedback after induction from participants to inform future improvements. 	SLT/Senior Teachers			
Identify relevant training needs at all levels	<ul style="list-style-type: none"> ● Through a systematic and effective appraisal process identify individual and whole school training needs ● Conduct staff surveys to assess current strengths and identify ongoing training needs. ● Analyse the results and identify common training requirements ● Develop an Elm Tree training programme identifying training at all levels ● Schedule training sessions using both in-house and external trainers. ● Effectively utilise INSETS/ Twilights to further support staff ongoing professional development. 	SLT/Senior Teachers			
Develop the school's instructional coaching offer	<ul style="list-style-type: none"> ● Review current coaching practices and identify gaps. ● Develop a structured coaching framework that aligns with appraisal targets. ● Create a schedule for coaching sessions across the school year. ● Monitor the impact of coaching through regular feedback sessions with staff. 	AG & LW			
Effective use of meetings	<ul style="list-style-type: none"> ● Review and analyse the current structure of meetings. ● Establish clear agendas with defined outcomes for each meeting. ● Set a time limit for meetings to enhance efficiency ● Ensure meetings are mindful of staff workloads and are arranged appropriately around key dates. 	SLT/Senior Teachers			

Senior leaders will actively engage in networking with other schools to share best practices and foster collaboration, thereby enhancing the overall educational provision and leadership effectiveness within our setting	<ul style="list-style-type: none"> Identify and establish partnerships with local, regional and national schools, including special schools, similar contexts and mainstream settings. Facilitate and/ or attend regular networking meetings, joint training sessions, and forums. Encourage senior leaders to participate in external leadership development programmes and collaborative projects, with possible research projects. Share insights, successful strategies and good practice from networking activities with the wider school staff. Use networking to benchmark, quality assure, moderate and inform school improvement priorities and curriculum development. 	SLT			
Senior leaders will prioritise continuous professional development (CPD) initiatives.	<ul style="list-style-type: none"> Conduct a needs analysis to identify leadership development priorities aligned with school improvement goals. Develop a CPD calendar with targeted sessions in identified needs of pupils and the school. Refine the school policy/ CPD offer from induction to ongoing CPD, capturing the strengths of school current CPD. Promote reflective practice and peer learning through coaching, mentoring, and action research projects. Allocate time and resources to enable leaders to attend external training and conferences. Evaluate the impact of CPD on leadership effectiveness and pupil outcomes regularly. 	SLT			
Monitoring & Accountability Dates:					
Impact Summer 2026:					

Area: Personal Development and Wellbeing		Target: To enhance and develop our extended curriculum offer aiming to provide a wider range of opportunities across the curriculum that engage all learners.			
Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
To introduce the concept of an "Outdoor	<ul style="list-style-type: none"> Develop an outdoor learning framework/ offer and risk assessments . Identify and prepare outdoor spaces suitable for different curriculum subjects and forest school type activities. 	SLT			

Classroom", enabling children to access various subjects outside their traditional classroom settings, such as through participation in forest school activities.	<ul style="list-style-type: none"> • Train staff in outdoor learning pedagogy and outdoor learning. • Integrate outdoor learning opportunities into curriculum planning across subjects and key stages. • Engage pupils in planning and evaluating outdoor learning experiences. 				
To introduce 101 things to do before leaving Elm Tree	<ul style="list-style-type: none"> • Develop a list of 101 diverse activities, experiences, and achievements spanning academic, creative, physical, social, and community domains. • Integrate the list into curriculum planning, extracurricular activities, and school events. • Track pupil participation and achievements through a reward and recognition system. • Involve parents and carers in supporting pupils to complete items on the list. 	SLT			
Monitoring & Accountability Dates:					
Impact Summer 2026:					

Area: Personal Development and Wellbeing		Target: To broaden and elevate our current enrichment offerings, providing a more diverse and comprehensive array of opportunities for personal and academic development.			
Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
To expand and enhance the before and after school provision to better support pupils' wellbeing, learning opportunities, and family needs	<ul style="list-style-type: none"> • Conduct a survey of current clubs and holiday offerings to assess interest levels among students and parents. • Analyse survey data to identify the most popular requests and gaps in provision. • Create a working group composed of staff members, parents, and student representatives to brainstorm new enrichment activities and improve existing offerings. • Collaborate with local organisations and businesses to identify potential partnerships for sports, arts and other clubs. • Develop a detailed plan for expanding existing before and after school clubs, including staffing needs, scheduled times, and resources. • Establish a schedule for holiday clubs and identify locations and staffing requirements. 	SL			

	<ul style="list-style-type: none"> Plan and promote residentials and short breaks by securing venues and outlining activities that align with the school's educational philosophy. 				
To expand our lunchtime clubs programme maintaining links to the curriculum and wider interests which will provide further opportunities for all pupils to access enrichment.	<ul style="list-style-type: none"> Conduct a survey among pupils to identify interests and preferred club activities. Collaborate with subject leaders to create a list of curriculum-linked club ideas. Engage with external providers to offer specialist clubs (e.g., sports, arts, languages). Recruit staff and volunteers to lead clubs. Create a timetable that allocates spaces and resources for clubs Promote lunchtime clubs through assemblies, newsletters, and posters. Set up a feedback mechanism to assess pupil engagement and satisfaction. Review and adapt the club offerings based on feedback and participation rates each term. 	AG			
Monitoring & Accountability Dates:					
Impact Summer 2026:					

Area: Personal Development and Wellbeing		Target: To facilitate the successful establishment and execution of a comprehensive programme of intervention for equine therapy			
Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
To establish a comprehensive programme of intervention for equine therapy.	<ul style="list-style-type: none"> Gather information on best practices in equine therapy through literature reviews and consultation with experts in the field. Identify local organisations that provide equine therapy. Conduct surveys and interviews with students, parents, and staff to assess interest and identify specific needs for equine therapy interventions. Forge partnerships with local equine therapy providers to facilitate workshops and curricular integration. Develop a structured curriculum that combines practical equine therapy sessions with relevant therapeutic theories and practices. Provide comprehensive training for staff members on equine therapy principles and how to implement this in the school setting. Implement a pilot programme with a select group of students, enabling feedback collection for refinement. 	AG & CD			

	<ul style="list-style-type: none"> Based on pilot feedback, launch the full equine therapy programme, ensuring continuous monitoring and evaluation. 				
Monitoring & Accountability Dates:					
Impact Summer 2026:					

Area: Personal Development and Wellbeing		Target: To work collaboratively to facilitate a more effective and seamless transition for students leaving for secondary school			
Objective	Actions	Lead	Evaluation Autumn '25	Evaluation Spring '26	Evaluation Summer '26
To formulate a comprehensive programme of project-based learning for our Year 6 pupils after SATs.	<ul style="list-style-type: none"> Collaboratively design a project-led curriculum that incorporates student interests. Through community engagement involve community stakeholders and parents in project planning and execution to enhance real-world connections. Develop appropriate assessment criteria for project outcomes to evaluate both the process and product of students' work. Establish a system for gathering feedback from students and parents regarding the effectiveness and engagement of the PBL approach. Plan regular review meetings to evaluate the programme and make necessary adjustments based on feedback and outcomes. 	AG & HC			
To cultivate robust connections with our feeder secondary schools to facilitate a seamless transition for our Year 6 pupils into secondary education.	<ul style="list-style-type: none"> Build strong relationships with feeder secondary schools Schedule regular meetings to discuss transition with the head of year 7 from different settings. Implement a comprehensive schedule of effective transition days and weeks for Year 6 students, designed to facilitate their understanding of their upcoming environment. Develop a communication plan to maintain consistent contact and foster relationships throughout the year. Plan joint events, such as academic workshops or sports days, to engage students and staff from both settings. 	AG & HC			
Monitoring & Accountability Dates:					
Impact Summer 2026:					