

School Self-Evaluation Summary

SCHOOL	Elm Tree Primary	HEADTEACHER	David Lamb	DATE:	October 2018
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	SECTIONS	SUMMARY EVALUATION
1	SCHOOL CONTEXT	A popular, over-subscribed and expanding school serving North, Central and West Lancashire. NoR 2010/11 = 30 – 2018/19 = 93. 97% pupils have EHC. 92% boys 8% girls. 99% White British. Type of SEN - SEMH = 55%, ASD = 36%, MLD = 4%, SpLD = 4%, PD = 1%.
	Pupil Premium	FSM for Ever 6 = 67%. CLA = 7% . 74% of NoR entitled to PP. Reference to Therapy Suite impact statement including Interventions of School Counsellor, Occupational Therapist, SALT & Educational Psychologist.
	PE & Sports Premium	Managing organised and structured lunchtime clubs, swimming, competitions, Enrichment Curriculum, Residential Holidays & Holiday Clubs.
	Attendance	Improves year on year 2011/12 = 89% 2017/18 = 94%. CAMHS appoints during daytime. Pupils feel happy and safe. Internal transportation system received Learning Excellence Award for Innovative Practice 2015. Pupil questionnaires – audit, analysis, feedback and plan.
	Exclusions	No permanent or fixed term exclusions in past 9 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	2018/19 - 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, after-school club and Residential Activities.
	Parents as Partners	Engage difficult to reach parents via Transport & HSLO, 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 2014.
	Learning Environment	10 classrooms each class supported by class teacher and 2 teaching assistants. 1 specialist classroom (Intensive Support Centre) for pupils with complex and severe ASD, Social, Emotional & Mental Health Difficulties supported by class teacher and 1:1 TA, individualised timetables. Intervention Suite with Nurture Room, Pupil Support Room, Lit & Num Intervention Room. Sports / Dining Hall, Conference Room, SALT Room, Food Tech Room, Art Room. School has full access of all the latest technologies. Outdoor Forest School Area, 2 Playgrounds, Gardening Area. School has a transport fleet and drivers available throughout the school day.
	External Partnerships	Lancashire LA, Sefton LA, Wigan LA, Cumbria LA, SHARES Cluster, Woodland Teaching School inc SCITT, LSSHTA, Tor View Teaching School, Lancashire BESD School Federation, North West Special Schools, Team Teach, MiDAS, LA School Advisory Service, Northgate, Asda, P&G, Local Community Centre (First Steps), Mountain Biking Federation, Forest Schools Programme, Parbold Equestrian Centre, Rebound Therapy, Dog-Assistance Reading Therapy, West Lancs Swimming Federation
	Inclusive Partnerships	Woodland Primary School 2015/16 – 5 pupils reintegrated back into mainstream provision from Y2, Y5 and Y6. 3 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 9 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.
	Outreach & Assessment	Elm Tree piloted a 2 year project undertaking Outreach and Assessment for whole West Lancashire 2016/2017 and 2017/2018. 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 children.

	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	Targets for School Development Plan					
<ul style="list-style-type: none"> • Whole school audit of resources and equipment by teachers. • Implementation of cross curricular planning across the school. • Introduction of ICT in learning across the curriculum. • To analyse the pros and cons of academisation • To explore academisation options – MAT / Partnerships Schools / Financial versus Local Authority • Consider consultation with stakeholders • To implement new behaviour policy. • To develop a behaviour blue print model for a clear consistent approach across school. • To ensure assessment and target setting is consistent across all classes. • To implement target tracker across school • To design and establish a Specialist Traded Service to support schools within Lancashire to provide bespoke interventions to enable children to be successful and feel inclusive whilst learning. • To embed effective multi-disciplinary holistic therapeutic intervention across school to enhance pupil progress. • To design a process and establish a system that assesses, analyses and implements effective sharing of information in order to provide accessibility to specialist services and interventions. • To embed THRIVE ethos across the school community 						
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES Previous inspection issues	Key Issue	P.I Date	27th Sept 2017	1	Progress
		Sometimes the most able are not challenged enough, particularly though mathematical problems. Occasionally the end of year targets set are too aspirational.			Outstanding in all areas	
4	Overall Effectiveness – Outstanding					
The quality of teaching, learning and assessment is outstanding. All other key judgements outstanding. Elm Tree has a thoughtful and wide ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical wellbeing enables pupils to thrive. Safeguarding is highly effective.						
5	Effectiveness of Leadership and Management - Outstanding					
<p>-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. This includes the re-development of a single assistant head role.</p> <p>-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.</p> <p>-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 time speech and language therapist, occupational therapist and school counsellor. All of these leading edge projects have had a significant impact on the overall well-being and progress of our pupils.</p> <p>-Leaders and governors demonstrate high expectations for all staff through focused and challenging appraisal targets, leading to continuous improvement across all staff.</p> <p>-Leaders have created a climate of continuous professional development with the introduction of our weekly training sessions and the involvement of all staff in whole school monitoring activities.</p> <p>-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.</p> <p>-Leaders, staff and governors have developed a broad and balanced curriculum which engages and inspires all pupils thus ensuring maximum levels of progress.</p> <p>-Our ethos and our school values promotes equality of opportunity and diversity. Leaders, staff, governors and pupils do not tolerate prejudiced and/or discriminatory behaviour. Pupils feel safe in our school.</p> <p>-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 of our pupils.</p> <p>-All staff have undertaken PREVENT training to ensure that we protect all of our pupils from radicalisation and extremism.</p> <p>-Pupils are central to the continuing success of our school and are proactive through our pupil voice.</p>						

-Leaders, governors and staff provide outstanding support for other schools and organisations through high quality training and sharing good practice.

Evidence

- Outstanding progress
- A National Support School and National Leader of Education
- Outstanding 360° teaching
- Learning walks
- Investors in people award-Gold
- Inclusive teaching centre-Woodlands
- Enrichment
- Residential trips
- Learning excellence award-2015
- 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
- School council/pupil parliament meeting minutes

Areas for Development

- To analyse the pros and cons of academisation
- To explore academisation options – MAT / Partnerships Schools / Financial versus Local Authority
- Consider consultation with stakeholders

6 The quality of teaching, learning and assessment 360° - Outstanding

Inadequate	0%	Requires imp.	10%	Good	40%	Outstanding	50%
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Teaching -

- Behaviour for learning is effective, children are engaged and show enthusiasm in their learning.
 - Lessons are effectively planned and executed with the appropriate pace to match the ability of the children.
 - Resources are well planned for in all lessons and are appropriate, engaging and varied.
 - Teachers demonstrate effective use of time throughout lessons, thus ensuring learning in every context is maximised.
 - Teachers demonstrate outstanding differentiation for the individual needs of our pupils in every lesson. All pupils are catered for in all aspects of school life.
 - All teachers and support staff demonstrate the importance of setting high standards for all pupils in all lessons to ensure that they maximise their potential.
 - All teachers demonstrate effective use of assessment data (assertive mentoring) to inform pupils next step targets and learning. All pupils have individual targets displayed in class.
 - 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.
 - Through assertive mentoring, core skills teaching is delivered across school to all pupils at a level appropriate to their ability.
 - Assessment for learning is embedded in all lessons and individual support is provided in a timely manner when needed.
 - Teachers plan for effective use of support staff ensuring maximum impact on pupils learning and progress.
 - Marking and feedback is effective across 75% of classes however as a senior management team, we strive to develop a more consistent approach across all classes.
- All teachers demonstrate deep knowledge and understanding of the subjects they teach.
- General behaviour in lessons and around school is outstanding. Children are polite and well mannered.
 - Parents are kept well informed with regards to their child’s progress through the annual review process, termly reports and regular communication between parents and class staff.
 - Effective communication between home and school has been created through the appointment of the home school liaison officers.

	<p>Learning -</p> <ul style="list-style-type: none"> -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. -Staff are excellent at providing all pupils with continuous oral feedback throughout lessons based on assessment for learning, to ensure their progress is maximised. Written feedback is good across school however needs to be more consistent from class to class. -School has worked tirelessly to achieve the equality mark. -The resources and teaching strategies are diverse and reflect the learning needs of all pupils. <p>Evidence</p> <ul style="list-style-type: none"> -Lesson observation -Learning walks -Monitoring file -NQT termly reports -Book scrutiny -Feedback from stakeholders -Correspondence from the public -Parent, carer, community days -Equality mark <p>Areas for Development</p> <ul style="list-style-type: none"> • Whole school audit of resources and equipment by teachers. • Implementation of cross curricular planning across the school. • Introduction of ICT in learning across the curriculum.
7	<p>Personal development behaviour and welfare - Outstanding</p> <ul style="list-style-type: none"> -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. -The Thrive Approach is an integral part of our behaviour management systems - General behaviour in lessons and around school is outstanding. Children are polite and well mannered. -Our transition coordinator is pivotal in providing outstanding individualised transition programmes with a large range of both special and mainstream providers. -Attendance in our special sector is outstanding. -Pupils and staff work hard to prevent all forms of bullying. Behaviour is swiftly and effectively managed in an orderly manner. -All children make sustained and rapid improvement in their behaviour upon starting at Elm Tree Primary School. -Pupils are safe and feel safe at all times. -Staff work tirelessly with all children across school to ensure that strong relationships are developed, inside and outside the classroom. -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 of 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. -Staff actively promote a healthy lifestyle to all members of our community through a range of strategies including: healthy eating, active options, enrichment and PSHE. -All pupils are offered emotional support on a daily basis from all staff and where necessary are offered intensive 1:1 support from our in-house school counsellor and our nurture manager. -All parents and children sign up to our school safer internet policy and during our Computing sessions, e-safety and staying safe online is visited on a regular basis. <p>Evidence</p> <ul style="list-style-type: none"> -Learning walk -Attainment, progress

- Behaviour during options
- 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.
- Welfare slip system (Yellow and red)
- Dinner menus
- Computing books
- Signed internet policy agreements-Pupil/parents

SMSC

- 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.
- The school's enrichment and residential program 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.
- Over time, our pupils gain the ability to distinguish between right and wrong. Over time, our pupils gain the ability to think through the consequences of their own and others actions.
- Pupils are able to 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, Craft and other cultural events, encouraging pupils to reflect on their significance.

Evidence

- Enrichment
- Residential
- Lesson observation
- Learning walks
- Curriculum (PHSE all about me)
- SHARES pupil parliament
- Flag raising ceremony

Areas for Development

- To embedded THRIVE ethos across the school community
- To continue to develop and strengthen parent/carers links

8 Outcomes for pupils

Progress and Attainment

- Pupil progress well from different starting points, often having missed periods of education and the majority achieve or exceed expected progress targets on a yearly basis.
- All teachers and support staff demonstrate the importance of setting high standards for all pupils in all lessons to ensure that they maximise their potential.
- Through assertive mentoring we can monitor the quality and rigour of our assessment data on a termly basis to ensure accuracy and consistency across school.
- Assessment for learning is embedded in all lessons and individual support is provided in a timely manner when needed.
- Teachers plan for effective use of support staff ensuring maximum impact on pupils learning and progress.
- LAC children Make equivalent progress to other Pupils across school
- Free School Meal Children make equivalent progress in relation to other pupils across school
- Internal moderation is strong and we have evidence of external moderation for both Key Stage Assessments and Phonics check.

Evidence

- Whole school Progress Data
- Year 6 Progress data and analysis
- Lesson Observations
- Target Tracker
- Pupils books

Data –			
2014	Reading	Writing	Maths
Percentage of pupils making expected or above expected progress at Elm Tree School	66%	51%	53%
2015	Reading	Writing	Maths
Percentage of pupils making expected or above expected progress at Elm Tree School	66%	54%	45%
2016	Reading	Writing	Maths
Percentage of pupils making expected or above expected progress at Elm Tree School	80%	78%	81%
2017	Reading	Writing	Maths
Percentage of pupils making expected or above expected progress at Elm Tree School	77%	64%	81%
Area for Development			
<ul style="list-style-type: none"> To ensure assessment and target setting is consistent across all classes. To implement target tracker across school 			

**Primary School Self-Evaluation Summary
SUPPORTING EVIDENCE**

THE CURRICULUM

9	<p>English</p> <ul style="list-style-type: none"> - Progress in English is outstanding across the school. - The teaching of English is outstanding across the vast majority of classes. -The introduction of 'big write' assessments highlight areas for support. - The teaching of GPS in English is structured and rigours through the Assertive Mentoring approach. - All pupils are tested weekly on spellings and grammar to identify areas for targeted support. -Areas for development and in class support have been highlighted through Dyslexia and SALT assessments. - All pupils have an individual learning target for English that is regularly reviewed and updated. - The subject is well resourced across school. -A school library has been introduced with opportunities throughout the day for children to engage in reading, - Handwriting is improving across classes with a policy and a structured approach introduced. - Reading across school is good and could be further developed by providing further opportunities for reading such as home readers. <p>Evidence</p> <ul style="list-style-type: none"> -The curriculum -Pupil's books -Lesson observations -Learning walks -Progress Data -Book scrutiny -Library area -Enrichment, residential, trips.
	Areas for Development
	-- To increase reading and writing opportunities out of school

10	Mathematics
	<ul style="list-style-type: none"> - Progress in Mathematics is outstanding across the school - The teaching of Mathematics is outstanding across the all classes - The teaching of key skills in Mathematics is structured and rigours through the Assertive Mentoring approach. - All pupils are tested weekly on key skills and times tables to identify areas for targeted support - The new mathematics curriculum is embedded across school - All pupils have an individual learning target for mathematics that is regularly reviewed and updated - The subject is well resourced across school <p>Evidence</p> <ul style="list-style-type: none"> - Assessment Data - Assertive Mentoring Files - Books - Lesson observations - Classroom displays
	Areas for Development
	<ul style="list-style-type: none"> - To further develop challenge for the most able children.
11	Curriculum
	<ul style="list-style-type: none"> - 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. - Personalised learning is an essential element of our curriculum, we provide opportunities to fuel learning and topics which children can engage and immerse in. - Our curriculum is designed to meet the moral, social and spiritual needs of all pupils through a range of taught sessions and experiences provided. - Engagement of pupils is the foundation of our curriculum thus inspiring all pupils, this is evident in the work which is produced. - Pupils acquire knowledge, understanding and skills in all aspects of our curriculum subjects. - Practical learning is at the heart of everything we do. A large percentage of our pupils have a kinaesthetic learning style thus needing 'hands on' experiences in order to progress. - Lessons demonstrate teacher's ability to set clear lesson objectives that take into account our assessment system, the requirements of the subject and where children are at and where they need to be. - Pupils demonstrate English and Mathematics skills across all subjects effectively. <p>Evidence</p> <ul style="list-style-type: none"> - Lesson observations - Curriculum maps - Displays - Books - Enrichment - Learning walks - Educational Trips/Residential
	Areas for Development
	<ul style="list-style-type: none"> - Information to be sent home for half termly for out of school learning opportunities for each subject.
12	STAKEHOLDER FEEDBACK
	<p>Parents – Its curriculum is outstanding, children are seen as individuals and their needs personalised for learning. Opportunities for children to achieve their maximum potential. Experienced, supportive, caring and dedicated staff. Commitment to children's emotional, social and educational needs.</p>

Approachable staff and a happy, pleasant and welcoming atmosphere.
Good home/school relationships.
Great resources and wonderful enrichment activities.
Always looking to improve and enhance learning for staff and pupils alike.
Well-structured in all areas.
The school offer outstanding learning and life experiences for the children.
Happy children, building confidence, self-esteem and friendships in a caring and inspiring environment.

Areas for Development

Support learning at home
Allocated timed slots for home/school, parent/teacher meeting.
Extend provision to high school.

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

Being encouraged to do homework
People at home encouraging me to do well at school

Staff –

The needs of the children are paramount and I like how staff stop to celebrate the children's amazing work.
Staff feel that they are listened to and valued.
I enjoy going to work; it is a warm and friendly environment.
Staff welfare is important and all staff contributes their ideas and suggestions.
I like how school have established a well-being group to promote and co-ordinate staff events/activities.
Staff feel empowered and are able to access continual professional development of their interests that will further develop themselves and the school.
We believe in our school.
We are always searching for new ways to improve and further develop for the benefit of our children and young people.

Areas for Development

Communication between staff at all levels