

Elm Tree Primary School



School Development Plan 2024-2025

‘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
Quality of Education	To ensure education within Endeavour and Enlighten remains at the highest possible standard via a smooth transition of temporary leadership from AG (maternity leave) to be dissolved through senior leaders and senior teaching members of staff.	SLT
	To build upon the current curriculum to enhance the offer for children with SLD and meet the diverse needs of the population.	EW
	Develop assessment frameworks for foundation subjects. To inform improved teaching techniques.	EW
Personal Development	To restructure the Therapy Team, and their offer, across the school. To expand and improve tracking and assessment procedures. To improve outcomes of children at every wave of provision.	CW
Behaviour & Attitudes	To establish and enhance strong parental / carer and community links.	JB
Leadership & Management	To ensure a robust strategic approach to change factors.	DL
	To create strong leaders at all levels. To ensure consistency and accountability across school.	DL / EW
	To develop and implement a streamlined operational framework that enhances efficiency, communication and productivity across the school administration.	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: Quality of Education		Target: To ensure education within Endeavour and Enlighten remains at the highest possible standard via a smooth transition of temporary leadership from AG (maternity leave) to be dissolved through senior leaders and senior teaching members of staff.			
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
AG (KS2 Lead) to complete a thorough handover prior to starting maternity leave.	AG's roles and responsibilities to be split between SMT/SMT PA/ Senior Teachers/Admin/SHLTA's.	AG			
	AG to arrange and complete meetings and/or training that will be necessary for a smooth handover with all individuals involved with covering maternity so that job roles and responsibilities are clear for all involved.				
	All staff across KS2 will be aware of adults responsible for different roles/responsibilities to ensure a smooth transition for all.				
Monitoring & Accountability Dates:					
Impact Summer 2025:					

Area: Quality of Education		Target: To build upon the current curriculum to enhance the offeror children with SLD and meet the diverse needs of the population. Develop assessment frameworks for foundation subjects. To inform improved teaching techniques.			
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
To build on the current curriculum to enhance the offer for children with SLD and meet the diverse needs of the current population, leading to increased engagement and progress.	Consult with class staff and subject leaders to develop a differentiated curriculum that addresses specific needs. Use current Knowledge Progression documents to adapt for specific cohort and develop more bespoke learning opportunities. Provide training for staff to develop skills and pedagogical strategies for this cohort. Liaise with therapy staff to ensure strong universal and targeted offers are incorporated within curriculum.	EW			
Develop assessment frameworks for foundation subjects	Develop clear assessment criteria suited to the abilities of learners with a variety of needs. Develop EFL frameworks in foundation subjects to support teachers to accurately assess children in these areas. Train teachers on the new assessment frameworks.	EW			
Monitoring & Accountability Dates:					
Impact Summer 2025:					

Area: Personal Development	Target: To restructure the Therapy team (offer) across the school, with a view to; expansion, improved tracking and improved outcomes for children at every wave of provision.				
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
To improve the systems in place to refer children to therapeutic services.	<ul style="list-style-type: none"> - Update intervention referral form with the expectation that EHCPs will have been checked for legal requirements with regards to provision - Referral system updates and communication of this flow to teachers and all staff - Referral processes to be established for external providers of therapy i.e. Happy Talk - Liaise with specialists re. caseload and children to access different waves of provision 	CW Team Leaders SALT HLTA OTA			
To monitor and quality assure interventions at every wave of input.	<ul style="list-style-type: none"> - Diarise monitoring sessions across a variety of therapies at waves of different provision - Check timetabling for children receiving input and that room allocations are being utilised at the planned time. - To observe sessions at targeted levels with specialists. - Report on the quality of interventions and share with school leaders - Specialists to review programmes for children and evidence towards meeting targets 	CW SMT Specialists			
To create and embed tracking systems to monitor a child's journey through waves of intervention across their school journey.	<ul style="list-style-type: none"> - CW to work with AP to set up a spreadsheet/database to track interventions - AP to update half termly during meetings with Team Leaders 	CW AP			
To ensure that evidence of children accessing and making progress in interventions is of quality and shows impact.	<ul style="list-style-type: none"> - Diarise and carry out monitoring of EFL observations for therapeutic input, learning journeys on EFL (targets met etc) and report on this - Plan training for staff/external specialists for EFL – quality observations 	CW Teachers TAs			
To hold external practitioners to account for leading in their therapeutic area and to report their impact annually.	<ul style="list-style-type: none"> - CW to meet monthly with specialist practitioners for updates and reviews. - CW and specialists to establish the waves of provision required moving forwards - CW to feedback to AP to update intervention tracking 	CW Specialists			
To ensure that interventions are evidence and need backed, according to legal documentation and professional judgement.	<ul style="list-style-type: none"> - AP to unpick EHCPs and pupil info documentation and pull out information on admission for provision listed legally or any previous/continued involvement from NHS or private services. - CW to meet with AP monthly for any 	CW AP Team Leaders			

Area: Behaviour and Attitudes		Target: To establish and enhance strong parental/carers and community links.			
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
To develop and deliver a range of bespoke courses.	Organise workshops on parenting skills, supporting children's learning at home, mental health awareness, or other relevant topics to empower parents/carers.	JB			
To deliver Family Thrive course	Train practitioners Find suitable venues	JB			
Promote coffee mornings at Elm Tree and the wider area	Develop a schedule of coffee morning for parents to attend Find suitable venues for catchment areas	JB			
Use community days to promote links with parents /carers/community	Have a dedicated parent stand Invite parents to volunteer Communicate information	JB			
To have parent surveys and feedback forms in place to ascertain parents opinions.	Use surveys to gather input from parents and the community to ensure their voices are heard on decisions affecting children and the community.	JB			
Monitoring & Accountability Dates:					
Impact Summer 2025: Improved Student Outcomes, Enhanced Emotional and Social Development, Stronger Family-School Partnerships, Increased Parental Confidence and Empowerment, Stronger Community Connections, School environment					

Area: Leadership and management		Target: To ensure a robust strategic approach to change factors			
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
To review strategic approach to support changing cohort needs and complexities.	<p>Review need types and levels of incoming cohorts.</p> <p>Analyse environmental, staffing, resources and access requirements on every level.</p> <p>Long term vision for complex needs cohort and future planning.</p>	DL EW CW			
To establish a growth strategy to be resilient to changing market forces and social, political, financial and environmental pressures.	<p>Carry out a PEST analysis to consider areas for mid to longer term development, growth or change, to be resilient to education sector changes including SEND green paper, political changes.</p> <p>SMT to develop strategic planning skills.</p>	DL EW			
To work collaboratively with various local authorities to support the requirement for places within special education.	<p>Continue to work positively with Lancashire LA and engage in a model of change that supports the current shortage of places with the special school sector.</p> <p>Work together and creatively to support each other in the current crisis.</p>	DL			
To work alongside mainstream provision to enhance their offer of provision for children with SEND and the inclusion agenda.	<p>Enhance the Elm Tree Outreach offer to support inclusive education, experiences alongside appropriate interventions, assessments and multi agency working within mainstream education.</p> <p>Mainstream schools to feel appropriately educated and supported within a range of SEND. To improve inclusion and Local Offer within the mainstream sector.</p>	DL MM KW			
Re-evaluate the systems for Elm Tree pupils to reintegrate back into mainstream schooling – including SEND Units.	<p>Analyse assessment systems and passport portfolios that would serve as guidelines to support a child's reintegration back to mainstream school, with particular focus on KS2.</p> <p>Evaluate a number of mainstream school to support reintegration back to mainstream including those with SEND Hubs across Lancashire.</p>	DL AG			
Monitoring & Accountability Dates:					
Impact Summer 2025					

Area: Leadership and Management		Target: To develop and implement a streamlined operational framework that enhances efficiency, communication and productivity across the school administration, site management and family support staff teams.			
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
To outline clear and consistent roles, responsibilities and expectations for school administration, site management and family support staff.	<p>Needs Assessment: Conduct a needs assessment to identify specific challenges and requirements for administrative, family support and site management staff operations.</p> <p>Framework Blueprint: Develop a blueprint that defines the structure, processes and communication protocols for each area. For example, the use of new communication tools such as Trello. This will in turn help develop a standardised procedure for common tasks and interactions between different departments (consistency with in-house referrals etc).</p>	HC			
Regularly assess the effectiveness of the framework and make ongoing improvements to ensure optimal performance.	<p>Performance Metrics: Establish key performance indicators (KPIs) to evaluate the effectiveness of the new framework.</p> <p>Regular Reviews: Conduct periodic reviews to assess performance and identify areas for enhancement.</p> <p>Continuous Feedback Loop: Maintain an ongoing feedback loop with staff to gather insights and make iterative improvements. This can be in the form of bi-weekly meetings to enhance accountability.</p>	HC			
Monitoring & Accountability Dates:					
Impact Summer 2025:					

Area: Leadership and management		Target: To create strong leaders at all levels. To ensure consistency and accountability across whole school.			
Objective	Actions	Lead	Evaluation Autumn '24	Evaluation Spring '25	Evaluation Summer '25
To create high calibre leaders at all levels who are able to influence and impact.	Ensure robust systems for appraisal / performance management to ensure clear lines of accountability and areas for professional growth. Discuss and action performance related pay.	DL TL's			
CPD embedded across whole school at all levels.	Provide CPD which is personalised to job roles and also individual need through the Elm Tree CPD pathways.	DL TL's			
Evidence and Impact	Ensure leaders at all levels are confident and can demonstrate, evidence and articulate impact. Employment of PA to SMT to ensure 'admin' jobs are delegated appropriately allowing SLT more freedom and time for higher focused tasks and responsibilities.	DL			
Leaders at every level and accountability	Encourage staff to be part of monitoring and evaluation activities to understand the process and requirements.	DL MM KW			
High quality CPD for SLT	SLT accessing NPQs and completing qualifications.	DL TL's			
Monitoring & Accountability Dates:					
Impact Summer 2025:					