

School Self-Evaluation Summary

School	Elm Tree Community Primary	Headteacher	David Lamb	Date:	September 2024	NoR	152
Website	www.elmtree.lancs.sch.uk	Local Authority	Lancashire	DFE No.	888/7120	URN	135457

	SECTIONS	SUMMARY EVALUATION
1.	School Vision	At Elm Tree we work together to give all children a place to thrive.
	School Values	Trust, Acceptance, Respect, Resilience, Inclusive & Friendship.
	School Context	A popular, over-subscribe school based in Skelmersdale serving Lancashire (82%), Sefton (4%), Wigan (8%) and St Helen's (5%) & Liverpool (1%) LA's. NoR 2010/11 = 30, 2020/21 = 125, 2021/22 = 148, 2023/24 = 156 100% pupils have EHCP. 88% boys 12% girls. 95% White British. Type of SEN - SEMH = 44%, ASD = 32%, MLD = 12%, SLCD = 11%, PD = 1%
	Pupil Premium	FSM for Ever 6 = 68%. CLA = 14%. Previous CLA = 7% Service Children = 0%. 71% of NoR entitled to PP. Individual PP Records. Individual PEP Records. Reference to Pupil Premium Document including Interventions of: School Counsellor, Occupational Therapist, Sensory Integration, Rebound Therapy, Speech & Language Therapist, Specialist Teacher for Dyslexia, School Therapy & Well Being Dogs, Thrive Intervention, Music Therapy, Clinical & Educational Psychologist. Access to formal diagnosis including: MLD, SpLD, ASD & ADHD which directly links to improving outcomes.
	Interventions	Derived from Covid catch-up impact from interventions has now been embedded into the culture and ethos of Elm Tree. Inclusive of academic and therapeutic interventions that enhance the curriculum offer, these include Maths & English focus bottom 20% (spotlight children), Phonics, SALT targets, OT targets, Sensory Integration Targets, Lego Therapy, Rebound Therapy, Thrive, Music, Animal and Gardening. All elements ensure that language and communication are at the heart of all interventions.
	PE & Sports Premium	Managing organised and structured lunchtime clubs, swimming, competitions, Enrichment Curriculum, Residential Holidays & Holiday Clubs. Refer to PE Premium.
	Attendance	2011/12 = 89% 2020/21 = 95%. 2021 /22 = 93.5% (post Covid-19) 2023/24 = 91% 40% of pupils have CAMHS appoints during daytime. Pupils feel happy and safe. Internal transportation system received Learning Excellence Award for Innovative Practice. Pupil questionnaires – audit, analysis, feedback, and plan.
	Exclusions	No permanent or fixed term exclusions in past 14 years. Engaging curriculum, well trained staff, positive learning, nurturing environment. Impact of Intervention Suite, Enrichment Curriculum, Internal Transportation, Investors in People Gold.
	Social-Economic Factors	2023/24 - 19% of pupils live in the most deprived areas – 62.5% of pupil live in deprived area total = 81.5% - parents & pupils have low self-esteem, poor work ethic & limited life experiences. Enhanced curriculum, enrichment Curriculum and Residential Activities.
	Parents as Partners	Engage difficult to reach parents via Transport & HSLO, Parent Support Worker, effective communication systems, online apps, website, effective CAF + TAF process, engage within CP and CiN programmes, working with CAMHS, EHC Transitions, Annual Review Meeting, Multi-Agency Meetings, Parenting Classes, Understanding Behaviour Classes, Family Events, Local Community Events, and Intervention Suite programmes. Parent Partnership Award.

Learning Environment	16 classrooms each class supported by class teacher and a minimum 3 teaching assistants, Intervention TA for each class base. Specialist Early Years Department for 30 pupils, Intervention Suite with Thrive Room, Pupil Support Room, Lit & Phonics Intervention Room. Sports Hall inclusive of Rebound Therapy and Climbing Wheel + Wall, Conference Room, SALT Room, OT Room, Counselling Room. School has full access of all the latest technologies. Outdoor Gardening School Area, MUGA, 2 Playgrounds, Poly Tunnel. School has a transport fleet and drivers available throughout the school day.
External Partnerships	Lancashire LA, Sefton LA, Wigan LA, St Helen's LA, SHARES Cluster, Woodland Teaching SCITT, LSSHTA, Tor View Teaching School Hub, Lancashire BESD School Federation, North West Special Schools, Team Teach, MiDAS, LA School Advisory Service, Northgate, Asda, P&G, Local Community Centre (First Steps), Engage, Forest Schools Programme, Parbold Equestrian Centre, Rebound Therapy, Dog-Assistance Reading Therapy, West Lancs Swimming Federation, TT Education, Thrive, Maths Hub, Greggs Hardship Fund, Magic Breakfast.
Inclusive Partnerships	Woodland Primary School 2018/19 – 5 pupils reintegrated back into mainstream provision from Y2, Y5 and Y6. 2 pupils from Y6 will attend mainstream secondary education. Training for specialist TA intervention. 1 year pilot extremely successful examining how to extend into whole Lancashire. Elm Tree have successfully reintegrated 12 pupils in the previous 3 years. Elm Tree work successfully with schools from Preston, Leyland, and Chorley. Elm Tree have completed Outreach Services to local SHARES schools and complete training across Lancashire. Elm Tree working alongside mainstream SEND Hubs in partnership with the LA.
School to School Support & Outreach	Elm Tree piloted a 2-year project undertaking Outreach and Assessment for whole West Lancashire 2018/2019. It involved 56 primary schools working in partnership with Elm Tree to improve systems with mainstream education. This included working 1:1 with pupils, parent partnerships, school training, assessment & target setting plus working closely with a multitude of practitioners i.e. Specialist Teachers, Counsellors, SALT, Specialist HLTA's. Also offer respite, in-reach and building a model of 'Champion School'. The outcome was that West Lancashire has zero permanently excluded children. Inclusion Hubs have now been established throughout Lancashire based on the Elm Tree model of intervention.
Awards	IIP – Gold, Race Equality Mark, Safety Mark, Leading Parent Partnership Award, Learning Excellence Award – Innovative Practise, Arts Award (pupils), Team Teach Accredited Trainers (Advanced & Intermediate), Healthy School Award, Extended Services Award, SFVS, School Cook – Employee of the Year (LCC), Show What You Can Grow Award. National Runner Up in Shine a Light Award.

2	<p>Targets for School Development Plan 2024 - 2025</p> <ul style="list-style-type: none"> • 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. • To build upon the current curriculum to enhance the offer for children with SLD and meet the diverse needs of the population. • Develop assessment frameworks for foundation subjects. To inform improved teaching techniques. • 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. • To establish and enhance strong parental / carer and community links. • To ensure a robust strategic approach to change factors. • To create strong leaders at all levels. To ensure consistency and accountability across school. • To develop and implement a streamlined operational framework that enhances efficiency, communication and productivity across the school administration.
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3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Previous inspection issues	Key Issue	P.I Date	14 th & 15 th Nov 2023	1	Progress
		None identified			Continuation of high standards	
4 Overall Effectiveness The quality of the curriculum linked to the teaching and learning via on-going assessment is seamless. The standard of progress is significantly high from pupils starting points and cognitive ability. The therapeutic and cognitive interventions enhance our quality of education. All other key judgements consistent with the highest levels. Elm Tree has a thoughtful and wide-ranging promotion of pupils' spiritual, moral, social, and cultural development linking with Capital Culture and their physical wellbeing enables pupils to thrive. The standard of care for some of the most vulnerable is outstanding. Safeguarding is highly effective.						
5 Effectiveness of The Quality of Education <u>Intent:</u> <ul style="list-style-type: none"> Our school vision and values underpin the drivers for our curriculum ensuring that we are creating learners who are READY, RESPECTFUL and SAFE. Our curriculum drivers embody our approach to learning and teaching at Elm Tree Primary School. These drivers are woven through our curriculum design, planning and lesson structure alongside informing wider environment and enrichment opportunities. <u>Curriculum Drivers:</u> <ul style="list-style-type: none"> Understanding how special each child is. Respect and valuing ourselves and others are vital for our children to know they are special, unique and can make a positive contribution throughout their lives. Remove barriers to learning. Our children all have a range of barriers which affect how they learn. It is vital to do all that we can to remove these so that children are able to access a full education and the world around them with confidence, independence and make sure that they are ready for their next stage. Social and emotional learning (SEL) is at the heart of our curriculum. Children learn how to regulate their behaviours and develop positive mindsets to be confident, resilient, and successful learners who are part of an emotionally and physically safe learning environment. In developing SEL this supports children to have positive mental health and wellbeing and equips our children to be able to cope and adapt as part of an ever-changing world. Providing a psychologically safe environment for all. Being able to be your whole self, take risks, learn from mistakes, feel valued, trusted, and motivated is key to a happy and successful school. Developing emotionally safe classrooms and workplace which are welcoming, develop a sense of belonging, recognise, and build on strengths are central to our schools' culture. The development of reading, language, and vocabulary. The development of these skills is critical for our children to become confident communicators for life. Exposing children to opportunities to develop their language and vocabulary and giving them a wide range of experiences for talk are vital to enable children to access learning, the world around them and connect, collaborate, and co-operate with others both in and out of school. Experiential, learning opportunities to enthuse, excite, engage learners and raise aspirations. Through promoting active learning, with gamification as a central tenet of our curriculum, children can develop, practise, and consolidate skills and knowledge through short burst, fun and active provision which interests every child. This also places emphasis on talk led environments to support pupils' communication and collaboration skills. Secure learning in working and long-term memory. We understand that learning is about a change in long term memory. Children need repetitive exposure to language, knowledge, and skills to become confident and proficient learners who can learn more and remember more. Elm Tree has clearly identified the issues that may be a potential barrier to learning. These include issues such as lack of confidence, lack of general knowledge, poor long-term memory, ACES, and poor social and resilience skills. The school is taking the initiative in overcoming these barriers. 						

- All subjects provide pupils with skills, knowledge and understanding to become successful citizens.
- Our school's curriculum intent and implementation are embedded securely and consistently across the school. The curriculum allows our pupils to achieve and develop skills in preparation for transition into Secondary Education and life-long learning. It's evident from what teachers do that they have a firm and common understanding of our school's curriculum intent.
- We have developed a clear curriculum rationale; this is evident through learning walks and lesson visits that this is implemented consistently and secure in practice. Across all parts of our school, lessons contribute well to delivering the curriculum intent.
- Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
- Reading is regarded as a central feature within most subjects and quality texts are used that link the subject specific learning to the book. There is a specific Reading Area in each classroom.
- Our curriculum is successfully adapted, designed and developed to be ambitious and meets the needs of all our pupils developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Our Curriculum currently has 3 distinct pathways: Early Years / Key Stage 1 (R – Y2) **Establish**, (Y3 – Y6) **Enlighten** and (Y3 – Y6) **Endeavour**. Each pathway has a common Intent and Impact statement. The main difference is the Implementation of each pathway. Each pathway is planned and sequenced so that new knowledge and skills build on what has been taught previously, it also addresses gaps within pupils' educational background and recognises their individual special educational needs, disabilities and barriers to learning.

Implementation:

- At Elm Tree Implementation is split into three areas:

Key Elements – includes Strong, positive, nurturing relationships, basic skills, personalised learning, self-regulation, practical experiences, play based active learning, therapeutic intervention, safe environment and ongoing holistic assessment.

Learning Focus – includes: SEMH, English & Maths, Phonics, Play, Knowledge for Life, Physical Activity, Independence Skills and Enrichment.

Curriculum Areas- includes English, Maths, Science, Computing, PE, PHSE, RE, History, Geography, Art & Design, Design Technology, Music, Enrichment and Thrive. Some elements are taught discreetly whilst some content is covered via Topic Work and cross-curricular.

- Elm Tree follow the pedagogical approach of The Path to Success. The core purpose of this approach is highly successful when implementing our curriculum with our learners. It follows the concept of learners 1. Experiencing It 2. Playing With It 3. Using It 4. Developing It 5. Connecting It. This approach simultaneously moves learners from Shallow to Deep to Profound Learning alongside Talk Led, Active and Collaborative Learning.
- Our teachers have good knowledge of the subjects and courses they teach. At Elm Tree our team leaders provide effective support for those subject leaders. We have links and network meetings with local mainstream, Lancashire special schools to support teachers develop and share good practice. We are part of a local teaching school to support and develop all staff.

- Our curriculum is a rolling programme which is bespoke to Elm Tree. The curriculum meets both the requirement of the national curriculum and the individual needs of our pupils. The curriculum is meticulously planned to ensure it is broad and balanced plus it is imperative that it has a clear progression at every level building on prior knowledge, skills and understanding. Personalised learning is an essential element of our curriculum, we provide opportunities to fuel learning and topics which children can engage and immerse in.
- At Elm Tree Reading is prioritised to allow pupils to access the full curriculum offer. We use Little Wandle Letters and Sounds as our phonics programme and Vipers to improve key reading skills at Key Stage 2.
- We have a rigorous and sequential approach to the reading curriculum, this develops pupils' fluency, confidence, and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- Engagement of pupils is the foundation of our curriculum thus inspiring all pupils, this is evident in the work which is produced. The use of the Path To Success (Experience It and Using It) is evidence of this particular with the use of gamification.
- Each Subject Leader has a unique Subject Portfolio this is explicit about the programme of study. Each subject has Knowledge Progression document linking Prior Knowledge, Essential Knowledge, and Challenge Knowledge. The use of a specific subject Vocabulary Bank is essential in offering deeper and profound learning.
- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, our teachers respond and adapt their teaching as necessary.
- Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or pupils. Assessment is collected and used to plan, identify gaps and support learning three times a year.
- Our teachers create an environment that focuses on pupils.
- Our teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well. Elm Tree's academic intervention works alongside our specialised staff including SALT (Speech and Language Therapist).
- We have a robust daily intervention programme that reinforces and supports our curriculum. The intervention programme is linked directly to holistic assessment data.
- From entry we place a large focus on the fundamental prime areas of Personal, Social and Emotional Development, Communication, Language and Literacy and Physical Development. Where these aren't part of the specific National Curriculum planning, they are assessed and developed through our therapeutic team, specifically our SALT, OT and Thrive practitioners. We focus on these as without them children are not developmentally able to access the full National Curriculum programme. After assessing these and considering children's individual needs based on their EHCPs and professional judgement we then use a sandwiched approach to ensure that children are not only accessing learning at these early developmental stages but also accessing an academic curriculum at a level that is more age appropriate to make sure that children are not caught in a cycle of continual catch up.

Impact

- Most pupils at Elm Tree School make outstanding progress towards their challenging targets across the curriculum and achieve the best possible outcomes. In March 2020, the school partially closed due to COVID 19 epidemic. At that time, 75% of pupils were on track to make good or outstanding progress in Reading, 71% in Writing and 80% of pupils were on track to make good or outstanding progress in Maths.
- 100% of CLA are on track to make good or outstanding progress in Maths and English. Assessed as part of termly Personalised Education Plans (PEPs), looked after children are meeting academic targets and screened as 'green' in their progress markers.
- The school has robust data relating to pupil outcomes. Assessment measures used at Elm Tree include Progression Steps: B-Squared, British Ability Scale, Thrive, Attendance, EHCP's, SATS, PEPs, Phonics Checks, Little Wandle Assessment, CELF, OT Assessments, Blank Levels, Evidence for Learning (EFL), CPOMS and Personal Learning Passports. We also can see progress by Whole Class Learning Journeys, Individual Learning Journeys, Exercise Books, Discussions and Conversations with our learners and verbal and written feedback. Over the past two years the role of Observations has been significant in depicting progress for all our learners. Evidence for Learning (EFL) is an online platform that allows to show meaningful, purposeful and show progress or show a 'WOW' moment for a child also analysing EHCP and PLP targets.
- Team leader scrutiny via lesson observations, book analysis, EFL analysis, B Squared data feedback, Behaviour Walks, Environmental analysis, Attendance data, CPOMS feedback allows for constant feedback to pupils and adults.
- Impact is also reported to parents via an online app Class Dojo, Termly Reports, Parental Contact (face to face, Telephone or Online), Annual Reviews, PEP Reviews, Early Help Support and Termly Community Days.
- We provide a robust transition from Key Stages 2 to 3. Year 7 transition starts in March with home visits, coffee mornings, visits to settings and a minimum of a full week at their designated high school.
- Pupils' work across the curriculum is of least good quality. All pupils make at least good progress across the school academically and socially, a high percentage make outstanding progress holistically from their individual starting points at Elm Tree.

Evidence

- ✓ Lesson observations, Curriculum maps, Displays, Books, Assessment data, EFL, Enrichment, learning walks, Educational Trips/Residentials, Policies, Appraisal Information, Thrive Ambassador, CPD Tracker, TT Education, SHARES, Special Schools on Moderation.

SDP Actions from 2023 / 2024

- To further develop a cohesive curriculum across the school and fully implement it.
- To develop a clear and progressive reading and writing curriculum.
- To improve the quality and standard in Phonics.

SDP Impact from Actions 2023/ 2024

Teaching and learning in all classes show clear progression and building of skills and knowledge appropriate to the age and stage of development of the children.

Children make excellent progress which is appropriate to their starting point Knowledge and skills progression maps are clearly defining the learning that takes place, ensuring consistency across departments.

Children can build upon prior knowledge to cement learning and improve pupil outcomes.

Phonics policy clearly state progression of sounds and pedagogy of phonics teaching. Staff are aware of intervention expectations and teach with fidelity to these.

Children make measurable progress in this area, leading to improved progress in all areas.

Linking to Plans for 2024 / 2025: Next Steps

- To continue to improve and adapt our cohesive curriculum, underpinned by impactful assessment methods, across the school and fully implement it.
- To improve all staff pedagogy on cognitive and metacognitive theory and practice to support learning.
- To plan and implement an updated CPD programme for all staff on the school vision and curriculum drivers to ensure pedagogical links to teaching and learning.
- To improve learning and knowledge of all through developing high quality, strategically aligned staff pedagogy

6 The Quality of Behaviour and Attitudes

- ✓ Behaviour and attitudes are exceptional in our school. Children are polite and well mannered. At Elm Tree our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively, the casual use of such language is challenged through the whole school ethos. This is done through restorative practice, individualised intervention programmes and through the whole school curriculum. The positive relationships staff foster with pupils supports this process and helps to prevent incidents from re occurring. Our pupils maintain consistently high levels of respectful behaviour towards others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, whilst difference is valued and nurtured. This is supported throughout our curriculum.
- ✓ At Elm Tree Primary School we have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and securely. The Elm Tree Way 'Ready, Respect & Safe'.
- ✓ The success of the use of positive interventions such as Nurture interventions and The Thrive Programme in improving personal development, behaviour and attitudes across the school is evident in the CPOMS data analysis. All children make sustained and rapid improvement in their behaviour upon starting at Elm Tree Primary School.
- ✓ This evidences our proactive rather than reactive response to pupil individual needs, developing a culture that reflects modern Britain, shows personal and social growth, and prepares our pupils effectively for their responsibilities as active citizens. Our pupils respond to support, employ strategies, and engage in restorative practise in a highly effective manner so that their learning and development is not impeded.
- ✓ A wide and extensive use of therapeutic interventions are effectively deployed at Elm Tree. They are used to analyse, understand, manage, and improve the underlying cause of 'behavioural communication'. Therapy staff work 'hand in hand' with teaching and support staff to ensure a consistent and multi-agency approach to supporting children. Elm Tree currently used Speech and Language, Occupational Therapy, Sensory Integration, Thrive, Dog Therapy, Music Therapy, Lego Based Therapy, Soft Play, Multi-Sensory and Equine Therapy.
- ✓ Our pupils consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties. Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Our pupils actively support the wellbeing of other pupils. Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.

- ✓ At Elm Tree we have had zero fixed and permanent exclusions since October 2009. Our ethos and belief is that exclusion does not have a positive impact on changing our pupil's behaviour. We believe in a nurturing and therapeutic approach so we can help pupils reflect and learn from their own actions. Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe. This is evident from pupil voice. Children enjoy coming to school.
- ✓ Attendance in our special sector is outstanding. Elm Tree's average attendance across the past 5 years has been 93%.
- ✓ Our school continuously promotes all aspects of pupil welfare and go above and beyond to ensure the highest standards of care welfare are achieved for all our pupils. Pupils trust staff to deal with any issues, concerns and resolve any concerns which they have, fairly. Pupils are actively encouraged to seek the support of adults when necessary. All pupils are offered emotional support daily from all staff and where necessary are offered intensive 1:1 support from school Thrive Staff, School Counsellor or our Nurture/Thrive Manager.
- ✓ Behaviour for learning is effective, children are engaged and show enthusiasm in their learning.
- ✓ Pupils are actively encouraged to have pride in their work and are provided with regular opportunities to share their achievements with other pupils, teachers and members of the senior management team. Achievements are also recognised during our weekly celebration assembly.
- ✓ In the most recent parent survey 95% of parents and carers believed behaviour and attitudes of the children attending Elm Tree was either good or outstanding.

Evidence

- Lesson observation, Learning walks, Monitoring file, ECT termly reports, Book scrutiny, Feedback from stakeholders, Correspondence from the public, Parent, carer, community days, Equality mark, CPOMS, Child Protection Policy, Pupil Passports, SHARES, Pupil Parliament, Themed Days (Pride Month, Black History Month, Autism Week, National Dyslexia Awareness Day, Women in History as an example), External Competitions and Sports Competitions.

Actions from 2023 / 2024

- To improve curricular attainment, raise self-worth and value to society and make positive contributions to British society.
- To improve Community participation and create strong links with local area school community.

Impact from 2023 / 2024

- ✓ Elm Tree have a highly effective school council which meets on a weekly basis and report back to senior management and teachers.
- ✓ There is a prominent board in school that communicates matters that the school council have discussed, and members also wear a school council badge of which they wear proudly.
- ✓ All classrooms have access to Enrichment calendar highlighting and promoting equality, diversity and inclusivity across the setting.
- ✓ Buddy system is now in place across school.

Links to Plan 2024 / 2025 : Next Steps

- To ascertain the correct diagnosis for each and every child as part of a multi-disciplinary team – both internal and external professionals.

- To develop a programme that can be shared with parents and pupils regarding their personal diagnosis and how it relates to them personally, with the inclusion of social stories and peer to peer support.
- Improve self-regulation and the child's understanding of behaviour, emotions and feelings and therefore enhancing the child's access to academic education.
- Improve the child's support plan to directly link with the Path to Success.

7

Effectiveness of Personal Development

- Personal development in our school is exceptional. Our curriculum extends beyond the academic, vocational, or technical and provides for pupils' broader development. Our work to enhance pupils' SMSC development is of a high quality. This is provided through curriculum and personal development, enrichment opportunities. Several pupils have taken part in sporting fixtures and been a credit to the school. The school council is active, pupil voice is prevalent through their fundraising and school improvement activities.
- Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for our pupils to develop their talents and interests are of exceptional quality.
- We hold community days; pupils take on roles and responsibilities during these events. Pupils value and appreciate the varied opportunities provided by our school. We provide these rich experiences in a coherently planned way, through the whole school curriculum and extra-curricular activities, which considerably strengthen our school's offer.
- The way we develop pupils' character is exemplary and is worthy of being shared with others. Pupils have developed empathy, intrapersonal skills, and an understanding of each other's needs. Pupils will support others by offering advice and guidance. We develop this through our respect points, therapeutic interventions such as dog therapy, thrive, buddy system and celebration assemblies.
- We provide high-quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy.
- Throughout the computing curriculum we constantly reinforce the importance of recognising the dangers of inappropriate use of mobile technology and social media.
- We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance, and respect. The school has a calming and warm ethos and positive relationships and staff modelling British Values reflects across the school.
- Pupils support with the recruitment of staff process. We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious, ethnic and socio-economic communities.
- Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.
- Our transition coordinator is pivotal in providing outstanding individualised transition programmes with a large range of both special and mainstream providers.

- Despite our pupils social and emotional needs, they are always willing to rise to the new challenged presented to them in lessons and over time demonstrate a range of strategies to become resilient to failure. Pupils will seek support effectively when needed.
- Once embedded within Elm Tree’s culture, pupils demonstrate a natural curiosity towards the curriculum and continuously seek out further knowledge and understanding through their participation in engaging and exciting learning opportunities.

SMSC & Cultural Capital

- Pupils spiritual, moral, social, and cultural aspects are developed through everyday lessons and activities. Due to our pupils SEN, SMSC is pivotal in equipping them to be thoughtful, caring, and active in the wider community.
- Cultural capital promotes social mobility and success it gives a child power. It helps them achieve goal and become successful. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.
- Curriculum links: For each subject in the curriculum there is a corresponding programme of activities (which includes visits to the school by specialists). All these activities are in line with guidance published by the LA: English – Theatre visits, visits by authors, poets and theatre groups; Science – Use of the school grounds, visits to botanical gardens, science workshops and specialist visitors; Mathematics – Use of school grounds, use of shape and number trails in the local environment; History – Local area landmarks visits, castle visits, local museums; Geography – use of the locality for fieldwork, village trails; Art and design – art gallery visits, use of the locality; PE – a range of sporting fixtures, extra-curricular activities, visits by specialist coaches; Music – a variety of specialist music teaching, extra-curricular activities; Design and technology – visits to local factories or design centres, museums; Computing – its use in local shops/libraries/secondary schools, businesses etc; RE – visits to local centres of worship, visits by local clergy. PSHE and citizenship – visit to the fire station or an old people's residential home, visits by local police officers and health workers, community action groups, community participation.
- The school’s residential and enrichment programme is an integral part of developing and embedding all aspects of SMSC.
- We give pupils opportunities to explore values and beliefs, pupils are given chance to reflect. Elm Tree has a climate and as our ethos, pupils have opportunities to grow and flourish, respect others and be respected.
- Pupils can work successfully as a group or team, pupils how respectful for people, living things and the environment around them. Our pupils appreciate the rights of responsibilities of individuals and the wider social settings around us.
- Elm Tree provides opportunities to explore their own cultural assumptions and values. Pupils are given opportunities to participate in Literature, Drama, Music, Art, Crafts, and other cultural events, encouraging pupils to reflect on their significance.
- Positive Relationships and Respect for Others is taught via our PHSE curriculum.

Evidence

Curriculum Planning, SHARES Pupil Parliament, Residential Trips, Enrichment, Lesson observation, Learning walks, Attainment & Progress, Behaviour during Me Time, Successful transition, Attendance records/in house transportation, Learning excellence award, Reintegration back into mainstream education, Pupil and parent questionnaires, CP meetings, CIN meetings, Multi agency meetings, CAF, CPOMS, Early Help, Signed internet policy agreements-Pupil/parent, Community Days, Therapy Data & Interventions, Fund Raising, School Values and Ethos, School Council, Visits and Work Experience from Elm Tree Alumni, Visions, Values and Ethos, SMSC Curriculum Planning Document.

	<p>Actions from 2023 / 2024</p> <ul style="list-style-type: none"> • To contribute to the wider community and develop connections within the community. • To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. • To have a well-developed system for reviewing health, safety and wellbeing of pupils, staff, and parents. School will also have a suitable environment for pupils and staff. The senior mental health lead to develop role across school. 	<p>Impact from 2023 / 2024</p> <ul style="list-style-type: none"> ✓ Classes will take some responsibility and help to plan the way Elm Tree Celebrate the event ✓ Classes will work together to develop a community within the school. ✓ Children will have an awareness of how their actions have helped others. ✓ Source suitable provider and deliver a timetable of supervision for all staff ✓ In house staff survey and feedback forms ✓ Standard referral form for all interventions. ✓ Co-ordinate referrals for correct level of intervention ✓ Senior Mental health lead in place. Staff/Governors UpToDate with mental health wellbeing training ✓ Draft new polices. Use current audit to complete action plan.
	<p>Links to Plans for 2024 / 2025</p> <ul style="list-style-type: none"> • To improve curricular attainment, raise self-worth and value and make positive contributions to British society. • To improve participation and create strong links with the local school community. • To improve connections and contribute to the wider community. • To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. 	
8	<p>Effectiveness of Leadership and Management</p> <ul style="list-style-type: none"> • Leaders, governors, and staff have a clear vision, ambition, direction and rigorous drive for continuing improvement to ensure the best possible outcomes for all pupils. • At Elm Tree Primary School, we believe that our culture allows all pupils and staff to exceed their potential and high expectations are set for all members of the school community. As a management team, we believe in setting the highest of standards through leading by example. • Leaders and governors at all levels within school are uncompromising in their ambition to ensure all pupils are provided with an array of opportunities to improve their life outcomes. This includes our school transport system and our appointment of a full and varied therapeutic team and highly specialised professionals including speech and language therapist, occupational therapist, specialist teachers and school counsellor. All these leading-edge projects have had a significant impact on the overall well-being and progress of our pupils. • Leaders and governors demonstrate high expectations for all staff through focused and challenging appraisal targets, leading to continuous improvement across all staff. • At Elm Tree our staff consistently report high levels of support for wellbeing issues. We complete wellbeing weeks; meetings and we have introduced external supervision for senior leaders and all intervention staff who support our most vulnerable pupils. Our leaders engage with their staff and are aware and take account of the main pressures on them. They're realistic and constructive in the way they manage staff, including their workload. • Leaders have created a climate of continuous professional development with the introduction of our training sessions and the involvement of all staff in whole school monitoring activities. • Governors challenge and support senior leaders in all areas. All members of the governing body have delegated responsibility to ensure robust monitoring in all key aspects of our school, each governor is responsible for reporting back to the full governing body on a termly basis. 	

- Leaders, staff and governors have developed a broad and balanced curriculum which engages and inspires all pupils thus ensuring maximum levels of progress.
- Our ethos and our school values promote equality of opportunity and diversity. Leaders, staff, governors and pupils do not tolerate prejudiced and/or discriminatory behaviour. Pupils feel safe in our school.
- Our safeguarding procedures are outstanding at all levels, we continuously to work with a large variety of outside multi agencies to secure the best outcomes for all our pupils.
- All staff have undertaken PREVENT training to ensure that we protect all our pupils from radicalisation and extremism.
- Pupils are central to the continuing success of our school and are proactive through our pupil voice.
- Leaders, governors, and staff provide outstanding support for other schools and organisations through high quality training and sharing good practice.

Evidence

- ✓ Outstanding progress, Outstanding 360° teaching, Learning walks, Investors in people award-Gold, Inclusive teaching centre-Woodlands, Enrichment, Residential trips, Learning excellence award, Feedback sheets from monitoring, Training matrix, Governors reports, Equality mark award, Pupil and parent questionnaires , CP reports/social worker reports/child protection meetings/CAF/children in need meetings/LAC meetings, Early Help, School council/pupil parliament meeting minutes. Assessment Data, Wellbeing Meetings, School Vision, CPD & Tracker, SCR, Safer Recruitment, TT Education.

Actions from 2023 / 2024

- To consolidate distributed leadership model across the school including an external review.
- Improve effectiveness of leaders & managers at all levels ensuring leaders actions improve teaching and make a greater difference which lead to stronger outcomes for pupils.
- Ensure there is appropriate CPD for the Governing Body
- To explore academisation options – MAT / Partnerships Schools
- To implement effective engagement between school, parents, and carers.

Impact from 2023 / 2024

- ✓ Clear R and R everyone understands and undertakes their role effectively and to their best ability. Impact on T & L. Impact on outcomes.
- ✓ Individual and group session with SG. SG to produce action plan based on her analysis and feedback.
- ✓ Action Plan to impact on leadership and management. Improve confidence for new leaders.
- ✓ Effective, knowledgeable Link Governor. Understands the needs of the FGB.
- ✓ Understand if other schools have similar thoughts / views. Joining an established MAT or creating a new MAT.
- ✓ Positive impact on families across school, evidenced through decreased need for CSC support.
- ✓ More families once at Level 2, 3 and 4 to access support via Universal Services.
- ✓ Improved attendance at family community days, EHCP review meetings, TAFs.
- ✓ Positive feedback through parent and carer survey pertaining to family engagement.

School Development Plan 2024 / 2025

- To ensure a robust strategic approach to change factors.
- To create strong leaders at all levels.

Stakeholder Feedback**Parents/Carers –**

- ✓ You have all children's best interests at heart with all that you do. You want to see all children thrive in all aspects of education and life. You care about the children – and their families too.
- ✓ He feels safe, respected and part of the school family.
- ✓ You focus on his social development as well as his educational development. You give him so many opportunities to experience new things he would get chance too.
- ✓ You have created a space where my child feels safe.
- ✓ Fantastic staff. So many amazing experiences. A very accepting school.
- ✓ Each child is treated as an individual according to their needs.
- ✓ My child is different since joining Elm Tree. She now enjoys attending school
- ✓ Caring staff

Areas for Development 2024 / 2025

- Organise, develop extensive parent hubs across Lancashire to ensure engagement for as many as possible.
- Evidence for Learning parent access to see child's work and progress used remotely via the online platform.

Pupils –

- ✓ Learning new things in class
- ✓ I feel safe in and around school
- ✓ I am trying hard to improve my work and I'm getting better at it
- ✓ I work hard
- ✓ I like to share my work with adults in school
- ✓ Everyone is friendly and caring

Areas for Development 2024 / 2025

- Continue to build upon the successes of the School Council.
- Children to have impact on their school, their community and their environment.
- Be a larger part of the wider community and participate in a wider range of competitions.

Staff –

- ✓ Recognising that good wellbeing is vital for everyone.
- ✓ Class staff are very supportive
- ✓ Staff well-being is highly thought of which is a positive
- ✓ Communication from Team Leader is good. She is always quick to praise when you're doing a good job
- ✓ Some senior leaders are very good at acknowledging when you've done well and are very conscious about the length of your working hours.
- ✓ Supporting the children
- ✓ Providing a safe, structured environment for our children
- ✓ I enjoyed staff catch up meetings

✓ I think it's good that everyone is available to talk to if you're not feeling yourself or something is bothering you

Areas for Development 2024 / 2025

- To create high calibre **leaders at all levels** who can influence and impact.