Elm Tree Primary School

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School Development Plan

2022-2023

**Contents**

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| **Area** | **Target** | **Lead** |
| Quality of Education | To further develop a cohesive curriculum across the school and fully implement it. | Emma Watkins |
| To develop a clear and progressive reading and writing curriculum. | Emily Watkins |
| To improve the quality and standard in Phonics. | Charlotte Walker |
| To plan and implement a secure CPD programme for all staff on the school vision and curriculum drivers to ensure pedagogical links to teaching and learning. | Emma Watkins  Team Leaders |
| To develop a system to support pupil independence through quality teaching and learning and metacognition strategies. | Emma Watkins |
| Behaviour & Attitude | To improve curricular attainment, raise self-worth and value to society and make positive contributions to British society. | Team Leaders |
| To improve Community participation and create strong links with local area school community. |
| Personal Development | To contribute to the wider community and develop connections within the community. | Stuart Brown  Jane Brownbill  Therapy Team |
| 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. |
| Leadership & Management | To consolidate distributed leadership model across the school including an external review. | David Lamb  SMT  FGB |
| 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. |

**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 dynamic and flexible 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 Psychologist, School Nurse, SEN 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:

**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!

**Sustainability**

Growth and expansion bring challenges that we must plan for, deliver, and adapt as events unfold.

**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.

**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.

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| Area:  Quality of Education | | | Target:  To develop a cohesive curriculum across the school and fully implement it. | | | | |
| Objective | Actions | Lead | Time scale | Cost | Source | Success Criteria/Intended Outcomes | Evaluation |
| To produce coherent long-term plans which are planned with full regard to progression of skills and knowledge. | Map out clear topics across pathways and rolling cycle.  Map all curriculum subjects into long term plan to ensure full coverage and progression. | EW | Sep 2022 | Nil | n/a | Teaching and learning in all classes will show clear progression and building of skills and knowledge appropriate to the age and stage of development of the children.  Children will make excellent progress which is appropriate to their starting point. | -Long term plans clear.  - Work has been done with individual subject leaders to ensure that there is full coverage of the NC and progression documents are in place (these are still work in progress due to intake of higher need children – this to be part of next year’s SDP).  - More work to be done with some less experienced subject leads to ensure that they are able to understand and support their subject (Geography, Art (after maternity)).  - Knowledge progression documents becoming more secure with next steps to have all in place to make sure that knowledge builds on prior learning and links to what children learn across their school career.  - Likely that Engagement model and separate curriculum will need to be looked at next year due to another significant change in school population.  - Children are accessing coherent lesson sequences planned by subject leaders and adapted by class teachers to meet the needs of children within classes.  - Recent changes to Enlighten into 4 year rolling plan due to uncertainty of year groups coming into school.  - Some updates made over the year to be in place for academic year 23-24: Music – change from Charanga to Music Express; History – some changes as full coverage of NC was proving difficult to manage. SL went on some more training and this has now been rectified which also meant some changes in DT to match the topic areas; Summer 2 will now be a specific topic so that there is coherence in subjects as after trialling festival this year the curriculum became slightly fragmented; English lead to work with CW to ensure that curriculum books are suitable for children at lower developmental level. |
| To develop medium term plans which fully map out the substantive and disciplinary knowledge for each subject. | Work with subject leaders to produce skills progression documents.  Subject leaders to identify core vocabulary for their subject and map this across steps.  Work with subject leaders to identify key knowledge and plan this accordingly for all pathways. | EW | Dec 2022 | Nil | n/a | Fully developed MTPs with key vocab for teachers to use when planning teaching and learning.  Knowledge and skills progression maps will clearly define the learning that takes place, ensuring consistency across departments.  Children will be able to build upon prior knowledge to cement learning and improve pupil outcomes. | -All subjects have clear MTPS.  -Subjects are clearly mapped so that revisiting and building on prior knowledge is supported.  -Disciplinary knowledge is mapped (according to steps currently) in skills progression documents, as is vocabulary, which is split into three tiers to ensure whole school curriculum can be adapted to meet individual needs. Next steps to have specific vocab documents to support teachers when planning.  Knowledge progression documents are planned by subject leaders each half term which include key vocabulary for teachers to plan into teaching and learning.  Knowledge progression include substantive and disciplinary knowledge to support teaching and learning.  Subject leaders are using KP documents to link back to prior learning and highlight where this can support new learning. |
| Procedure for Monitoring Progress:  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews. | | | | | | | |
| Intended Impact:  Children will make clear progress, regardless of their individual needs and starting points. There will be a clearly sequenced and effectively planned curriculum so that our children know more, can do more and can remember more. | | | | | | | |
| Area:  Quality of Education | | | Target: To develop a clear and progressive reading and writing curriculum. | | | | |
| Objective | Actions | Lead | Time scale | Cost | Source | Success Criteria/Intended Outcomes | Evaluation |
| To produce a clear progression map which shows where new skills are taught and developed. | Subject lead to complete skills progression map for reading and map out to ensure full coverage and revisiting of skills.  Subject lead to complete skills progression map for writing and map out to ensure full coverage and revisiting of skills. | EC | Sep 2022 | nil | n/a | Children will access a strongly developed curriculum which ensures depth and breadth of content with cross-curricular links, considering local contexts and filling gaps  Children will make marked progress from their starting points, regardless of individual need. | Phonics programme and progression map is clearly embedded after trialling new validated scheme last year.  Reading comprehension and writing progression maps are in place. Due to new cohort of children EC is currently working with EW and CW to produce text progression documents so that English writing format can still be used for children working at a developmentally lower level. These begin at Birth to Five Range 1 and move up to show what each genre looks like at each developmental stage.  Children are making clear progress in Phonics. Assessments allow leaders to identify spotlight children and provide intervention. Phonics lead has clear and robust tiered intervention plan.  Children are making progress in reading and writing but this needs to be clearly evidenced at all levels.  Interventions for reading and writing need to be clearer in evidencing and specific target setting. EC to source clear intervention programme.  Each step has specific Cultural Capital texts which children access each half term.  Full coverage of genres for writing across year. Clear plan which covers poetry, fiction, non-fiction each half term in a clear structure to enable generation of vocabulary for future writing. |
| To ensure that the Reading and Writing curriculums are developed fully from the Path to Success. | Subject lead to ensure that all classes are using a consistent and reliable approach across the school.  Subject lead to create engaging whole school curriculums and embed across school.  Clear reading and writing curriculum which is implemented fully across the school.  INSETs to fully explain new pedagogy and writing curriculum | EC | Oct 22 | nil | n/a | A clear and coherent reading curriculum in place across school.  A clear and coherent writing curriculum in place across the school.  All English teaching and learning use consistent approach based on the pedagogy of the Path to Success.  Staff will be fully aware of how to use the school wide pedagogical approach within English.  Cognitive load will be reduced due to consistent approach to teaching and learning leading to children making clear progress regardless of individual need. | Reading and writing curriculums are clear across school. Next steps to ensure that this approach also works for our new intake (New text progression document will support this.)  Clear and consistent teaching and learning pattern across school.  Some inconsistency with implementation but this is minimal. Potentially due to differing needs that have come through over the past academic year. New text progression will support with this.  Reading curriculum – some difficulties due to different steps within classes. This will need to be looked at in the next academic year in regards to Cultural Capital reading and Guided Reading.  Some classes do not always evidence the experience and play with it parts of the Path to Success. This does not mean that this is not happening however need to work with staff to ensure clear evidence is presented for SL to access.  Cognitive load reduces as children are clear about the pattern that takes place in Writing curriculum. |
| To work with subject leaders to plan cultural capital reading experiences across subjects for reading overview. | Subject lead to discuss specific literature which will be used within other subjects.  Consensus to be made and planned into foundation reading spine. | EC | Dec 22 | nil | n/a | Children will experience the ‘best that has been thought and said’ through literature within foundation subjects. | Subject leaders have sourced texts which support with teaching and learning across foundation subjects.  Classes use these currently on an ad hoc basis when teaching foundation subjects.  These are sometimes put into Knowledge Progression documents but this needs cementing.  Reading spine needs to be in place for Academic Year 23/24.  Children currently experiencing much more reading material to support foundation subject than previously. |
| Procedure for monitoring progress:  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews. | | | | | | | |
| Intended Impact:  All children will make outstanding progress from their own starting point, given their individual context in Reading and Writing. This will in turn lead to greater progress across the whole curriculum. | | | | | | | |

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| Area:  Quality of Education | | | Target: To improve the quality and standards in Phonics. | | | | |
| Objective | Actions | Lead | Time scale | Cost | Source | Success Criteria/Intended Outcomes | Evaluation |
| To review phonics policy and ensure clear fidelity of all elements of the programme being used are clear and consistent. | CW to ensure that Phonics policy is clear about how fidelity to Little Wandle is met in relation to adaptations necessary for children with additional needs.  CW to assess phonics interventions, including those for children pre-Phase 2 (which LW does not cater for) and ensure this is clear within policy. | CW | Sep 22 | £0 | n/a | Phonics policy will clearly state progression of sounds and pedagogy of phonics teaching.  Staff will be aware of intervention expectations and teach with fidelity to these. | Clear phonics policy in place.  Clear fidelity to validated programme.  Phonics lead keeps up to date with fast moving updates from validated programme and moves to put these into place and support staff with implementing these as soon as possible.  Phonics assessment show clear progress and identify spotlight children for interventions.  Phonics lead has clear tiered intervention and supported staff who deliver these. |
| To ensure that children who are accessing phonics have phonics teaching regularly outside of the daily sessions. | CW to identify other times for teaching phonics across the day/week. This needs to be clear in policy.  Staff to have training on activities that they can use at other times to reinforce phonics teaching. | CW | Oct 22 | £0 | n/a | Staff will use all opportunities to enhance phonics teaching and learning across the day.  Children will make measurable progress in this area, leading to improved progress in all areas. | Phonics interventions are in place and staff are supported by CW.  Staff have had LW training however as LW continue to update the validated scheme not all staff have received current up to date training. This is to be in place ready for next year when it is hoped that LW will have all aspects in place.  Not all staff are confident in Phase 1 delivery and how they can use small gaps in the day to support this.  Children are making clear progress, shown from LW assessments. |
| To ensure that the lowest attaining 20% in each class are identified early and robust interventions are put into place. | CW to work with team leaders and class teachers to identify children for intervention.  SLTAs to monitor progress half termly.  CW to work with intervention staff to ensure high quality phonics teaching. | CW | Oct 22 | £0 | n/a | Children will be identified early for phonics catch up.  Staff will feel confident and be well trained delivering strong daily interventions.  Children will make progress from their individual starting points. | Spotlight children are identified and attend interventions. These are monitored each half term.  SLTAs are not currently the staff who monitor interventions or progress. This is completed by Phonics lead. Nest steps to train SLTAs to monitor.  Children are making clear progress in phonics based on class assessments.  Phonics check provided good results. |
| **Procedure for monitoring progress:**  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews, environment audit | | | | | | | |
| **Intended Impact:**  Phonics teaching will be strong across school and clearly monitored. This will ensure that the lowest attaining children are able to access high quality teaching and daily interventions, leading to progress in all areas of reading. | | | | | | | |

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| Area:  Quality of Education | | | Target:  To plan and implement a secure CPD programme for all staff on the school vision and curriculum drivers to ensure pedagogical links to teaching and learning. | | | | |
| Objective | Actions | Lead | Time scale | Cost | Source | Success Criteria/Intended Outcomes | Evaluation |
| To make sure that all staff are aware of the whole school vision and values which underpin our curriculum. | Staff will take part in training aligned to the school vision and values.  Staff will be fully involved in what our school vision looks like and how this looks in practice and is always implemented across school. | EW | Oct 22 | nil | n/a | Staff will be fully aware of the school vision and values.  Staff will understand the vision and implement this within daily practice.  Children across school will be aware of expectations across school, regardless of pathway. | Whole school training completed twice this academic year. All staff, children and parents had an input to creaste new vision and values.  Blueprint discussions during insets and meetings.  Staff are aware of vision, values and blueprint and there is consistent use of language (particularly RRS) when speaking to children.  Vision and values committee was created however has not had impact hoped. Next steps are to secure clear intent for this next academic year. |
| To increase staff pedagogical and subject knowledge. | Staff to have training on pedagogical approach.  Subject leaders to have specific CPD relating to own subject and relay this to other staff. | EW | April 23 | £5k | Curr | Staff will have strong pedagogical knowledge.  Staff will have strong specific subject expertise which they can share with staff.  Specific impact on classroom practice leading to secure improvement on teaching and learning and improved pupil outcomes. | Ongoing target.  Staff have had clear training and discussions across the year about the new pedagogical approach.  ECTs have specific meetings about how this can be used in practice to support their teaching.  Some subject leaders have had specific CPD training and relayed back to staff however more time is needed to allow all subject leaders to do this.  KP documents have allowed teachers to focus on specific planning for their individual classes leading to secure improvement in outcomes. Next steps are to secure a clear assessment framework that works for our school population to show this. |
| **Procedure for monitoring progress:**  Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews. | | | | | | | |
| **Intended Impact:**  Strong CPD will lead to improved teaching and learning within classes across school, leading to improved pupil outcomes across the curriculum. | | | | | | | |

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| Area:  Quality of Education | | | Target:  To develop a system to support pupil independence through quality teaching and learning and metacognition strategies. | | | | |
| Objective | Actions | Lead | Time scale | Cost | Source | Success Criteria/Intended Outcomes | Evaluation |
| To train staff in Bosanquet model of questioning and scaffolding | Staff will have training in this area.  Staff will be given time to reflect and act using this model.  SL will work with staff to look at good practice and how this can be adapted to work in our unique environment. | EW | Oct 22 | £0 | n/a | Staff will be aware of levels of questioning and scaffolding.  Staff will use their own professional judgment to provide scaffolding and remove accordingly to promote children’s independence.  Children will become much less reliant on staff support and use their own knowledge and understanding to move their own learning forwards. | Staff have received some training on this however more is needed to secure across the school.  SMT need to be present in more lessons to work with support staff when using this model.  Some staff continue to overcompensate when questioning so children are not all becoming less reliant on staff. |
| To develop knowledge of schemas and SOLO taxonomy within staff to introduce ways to understand metacognitive thinking. | Staff will have comprehensive training on schemas, psychology, and neuroscience behind learning theories.  Sharing training and extra CPD regarding metacognition and the impact on teaching and learning.  Subject leaders to have training specific to how this looks in their own subject and to deliver this to other staff once secure. | EW | Jun 23 | £0 | n/a | Staff will be secure in practical ways to make sure that children are learning and remembering more.  Graffiti walls will be used in all classes to ensure metacognitive development.  Children will move from prestructural understanding through the stages of SOLO taxonomy. | Staff have more knowledge of schemas and SOLO taxonomy. This is to be moved into the next SDP to focus on giving children individual schemas and graffiti walls to build SOLO taconomy and be clearer about how much children are learning across subjects.  Metacognition is discussed within meetings however more teaching and learning in this area is needed. |
| To build a framework for developing strategies based on the EEF Metacognition and self-regulation work. | Staff will receive training on metacognition and how this looks within class and teaching and learning experiences.  Clear CPD library linked to current educational practices to be built. | EW | Jan 23 | £0 | n/a | Staff will understand the strategies needed to allow successful metacognition.  Children will understand how to ‘learn how to learn’. This is the most effective way for children to prepare for further learning in their lives. Children will know more and understand more due to the implementation of teaching metacognition skills. | EEF strategies shared with staff but more teaching and learning needed to support in class.  CPD library in place. Not all staff utilising this so need to support this in 23/24.  As staff are still working to understand this children are not fully secure in their own metacognition techniques and skills. |
| **Procedure for monitoring progress:**  Weekly meetings, observations, learning walks, profiling data, appraisal meetings, SMT Meeting, staff feedback, pupil interviews. | | | | | | | |
| **Intended Impact:**  Children will become much more independent in their learning. They will understand the process of learning and how this relates to their own learning journey. This will ensure that children are able to fully understand how to take responsibility for their own learning and take these skills throughout their lives. | | | | | | | |

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| Area:  Behaviour & Attitude | | | Targets:  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. | | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Source** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Personal Development for positive character traits and skills through school rules, teaching, support, and learning.  Ready  Respectful  Safe | Staff training on the focussed development in our learners.  Development of Whole School Citizenship policy inclusive PSHE.  Support for all staff from senior leaders for effective implementation. | SB / PSHE lead. | 06/23 | n/a | SDP  TT Education  SLT | Pupils will develop in all areas of the PSHE - B-Squared assessment.  Personal key skills will be enhanced and observable across the whole school.  Pupil’s will have an increased understanding of how they best learn and be engaged in development of these skills. | A clear focus at all times on Personal Development for our children, given their individual needs.  RRS embedded across school.  Children and staff aware of RRs and how important this is across school.  Training needs are to be developed in 23/24 due to current CPD methods posing difficulties across school.  PSHE policy clearly in place.  Bsquared currently not being used for foundation subject assessment due to intensive workload. Next steps assessment frameworks to be updated as formative assessment across school.  Thrive clear across school with individual and group targets. These are identified and addressed to support all children to fill developmental gaps. |
| To increase the value of all individuals to society and future employees by developing key skills and personal attributes. | Focus on personal development across all pathways.  Provide opportunities to demonstrate citizenship in all areas of school life. | SB / SLT / Staff | 06/23 | n/a | Curriculum  Public events  School council. | Development of personal skills in learning, communication, and positive interactions observable across whole school.  PLP targets  School council focus and display board. | Personal development is a key focus across the school at all times.  Developing responsible citizens by using buddy system, charity/public service initiatives such as litter picking, visiting homes.  Clear assembly plan to discuss Britich values and promote inclusivity.  Consistneyl building positive personality traits using Thrive and whole school events.  Wellbeing Wednesday and Wellbeing whole school events.  Clear PHSE and RSE curriculum.  School values.  SMSC curriculum  First News discussions and dispays. |
| To make positive contributions to British society. | Involvement in community projects.  Fundraising and charitable work.  Promote awareness of local, national & international issues. | SB / SLT / Staff | 06/23 | n/a | Curriculum  Community cohesion | Class discussions/debates.  School charity and fundraising events.  Increased awareness of all pupils of local, national & international issues. | Class discussions re current events and Picture News.  Whole school PN display.  Some evidence of community cohesion. Nect steps to include children in community projects. |
| To enhance academic attainment and meta-cognition for all pupils. | Knowledge and understanding about British values and citizenship topics.  Developing skills and aptitudes.  Supporting values and dispositions.  Reduce learning barriers and support children with personal learning styles and development. | SB / Staff | 12/22 | n/a | Curriculum | B - Squared and EfL evidence and progress.  Reduction in work avoidance / negative behaviours & improved engagement in curriculum. | Academic attainment rising due to more secure planning from subject leads.  SMSC curriculum in place.  Adaptation across school for individual needs.  Bsquared only now use for Core subjects.  RF1 and CPOMMs data. |
| Developing positive links with local community & educational settings.  Make links with other schools for work moderation purposes. | Provide opportunities for teachers and senior leaders for visits, liaison, and communication.  Share good practise examples.  Coordinate and facilitate links and opportunities for liaison. | SB / SLT | 06/23 | n/a | Sub Leads | Increase in community participation events.  Enhanced school profile. - Evidence on school website and increased communication with parents / staff and Governors.  Raise local profile of school.  Regular work moderation meetings | Some opportunities have ben present towards the end of the academic year.  LA moderation produced good results.  Next steps to link in with other schools for clear moderation. |
| Pupil parliament involvement. | Active involvement with SHARES  Encourage democratic process of school representatives through school council reps. | SB / Pupils | 06/23 | n/a | SHARES | Increased attendance and contribution to meetings and outcomes. | Some attendance from Pupil Parliament members.  Next steps to make sure that these contribution are shared across school. |
| Intra and inter school sporting events | Liaise with subject leads to attend or promote access to events. | SB / Staff | 06/23 | n/a | SHARES | Increased participation in sporting events. | Some events have occurred however the participation could be increased. |
| **Procedure for monitoring progress:**  Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation. | | | | | | | |

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| Area:  Personal Development: Citizenship / Community Cohesion | | | Target:  To contribute to the wider community and develop connections within the community | | | | |
| Objective | Actions | Lead | Time scale | Cost | Source | Success Criteria/Intended Outcomes | Evaluation |
| For each class to take a focus charity and raise money or awareness for the chosen charity | Each class will vote for a charity they feel strongly about.  Children can research local charities to the school for us to support  Children can plan school events or awareness days where they can fund raise for the charity.  1-2 classes a month and evidence of this can be placed on the website | AG, EW, CW, Teachers and children | 1-2 classes a month | £0 | n/a | Each class will contribute in a charitable way to a local or national organisation  Children will develop an awareness of others and develop empathy skills  Children will feel pride by supporting a charity that they are interested in or that is important to them. | This objective needs to be moved to SDP 23/24 as a specific focus. |
| To engage with National Events over the school year | Create a monthly events calendar that outlines any significant celebration days that link to citizenship or community cohesion and will enrol in the activities for this event for example, coffee mornings for Macmillan or red nose day etc. | CW, EW, AG, Teachers | By the end of Autumn Term 2022 | £0 | n/a | 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. | New Enrichment calendar is clear and focused. Over the year classes have all taken part in National events and these have also been highlighted in assemblies and full school events. |
| A whole school focus will be on creating a greener Elm Tree | Adults will explicitly teach children about the impact our actions have on the planet  School will engage in awareness days  School will make a conscious effort to be greener  School will enrol onto the fair-trade award and complete level 1 over the year | CW, EW, AG  Teachers | By the end of Summer 2023 | £0 | n/a | Children will have a deep understanding of the impact we are having on the planet and will recognise how to reduce the impact  As a school we will be greener with our attitude and make a conscious effort to recycle our waste rather than throwing it away  Over the year children will contribute towards school gaining the Level 1 Fair Trade award and children will feel sense of accomplishment upon completion. | Enrichment activities and curriculum focuses have taught children about the impact our actions have on the planet.  More conscious effort could be had – school council can lead on this. Next steps to create Eco Council. |
| As a school we will contribute to the wider community | Over the year each class will take a responsibility to support the wider community for example a litter pick up, or planting flowers etc, post Christmas cards etc. | CW, AG, EW, Teachers | By Summer 2023 | £0 | n/a | Children will contribute to the wider community and will see first-hand the positive impact their actions can have on the wider community.  Children will develop an awareness that they belong to the community and can make a positive change | Children have become more aware of the contribution that they can make to society however not all classes have partaken in an individual class community project. |
| **Procedure for monitoring progress:**  Calendar to be created for the events over the school year and classes to be appointed a month during which they will raise awareness for a charity etc. EFL, Parents, School Website. | | | | | | | |
| **Intended Impact:**  Children will recognise that they belong to the community and that their actions can have a positive impact. Children will recognise that their actions have an impact on their environment and will develop a passion and interest on creating positive change. | | | | | | | |

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| Area:  Personal Development - Creative & Therapeutic Interventions | | | Target:  To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. | | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Source** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Provide further opportunities for pupils to access Creative & Therapeutic Interventions | Exposure to interventions and access for all pupils.  Employ a specialist Music Therapist.  Staff training using the Light & Sound room. | SB - Team Leads  SB | Autumn 2022  Dec 2022 | £10k  Nil | Therapy  n/a | Pupils have had access to creative and therapeutic interventions.  Sessions show positive progress towards wellbeing and EHCP targets.  1 staff from every class to be trained to use Space room. | A greater selection of interventions have been employed over this academic year and 2 counsellors have been employed for 23/24.  Intervention staff across school have had specialist training and have used this to provide interventions for children.  Progress towards EHCP and PLP targets are being made. Next steps to assess using EfL. |
| Elklan - whole school training to upscale staff on ELKLAN assessment and benefits  Staff training.  Train 3 key members - Sophie could train - 3 full days over 3 ½ terms.    Children to make significant progress Blank Levels 3 and 4 (25%) of pupils to achieve competency at their current.  Children to develop their speech and language skills using the Functional communication checklist (% significant progress) | Training for Ta’s HLTA’s and Teachers  Identify staff for the role/training.  Implement use of Blank level guidance in all classes. Assessment every term. Support for all classes to deliver speech and language guidance. Assessment every term. | SALT/ KW  SALT  KW | Autumn - Spring 2023 | £10k | Therapy | All teaching and support staff received the ELKLAN training - Competence with the assessment.  ELKLAN assessment specialist in each pathway  Pupils on Blank levels 3 and 4 to have made significant progress (25%). Children to show significant (25%) progress on the functional communication levels. | Currently have 6 staff trained in Elklan which has embedded SALT into Elm Tree including interventions.  All staff trained in Blank Levels.  All staff on SALT interventions make significant progress over time – data shows.  Data from SALT and Intervention staff. |
| Finalise Sensory suite (Building) plans  Physical development (Targeted) mentoring ‘Aspire’ sessions.  Whole school training on Neurodiversity and the senses also Regulation within the classroom.  Whole school training on the Space room (Light & sound room) | Active Sensory Play  In relationship (Aspire)  Ongoing  Mentoring / training approach from Sarah B.  Book in and schedule training dates | Sarah B  DL/Sarah  S Bailey | Spring 2023  Autumn 2022 | DL/SB  SB  SB | TBC  n/a  n/a | Final plans for development and cost price agreed.  Training implemented for Ta3’s and HLTA’s for ‘Aspire’ (Physical Development) sessions.  Whole school training completed for Neurodiversity and Light & Sound room. | Working alongside Liverpool Uni with integrated multi disciplinary team to develop an unique sensory suite.  All staff have received training in neurodiversity and regulation.  Staff trained in the use of the Space Room. |
| Right time SEMH learning focus for all pupils in all classrooms.  Reparative SEMH learning / development specific groups and individuals.  CPD Thrive together modules delivered to all new staff. (JB/JC)  Thrive training from SLTA’s / Thrive practitioners | Staff training  Staff training  Staff training | JB  JB | Autumn 2022  Autumn 2022  Autumn 2022 | JB | n/a | Pupil progress toward EHCP and PLP targets monitored termly. Right time - through Thrive online assessment x 3 a year.  Pupil progress toward EHCP and PLP targets monitored ½ termly. Reparative - Thrive online 6 weekly progress reviews. | All classes have Right time learning class Thrive targets clear in class and shared with class staff. NS – to share with parents.  Staff training completed. Nect steps to deliver to new staff next academic year.  Thrive working group in place – needs to be more secure in order to deliver training and support across school next academic year. |
| **Procedure for monitoring progress:**  Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation. | | | | | | | |

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| Area:  Personal Development - Wellbeing | | | | | Target:  To have well developed systems 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. | | |
| **Objectives** | **Actions** | **Lead** | **Time scale** | **Cost** | **Source** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Have in place Senior Mental Health lead. | Training completed  Mental Health Policy  Wellbeing policy  Training for all staff on Mental health. | JB/DL/EW | September 2022 | n/a |  | Senior Mental health lead in place  Staff/Governors UpToDate with mental health wellbeing training  Draft new polices | JB trained as SMHL.  MH policy in place.  Resilience training across the year for all staff.  Governor meetings have taken place. |
| Have a clear and consistent overview of staff, pupil, and parent / carer wellbeing. | Audits to be completed 3 times per year for all groups.  Analysis and feedback with action plan  Twice termly Wellbeing events organised by Senior Mental Health Lead.  Child-friendly celebration calendar in place to provide staff and pupils with reminders for events, milestones. | DL/JB/EW | Yearly plan | £4k |  | Questionnaires administered to all relevant stakeholders  Action plan of targets  Programme of events related to mental health and wellbeing  Measurable impact on children’s progress and outcomes. | Audits need to be booked in next academic year to ensure completeness.  Wellbeing committee to be in place and regular meetings to be held 23/24.  Enrichment calendar activities in place to support wellbeing. Next steps to have a full year enrichment calendar 23/24.  Action plan written – update to follow. |
| Thrive Approached used across school | Assessment profiles 1:1 & class  Training for all staff  Assessment completed to obtain Thrive awards. | JB | September 22 | £2k |  | Thrive online  Thrive together training  Thrive awards programme | Thrive consistent across school. Class targets in place. |
| A positive, supportive culture across school. | 1:1 time with managers arranged regularly.  Supervision  Purchase EAP  Tiered provision mapping and referral system |  | September 22 | £1k |  | Supervision programme in place for all staff  Employee assistance programme purchased  Impact on staff retention mental health and wellbeing  Psychological safe environment | Atmosphere across school seems more positive and inclusive.  Informal meetings with managers regular. NS – 23/24 to organise regular meetings with managers.  Supervision organised to be in place from Autumn 23. |
| Mental health and well-being support is prioritised for staff and pupils | A completed mental health audit and action plan  Supervision for all staff to be established across school.  Regularly analyse data to indicate impact of supervision.  Tiered provision map of support for interventions |  | September 22 | n/a |  | Use current audit to complete action plan.  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 | Regular well being meeting with staff.  A range of activities that encourage staff well being.  Regular questionnaires from all stakeholders ensuring well being is central to receiving feedback on how to improve school systems. |

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| **Procedure for monitoring progress:**  Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation. |

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| Leadership and Management | 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. | | | | | | |
| **Objective** | **Actions** | **Lead** | **Time scale** | **Cost** | **Source** | **Success Criteria/Intended Outcomes** | **Evaluation** |
| Redefine roles and responsibilities for the new SMT team. Impact of this on the rest of the teaching and non-teaching roles and responsibilities. | Define clear roles and responsibilities and communicate clearly  Clear R & R for all employees link to CPD and appraisals | DL  SMT | 09/ 2022 | Nil | N/A | Clear R and R  Everyone understands and undertakes their role effectively and to their best ability  Impact on T & L  Impact on outcomes | Completed during September Gov’s meeting. See minutes. |
| Support plans for senior staff new to role – to include wellbeing, coaching, CPD and appropriate qualification courses. | Initial appraisal system to identify appropriate needs, CPD and targets.  Timetabled monthly meetings with SLT  Analyse appropriate and relevant NPQ  Link to WAP | DL  SMT | 10/  2022 | Nil | N/A | Clear appraisal system to include wellbeing alongside personal targets appropriate to their job title.  Attending and completing the relevant NPQ | Senior leaders beginning to start a range of CPD courses including NPQ’s and coaching.  Linked to appraisal process |
| External review of senior management team | Use of Sharon Gray OBE educational adviser  Examine individual and group strengths and area of need  Action Plans for each member plus a group action plan  Link to appraisal and Long-Term Vision | SG  DL  SMT | 11/  2022 | £2K | Brought in services | 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. | Completed in November 2023  Discussion around case studies, CPD and links with other special school’s beyond Lancashire. |
| Support head of support staff to develop an effective team with clear line management system (link to CPD SDP). Clear roles and responsibilities between support staff. | JB to establish newly formed STA’s team.  To meet fortnightly and cascade information on effective communication, CPD, whole school issues, teaching & learning, behaviour, and interventions.  Clear R & R for all support staff at each individual level. Clear lines of progression. | JB | 09/  2022 | Nil | N/A | Effective leaders with the non-teaching staff.  Clear R and R for support staff at each level.  Effective induction and on-going CPD for support staff.  Impact on pupil outcomes. | Completed JB has secure team of SHLTA that support the role senior role in delegating roles across the whole school and departments. |
| Support staff have significant impact on learning outcomes for pupils. | CPD  INSET Days  New Induction Policy & Procedure  Appraisals  Lesson Obs and Learning Walk Action Plans | SMT | 11/  2022 | Nil | N/A | New Induction Policy  On-going CPD Policy  Appraisal for all staff  Training at all levels for all staff  Impact observed in lesson obs and learning walks  Impact on pupil outcomes | Partly achieved more bespoke CPD for support staff required.  Appraisal system in 23/24 to become more robust, individualised and bespoke to staff members. |
| Effective Link Governor that communicates and shares appropriate CPD for the Governing Body. | New Link Governor in post.  Experienced Governor with several previous posts in schools, including MATs.  Analysis of need with the Governing Body | LS  FGB | 09/  2022 | Nil | N/A | Effective, knowledgeable Link Governor  Understands the needs of the FGB | Achieved see Gov Minutes. |
| Ensure Governors are appropriately trained and informed via the necessary CPD to fulfil their duties. | Training matrix produced to identify member of Governing Body with the relevant and most appropriate course.  Feedback to FGB  Improved knowledge and understanding | LS  FGB | 11/  2022 | Nil | N/A | Training matrix completed  Training on-going  Governors needs met by appropriate courses  Impact on school effectiveness by increased knowledge and understanding | Achieved see Gov Minutes. |
| To research current thinking and analysis surrounding academisation. To share findings with the Full Governing Body. | Discussion with Regional Schools Commissioner – other Academy Trusts / CEO’s and various up to date publications. Meeting with the Governing Body ensuring that they all fully informed on all options. | SLT | 12/ 2022 | Nil | N/A | Have up to date information – balanced approach  Full Governing Body fully informed | Achieved see Gov Minutes. |
| To explore options of other similar schools | Discussion with other school leaders in their options / thoughts on academisation. | SLT | 03/ 2023 | Nil | N/A | Understand if other schools have similar thoughts / views. Joining an established MAT or creating a new MAT. | Achieved see Gov Minutes. |
| Make a conclusion – consultation with stakeholders | Governors to decide on options to pursue academisation and which pathway to choose. | FGB | 07/  2023 | Nil | N/A | Make a decision on what is best for all the stakeholders at Elm Tree. | Current focus on academisation has not been central due to the Governments reflects on the White Paper. |
| To continue to improve parent, carer engagement across school | Families able to access comprehensive support delivered by school’s Family Support Team.  A successful system in place for school staff to refer families to this service.  Allocated space on school website to signpost parents and carers to support, who to speak to etc.  FSW to engage with CFW and other external agencies, ensuring up to date and relevant support is offered.  Family Support Team and other DSL to have access to CPD in this area (Early Help). | HC | 03/2023 | Nil | N/A | 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. | Achieved – parent support worker alongside school manager and DSL have developed systems that actively demonstrate successful Multi Agency processes.  See CPOMs outcomes and successes. |
| **Procedure for monitoring progress:**  Meetings, Action Plans, Appraisals, Documentation, Policies and Procedures, Lesson Obs, Learning Walks and Pupil Outcomes. | | | | | | | |
| **Intended Impact:**  Effective, distributed leadership across the school at all levels including non-teaching staff. Improved outcomes for pupils and their families due to effective leadership. Improved CPD for Governors improves effectiveness of school.  To analyse the pros and cons of academisation, to explore academisation options and make a decision that is in the best interests of the children, staff and all stakeholders associated with Elm Tree. | | | | | | | |