

Elm Tree Primary School



School Development Plan 2022-2023

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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.

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.	
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.	
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.	<p>Subject lead to complete skills progression map for reading and map out to ensure full coverage and revisiting of skills.</p> <p>Subject lead to complete skills progression map for writing and map out to ensure full coverage and revisiting of skills.</p>	EC	Sep 2022	nil	n/a	<p>Children will access a strongly developed curriculum which ensures depth and breadth of content with cross-curricular links, considering local contexts and filling gaps</p> <p>Children will make marked progress from their starting points, regardless of individual need.</p>	
To ensure that the Reading and Writing curriculums are developed fully from the Path to Success.	<p>Subject lead to ensure that all classes are using a consistent and reliable approach across the school.</p> <p>Subject lead to work with TT Education to create engaging whole school curriculums and embed across school.</p> <p>Clear reading and writing curriculum which is implemented fully across the school.</p> <p>INSETs to fully explain new pedagogy and writing curriculum</p>	EC	Oct 22	nil	n/a	<p>A clear and coherent reading curriculum in place across school.</p> <p>A clear and coherent writing curriculum in place across the school.</p> <p>All English teaching and learning use consistent approach based on the pedagogy of the Path to Success.</p> <p>Staff will be fully aware of how to use the school wide pedagogical approach within English.</p> <p>Cognitive load will be reduced due to consistent approach to teaching and learning leading to children making clear progress regardless of individual need.</p>	
To work with subject leaders to plan cultural capital reading experiences across subjects for reading overview.	<p>Subject lead to discuss specific literature which will be used within other subjects.</p> <p>Consensus to be made and planned into foundation reading spine.</p>	EC	Dec 22	nil	n/a	Children will experience the 'best that has been thought and said' through literature within foundation subjects.	
<p>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.</p>							
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.

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.	<p>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.</p> <p>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.</p>	CW	Sep 22	£0	n/a	<p>Phonics policy will clearly state progression of sounds and pedagogy of phonics teaching.</p> <p>Staff will be aware of intervention expectations and teach with fidelity to these.</p>	
To ensure that children who are accessing phonics have phonics teaching regularly outside of the daily sessions.	<p>CW to identify other times for teaching phonics across the day/week. This needs to be clear in policy.</p> <p>Staff to have training on activities that they can use at other times to reinforce phonics teaching.</p>	CW	Oct 22	£0	n/a	<p>Staff will use all opportunities to enhance phonics teaching and learning across the day.</p> <p>Children will make measurable progress in this area, leading to improved progress in all areas.</p>	
To ensure that the lowest attaining 20% in each class are identified early and robust interventions are put into place.	<p>CW to work with team leaders and class teachers to identify children for intervention.</p> <p>SLTAs to monitor progress half termly.</p> <p>CW to work with intervention staff to ensure high quality phonics teaching.</p>	CW	Oct 22	£0	n/a	<p>Children will be identified early for phonics catch up.</p> <p>Staff will feel confident and be well trained delivering strong daily interventions.</p> <p>Children will make progress from their individual starting points.</p>	
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.							

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.	<p>Staff will take part in training aligned to the school vision and values.</p> <p>Staff will be fully involved in what our school vision looks like and how this looks in practice and is always implemented across school.</p>	EW	Oct 22	nil	n/a	<p>Staff will be fully aware of the school vision and values.</p> <p>Staff will understand the vision and implement this within daily practice.</p> <p>Children across school will be aware of expectations across school, regardless of pathway.</p>	
To increase staff pedagogical and subject knowledge.	<p>Staff to have training on pedagogical approach.</p> <p>Subject leaders to have specific CPD relating to own subject and relay this to other staff.</p>	EW	April 23	£5k	Curr	<p>Staff will have strong pedagogical knowledge.</p> <p>Staff will have strong specific subject expertise which they can share with staff.</p> <p>Specific impact on classroom practice leading to secure improvement on teaching and learning and improved pupil outcomes.</p>	
<p>Procedure for monitoring progress:</p> <p>Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, Subject Leader files, SMT Meeting, staff feedback, pupil interviews.</p>							
<p>Intended Impact:</p> <p>Strong CPD will lead to improved teaching and learning within classes across school, leading to improved pupil outcomes across the curriculum.</p>							

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	<p>Staff will have training in this area.</p> <p>Staff will be given time to reflect and act using this model.</p> <p>SL will work with staff to look at good practice and how this can be adapted to work in our unique environment.</p>	EW	Oct 22	£0	n/a	<p>Staff will be aware of levels of questioning and scaffolding.</p> <p>Staff will use their own professional judgment to provide scaffolding and remove accordingly to promote children's independence.</p> <p>Children will become much less reliant on staff support and use their own knowledge and understanding to move their own learning forwards.</p>	
To develop knowledge of schemas and SOLO taxonomy within staff to introduce ways to understand metacognitive thinking.	<p>Staff will have comprehensive training on schemas, psychology, and neuroscience behind learning theories.</p> <p>Sharing training and extra CPD regarding metacognition and the impact on teaching and learning.</p> <p>Subject leaders to have training specific to how this looks in their own subject and to deliver this to other staff once secure.</p>	EW	Jun 23	£0	n/a	<p>Staff will be secure in practical ways to make sure that children are learning and remembering more.</p> <p>Graffiti walls will be used in all classes to ensure metacognitive development.</p> <p>Children will move from prestructural understanding through the stages of SOLO taxonomy as their own individual needs allow them to. This will lead to</p>	
To build a framework for developing strategies based on the EEF Metacognition and self-regulation work.	<p>Staff will receive training on metacognition and how this looks within class and teaching and learning experiences.</p> <p>Clear CPD library linked to current educational practices to be built.</p>	EW	Jan 23	£0	n/a	<p>Staff will understand the strategies needed to allow successful metacognition.</p> <p>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.</p>	
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.							

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.	
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.	
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.	

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.	
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	
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.	
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.	

Procedure for monitoring progress:

Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation.

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.	AG, EW, CW, Teachers and	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.	

	1-2 classes a month and evidence of this can be placed on the website	children					
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.	
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.	
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	

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.

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	Autumn 2022	£10k	Therapy	Pupils have had access to creative and therapeutic interventions.	
		SB	Dec 2022	Nil	n/a	Sessions show positive progress towards wellbeing and EHCP targets. 1 staff from every class to be trained to use Space room.	
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.	Training for Ta's HLTA's and Teachers	SALT/ KW	Autumn - Spring 2023	£10k	Therapy	All teaching and support staff received the ELKLAN training - Competence with the assessment.	
Children to make significant progress Blank Levels 3 and 4 (25%) of pupils to achieve competency at their current.	Identify staff for the role/training.	SALT				ELKLAN assessment specialist in each pathway	
Children to develop their speech and language skills using the Functional communication checklist (% significant progress)	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.	KW				Pupils on Blank levels 3 and 4 to have made significant progress (25%). Children to show significant (25%) progress on the functional communication levels.	
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.	

Right time SEMH learning focus for all pupils in all classrooms.	Staff training	JB	Autumn 2022	JB	n/a	Pupil progress toward EHCP and PLP targets monitored termly. Right time - through Thrive online assessment x 3 a year.	
Reparative SEMH learning / development specific groups and individuals.	Staff training	JB	Autumn 2022				
CPD Thrive together modules delivered to all new staff. (JB/JC) Thrive training from SLTA's / Thrive practitioners	Staff training		Autumn 2022				

Procedure for monitoring progress:

Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation.

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	
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.	
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	
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	
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	

Procedure for monitoring progress:

Lesson observations, pupils work, book scrutiny, learning walks, assessment data, meetings, Subject Leader file, staff feedback, pupil interviews, moderation.

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	Define clear roles and responsibilities and communicate clearly Use of Koller's 8 Step Change Model Use of 'SWOT' analysis template	DL SMT	09/ 2022	Nil	N/A	Clear R and R Everyone understands and undertakes their role effectively and to their best ability	

non-teaching roles and responsibilities.	Clear R & R for all employees link to CPD and appraisals					Impact on T & L Impact on outcomes	
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	
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.	
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.	
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	
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	
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	

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
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.
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.
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.

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.

