

School Self-Evaluation Summary

School	Elm Tree Community Primary	Headteacher	David Lamb	Date:	July 2022	NoR	148
Website	www.elmtree.lancs.sch.uk	Local Authority	Lancashire	DFE No.	888/7120	URN	135457

	SECTIONS	SUMMARY EVALUATION
1	School Context	A popular, over-subscribed school based in Skelmersdale serving Lancashire (82%), Sefton (4%), Wigan (8%) and St Helen's (5%) & Liverpool (1%) LA's. NoR 2010/11 = 30 – 2020/21 = 125. 2021/22 = 148 100% Pupils have EHCP. 92% Boys 8% Girls. 95% White British. Type of SEN - SEMH = 52%, ASD = 27%, MLD = 10%, SLCD = 11%
	Pupil Premium	FSM for Ever 6 = 65%. LAC = 14% PLAC = 7% 75% of NoR entitled to PP. Individual PP Records. Individual PEP Records. Reference to Pupil Premium Document including Interventions of: School Counsellor, Occupational Therapist, Sensory Integration, Speech & Language Therapist, Specialist Teacher for Dyslexia, School Therapy Dog, Thrive Intervention, Music Therapy & Educational Psychologist.
	PE & Sports Premium	Managing organised and structured lunchtime clubs, swimming, competitions, Enrichment Curriculum, Residential Holidays & Holiday Clubs. Refer PE Premium.
	Attendance	Improves year on year 2011/12 = 89% 2020/21 = 95%. 2021/22 = 93.5% (Slight decrease due to Covid-19) 40% of pupils have CAMHS appoints during daytime. Pupils feel happy and safe. Internal transportation system received Learning Excellence Award for Innovative Practice. Pupil questionnaires – audit, analysis, feedback, and plan.
	Exclusions	No permanent or fixed term exclusions in past 13 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	2021/22 - 19% of pupils live in the most deprived areas. 62.5% of pupils live in deprived area total = 81.5%. Parents and pupils have low self-esteem, poor work ethic and limited life experiences. Enhanced curriculum, after-school club, and residential activities.
	Parents as Partners	Engage difficult to reach parents via Transport & HSLO, Parent Support Worker, effective communication systems, online apps, website, effective CAF + TAF process, engage within CP and CiN programmes, working with CAMHS, EHC transitions, annual EHCP reviews, multi-agency meetings, parenting classes, understanding behaviour classes, family events, local community events and intervention suite programmes. Parent Partnership Award.
	Learning Environment	16 classrooms and each class supported by class teacher and minimum 2 teaching assistants, plus an intervention TA for each class base. Specialist Early Years Department for 30 pupils, Intervention Suite with Thrive Room, Pupil Support Room, Lit & Phonics Intervention Room. Sports / Dining Hall, Conference Room, SALT Room, OT Room, Counselling Room. School has full access to all latest technologies. Outdoor Forest School Area, MUGA, 2 Playgrounds, Gardening Areas including Poly Tunnel. School has a transport fleet and drivers available throughout the school day.
	External Partnerships	Lancashire LA, Sefton LA, Wigan LA, St Helen's LA, SHARES Cluster, Woodland Teaching SCITT, LSSHTA, Tor View Teaching School Hub, Lancashire BESD School Federation, North West Special Schools, Team Teach, MiDAS, LA School Advisory Service, Northgate, Asda, P&G, Local Community Centre (First Steps), Mountain Biking Federation, Forest Schools Programme, Parbold Equestrian Centre, Rebound Therapy, Dog-Assistance Reading Therapy, West Lancs Swimming Federation.
	Inclusive Partnerships	Woodland Primary School 2018/19 – 5 pupils reintegrated back into mainstream provision from Y2, Y5 and Y6. 2 pupils from Y6 will attend mainstream secondary education. Training for specialist TA intervention. 1 year pilot extremely successful examining how to extend into whole Lancashire. Elm

		Tree have successfully reintegrated 12 pupils in the previous 3 years. Elm Tree work successfully with schools from Preston, Leyland, and Chorley. Elm Tree have completed Outreach Services to local SHARES schools and complete training across Lancashire.				
	School to School Support & Outreach	Elm Tree piloted a 2 year project undertaking Outreach and Assessment for whole West Lancashire 2017/2018 and 2018/2019. It involved 56 primary schools working in partnership with Elm Tree to improve systems within 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. Inclusion Hubs have now been established throughout Lancashire based on the Elm Tree model of intervention. Headteacher is National Leader of Education, School is dedicated National Support School.				
	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 2022 – 2023					
	<ul style="list-style-type: none"> • To develop a cohesive curriculum across the school and fully implement it • To develop a clear and progressive reading and writing curriculum. • To improve the quality and standard in Phonics. • 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. • To develop a system to support pupil independence through quality teaching and learning and metacognition strategies. • To contribute to the wider community and develop connections within the community • To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. • To have a well-developed 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. • 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. • To support and improve parental engagement across school. • 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 					
3	PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issue	P.I Date	27th Sept 2017	1	Progress
	Previous inspection issues	Sometimes the most able are not challenged enough, particularly though mathematical problems. Occasionally the end of year targets set are too aspirational.				Appointment of whole school Mathematical lead (AG). Whole school analysis, training and moderation. Transfer to an appropriate assessment programme (B- Squared - Progression Steps). End of year targets are challenging but not too aspirational.
4	Overall Effectiveness – Outstanding					
	The quality of teaching, learning and assessment is outstanding. The therapeutic interventions are 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.					

Intent:

- ✓ *Within our unique setting we believe in the 'Elm Tree Way'. We empower all individuals to achieve their full potential.*
 - ✓ *'Elm Tree Way' – To feel Safe, Happy, Special and have Needs Met by being Caring, Consistent and Calm at all times.*
 - ✓ *'Believe to Achieve'*
 - ✓ *'Ready , Respect, Safe'*
- At Elm Tree we have adopted the National Curriculum. It is a broad and balanced curriculum that's ambitious and designed to give all our learners the knowledge and cultural capital they need to succeed in life. We endeavour to support and challenge pupils in all their subjects so that they can succeed and continue to make outstanding progress across the width and depth of the curriculum offer. Our curriculum is based on three core aims:
 - ✓ *To build a solid foundation in basic Maths and English to enable our children to achieve academically.*
 - ✓ *To develop emotional resilience and regulation to enable our children to make a positive contribution to society.*
 - ✓ *To develop confident, well-rounded children who have high aspirations about what they can achieve in life.*
 - Elm Tree has clearly identified the issues that may be a potential barrier to learning. These include issues such as lack of confidence, lack of general knowledge, poor long-term memory, ACES, and poor social and resilience skills. The school is taking the initiative in overcoming these barriers.
 - All subjects provide pupils with skills, knowledge and understanding to become successful citizens.
 - Our school's curriculum intent and implementation are embedded securely and consistently across the school. The curriculum allows our pupils to achieve and develop skills in preparation for transition into Secondary Education and life-long learning. It's evident from what teachers do that they have a firm and common understanding of our school's curriculum intent.
 - We have developed a clear curriculum rationale; this is evident through learning walks and lesson visits that this is implemented consistently and secure in practice. Across all parts of our school, lessons contribute well to delivering the curriculum intent.
 - Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
 - Reading is regarded as a central feature within most subjects and quality texts are used that link the subject specific learning to the book. There is a specific Reading Area in each classroom.
 - Our curriculum is successfully adapted, designed, and developed to be ambitious and meets the needs of all our pupils developing their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence.
 - Our Curriculum currently has 3 distinct pathways: Early Years / Key Stage 1 (R – Y2) **Establish**, (Y3 – Y6) **Enlighten** and (Y3 – Y6) **Endeavour**. Each pathway has a common Intent and Impact statement. The main difference is the Implementation of each pathway. Each pathway is planned and sequenced so that new knowledge and skills build on what has been taught previously, it also addresses gaps within pupils' educational background and recognises their individual special educational needs, disabilities, and barriers to learning.

Implementation:

- At Elm Tree Implementation is split into three areas:

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

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

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

- Our teachers have good knowledge of the subjects and courses they teach. At Elm Tree our team leaders provide effective support for those subject leaders. We have links and network meetings with local mainstream, Lancashire special schools to support teachers develop and share good practice. We are part of a local teaching school to support and develop all staff.
- Our curriculum is a rolling programme which is bespoke to Elm Tree. The curriculum meets both the requirement of the national curriculum and the individual needs of our pupils.
- Personalised learning is an essential element of our curriculum, we provide opportunities to fuel learning and topics which children can engage and immerse in.
- Engagement of pupils is the foundation of our curriculum thus inspiring all pupils, this is evident in the work which is produced.
- Each Subject Leader has a unique Subject Portfolio this is explicit about the programme of study.
- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary.
- Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or pupils. Assessment is collected and used to plan, identify gaps, and support learning three times a year.
- Our teachers create an environment that focuses on pupils.
- At Elm Tree Reading is prioritised to allow pupils to access the full curriculum offer.
- We have a rigorous and sequential approach to the reading curriculum, this develops pupils' fluency, confidence, and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

Our teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well. Elm Tree's academic intervention works alongside our specialised staff including SALT (Speech and Language Therapist).

Impact

Whole School Progress To Date July 2021 – No formative assessment results due to COVID-19 Lockdown.

Whole School Progress To Date July 2020 – No formative assessment results due to COVID-19 Lockdown.

Whole School Progress To Date July 2022

	R	W	M
	e	a	a
	r	i	t
	d	t	h
	i	n	s
	n	g	
	g		
Working above expected target	17%	10%	18%
On track to meet expected target	60%	60%	63%
Working towards expected target	23%	30%	19%
On track or better	77%	70%	81%

	Reading	Writing	Maths
Above Expected	30%	16%	17%

Expected	48%	57%	64%
Below Expected	22%	27%	19%
Combined	78%	73%	81%
Whole School Progress To Date July 2018			
	Reading	Writing	Maths
Above Expected	45%	41%	24%
Expected	35%	25%	54%
Below Expected	20%	34%	22%
Combined	80%	66%	78%

Summary

- Since 2020 Elm Tree Primary has used the B-Squared Assessment tool to monitor pupil progress and attainment in tier curricular achievements. The vast majority of pupils at Elm Tree School make outstanding progress towards their challenging targets across the curriculum. Targets are monitored half termly and pupils progress is tracked and supported by teaching staff. Where children have fallen below their expected progress target we have been able to target interventions with use of the Recovery Premium funding and Pupil Premium for those children whom it is intended for, raising attainment in Maths, Reading and Writing.
- 100% of CLA are on track to meet their expected learning targets.
- The school has robust data relating to pupil outcomes. Assessment measures used at Elm Tree include Progression Steps: B-Squared, British Ability Scale, Reading and Spelling Age, Thrive, Boxall, Attendance, EHCP's, CELF, OT Assessments, WellComm, Autism Progress, Behaviour Watch Data and Personal Learning Passports.
- We provide a robust transition from Key Stages 2 to 3. Year 7 transition starts in March with home visits, coffee mornings, visits to settings and a minimum of a full week at their designated high school supported by Elm Tree staff to provide a secure and positive transition for each pupil
- Pupils' work across the curriculum is developing with the introduction of a new scheme of teaching using gamification and a carousel approach. A high percentage of pupils make outstanding personal progress holistically from their starting points at Elm Tree.

Evidence	
<ul style="list-style-type: none"> ✓ Lesson observations, Curriculum maps, Displays, Books, Assessment data, Evisense, Enrichment, Learning walks, Educational Trips/Residentials, Policies, Appraisal Information 	
Actions from 2021 / 2022	Impact from Actions 2021/ 2022
<ul style="list-style-type: none"> ✓ To embed Thrive as a whole school intervention for social, emotional, and mental health well-being programme. ✓ To extend the school's Provision Map and increase the number of Therapeutic Interventions on offer – to match the complexity of pupils on roll. ✓ To enhance the curriculum offer ✓ To develop Middle Leadership roles across the school ✓ The school will introduce its own internal 'research led process' on the use of strategies that we deploy. 	<p>All teaching staff are Thrive Practitioners. Elm Tree has embedded Thrive within their classrooms as a whole school approach to social and emotional intervention. All children have a Thrive Profile with associated targets. Improved behaviour</p> <p>Increased the provision for SALT, OT, Sensory Integration, Dog Therapy & Thrive Interventions.</p> <p>Reviewed the 'Extended Curriculum' of Enrichment to ensure it meets the needs of our changing population of children. Developed an outstanding Early Years / KS1 environment fit for purpose. Improved outcomes for children.</p> <p>Enhanced Subject Leadership role – increase responsibility of English and Maths Leads across whole school – improve effective support for teachers, ensuring a systematic approach building on previous knowledge & understanding. Improved moderation across school. Improved feedback has in turn improved pupil progress.</p> <p>School has completed 3 small studies engaging within the Evidence Based Education. Including: Emotional Intelligence and the use of the THRIVE approach; the use of EP data and curriculum offer at Elm Tree and the development of LAC pupils and educational barriers. The literacy is available to see on our website.</p>
School Development Plan 2022 / 2023: Next Steps	
<ul style="list-style-type: none"> ● To further develop a cohesive curriculum across the school and fully implement it. ● To develop a clear and progressive reading and writing curriculum. ● To improve the quality and standard in Phonics. ● 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. ● To develop a system to support pupil independence through quality teaching and learning and metacognition strategies. 	
6	The quality of Behaviour and Attitudes – Outstanding
<ul style="list-style-type: none"> ✓ Behaviour and attitudes are exceptional in our school. Children are polite and well mannered. At Elm Tree our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively, the casual use of such language in challenged through the whole school ethos. This is done through restorative practice, individualised intervention programmes and through the whole school curriculum. The positive relationships staff foster with pupils supports this process and helps to prevent incidents from re occurring. Our pupils maintain consistently 	

high levels of respectful behaviour towards others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, whilst difference is valued and nurtured. This is supported throughout our curriculum.

- ✓ At Elm Tree Primary School we have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and securely. The Elm Tree Way 'Ready, Respect & Safe'.
- ✓ The success of the use of positive interventions such as Nurture interventions and The Thrive Programme in improving personal development, behaviour and attitudes across the school is evident in the CPOMS data analysis. All children make sustained and rapid improvement in their behaviour upon starting at Elm Tree Primary School.
- ✓ This evidences our proactive rather than reactive response to pupil individual needs, developing a culture that reflects modern Britain, shows personal and social growth, and prepares our pupils effectively for their responsibilities as active citizens. Our pupils respond to support, employ strategies, and engage in restorative practise in a highly effective manner so that their learning and development is not impeded.
- ✓ A wide and extensive use of therapeutic interventions are effectively deployed at Elm Tree. They are used to analyse, understand, manage, and improve the underlying cause of 'behavioural communication'. Therapy staff work 'hand in hand' with teaching and support staff to ensure a consistent and multi-agency approach to supporting children. Elm Tree currently used Speech and Language, Occupational Therapy, Sensory Integration, Thrive, Dog Therapy, Music Therapy, Lego Based Therapy, Soft Play, Multi-Sensory and Equine Therapy.
- ✓ Our pupils consistently have highly positive attitudes and commitment to their education. They're highly motivated and persistent in the face of difficulties. Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Our pupils actively support the wellbeing of other pupils. Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.
- ✓ At Elm Tree we have had zero fixed and permanent exclusions since October 2009. Our ethos and believe is that exclusion do not have a positive impact on changing our pupil's behaviour. We believe in a nurturing and therapeutic approach so we can help pupils reflect and learn from their own actions. Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe. This is evident from pupil's voice. They enjoy coming to school.
- ✓ Attendance in our special sector is outstanding. Elm Tree's average attendance across the past 5 years has been 94%.
- ✓ Our school continuously promotes all aspects of pupil welfare and go above and beyond to ensure the highest standards of care welfare are achieved for all our pupils. Pupils trust staff to deal with any issues, concerns and resolve any concerns which they have, fairly. Pupils are actively encouraged to seek the support of adults when necessary. All pupils are offered emotional support daily from all staff and where necessary are offered intensive 1:1 support from school Thrive Staff, School Counsellor, or our Nurture/Thrive Manager.
- ✓ Behaviour for learning is effective, children are engaged and show enthusiasm in their learning.
- ✓ Pupils are actively encouraged to have pride in their work and are provided with regular opportunities to share their achievements with other pupils, teachers and members of the senior management team. Achievements are also recognised during our weekly celebration assembly.
- ✓ In the most recent parent survey 95% of parents and carers believed behaviour and attitudes of the children attending Elm Tree was either good or outstanding.

Evidence	
<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, Behaviour Watch, Child Protection Policy, Pupil Passports. 	
Actions from 2021 / 2022	Impact from 2021 / 2022
<ul style="list-style-type: none"> ✓ To embed Thrive as a whole school intervention for social, emotional, and mental health well-being programme. ✓ To extend the school's Provision Map and increase the number of Therapeutic Interventions on offer – to match the complexity of pupils on roll. ✓ To provide a whole school individualised intervention to support pupils social, emotional, and mental health development. ✓ Assess the impact of COVID 19 on pupils with regards to mental health. 	<p>All teaching staff are Thrive Practitioners. Elm Tree has embedded Thrive within their classrooms as a whole school approach to social and emotional intervention. All children have a Thrive Profile with associated targets. Improved behaviour.</p> <p>Increased the provision for SALT, OT, Sensory Integration, Dog Therapy & Thrive Interventions. This improves behaviour.</p> <p>A wide range of academic, social, and emotional interventions are available for all children across all pathways.</p> <p>Appropriate interventions are in place. Early Help and parental support packages are now firmly implemented and having impact on our families and children.</p>
School Development Plan 2022 / 2023: Next Steps	
<ul style="list-style-type: none"> ● 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. 	
7	Effectiveness of Personal Development – Outstanding
	<ul style="list-style-type: none"> ● Personal development in our school is exceptional. Our curriculum extends beyond the academic, vocational, or technical and provides for pupils' broader development. Our work to enhance pupils' SMSC development is of a high quality. This is provided through our Enrichment activities and Knowledge for Life experiences and across the whole curriculum. A number of pupils have taken part in sporting fixtures and been a credit to the school. The school council is active, pupil voice is prevalent through their fundraising and school improvement activities. ● Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for our pupils to develop their talents and interests are of exceptional quality. ● We hold community days; pupils take on roles and responsibilities during these events. Pupils value and appreciate the varied opportunities provided by our school. The most disadvantaged pupils consistently benefit from this excellent work. We provide these rich experiences in a coherently planned way, through the whole school curriculum and extra-curricular activities, which considerably strengthen our school's offer.

- The way we develop pupils' character is exemplary and is worthy of being shared with others. Pupils have developed empathy, intrapersonal skills, and an understanding of each other's needs. Pupils will support others by offering advice and guidance. We develop this through our respect points, therapeutic interventions such as dog therapy, thrive and celebration assemblies.
- We provide high-quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy.
- Throughout the computing curriculum we constantly reinforce the importance of recognising the dangers of inappropriate use of mobile technology and social media.
- We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance, and respect. The school has a calming and warm ethos and positive relationships and staff modelling British Values reflects across the school.
- Pupils support with the recruitment of staff process. We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious, ethnic, and socio-economic communities
- Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.
- Our transition coordinator is pivotal in providing outstanding individualised transition programmes with a large range of both special and mainstream providers.
- Despite our pupils social and emotional needs, they are always willing to rise to the new challenged presented to them in lessons and over time demonstrate a range of strategies to become resilient to failure. Pupils will seek support effectively when needed.
- Once embedded within Elm Tree's culture, pupils demonstrate a natural curiosity towards the curriculum and continuously seek out further knowledge and understanding through their participation in engaging and exciting learning opportunities.
- School has worked tirelessly to achieve the equality mark.

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 other's actions.

	<ul style="list-style-type: none"> ● Pupils can work successfully as a group or team, pupils how respectful for people, living things and the environment around them. Our pupils appreciate the rights of responsibilities of individuals and the wider social settings around us. ● Elm Tree provides opportunities to explore their own cultural assumptions and values. Pupils are given opportunities to participate in Literature, Drama, Music, Art, Craft, and other cultural events, encouraging pupils to reflect on their significance. ● Positive Relationships and Respect for Others is taught via our PHSE curriculum. 	
	Evidence	
	<p>Curriculum Planning, SHARES Pupil Parliament, Flag raising ceremony Evidence, Residential Trips, Enrichment, Lesson observation, Learning walks, 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, CPOMS, Dinner menus, Computing books, signed internet policy agreements for pupils/parents, Community Days, Therapy Data & Interventions, Fund Raising, School Values and Ethos, School Council</p>	
	Actions from 2021 / 2022	Impact from 2021 / 2022
	<ul style="list-style-type: none"> ● To extend to Enrichment Programme to meet all the diverse needs of all our pupil. To provide opportunities to participate in a variety of activities both individual and group to aid the development of physical, intellectual, social, and personal development accessing activities and venues that provide unique learning experiences. ● To re-visit PSHE curriculum to ensure Healthy Relationship and Respect for Others is embedded and taught effectively. 	<ul style="list-style-type: none"> ✓ Develop a wide variety of Enrichment activities including Rebound Therapy, Equine Therapy alongside the Outdoor Activities. ✓ Incorporate Commando Joes intervention into PSHE, Thrive and PE curriculum. ✓ Developed new PSHE curriculum and associated planning.
	School Development Plan 2022 / 2023	
	<ul style="list-style-type: none"> ● To contribute to the wider community and develop connections within the community. ● To provide further Therapeutic inputs and improve outcomes for all pupils at Elm Tree. ● To have a well-developed system for reviewing health, safety and wellbeing of pupils, staff, and parents. School will also have a suitable environment for pupils and staff. The senior mental health lead to develop role across school. 	
8	Effectiveness of Leadership and Management	
	<ul style="list-style-type: none"> ● Leaders, governors, and staff have a clear vision, ambition, direction, and rigorous drive for continuing improvement to ensure the best possible outcomes for all pupils. ● At Elm Tree Primary School, we believe that our culture allows all pupils and staff to exceed their potential and high expectations are set for all members of the school community. As a management team, we believe in setting the highest of standards through leading by example. ● Leaders and governors at all levels within school are uncompromising in their ambition to ensure all pupils are provided with an array of opportunities to improve their life outcomes. This includes our school transport system and our appointment of a full and varied therapeutic team and highly specialised professionals including speech and language therapist, occupational therapist, specialist teachers and school counsellor. All these leading-edge projects have had a significant impact on the overall well-being and progress of our pupils. 	

- Leaders and governors demonstrate high expectations for all staff through focused and challenging appraisal targets, leading to continuous improvement across all staff.
- At Elm Tree our staff consistently report high levels of support for wellbeing issues. We complete wellbeing weeks; meetings and we have introduced external supervision for senior leaders and all intervention staff who support our most vulnerable pupils. Our leaders engage with their staff and are aware and take account of the main pressures on them. They're realistic and constructive in the way they manage staff, including their workload.
- Leaders have created a climate of continuous professional development with the introduction of our training sessions and the involvement of all staff in whole school monitoring activities.
- Governors challenge and support senior leaders in all areas. All members of the governing body have delegated responsibility to ensure robust monitoring in all key aspects of our school, each governor is responsible for reporting back to the full governing body on a termly basis.
- Leaders, staff, and governors have developed a broad and balanced curriculum which engages and inspires all pupils thus ensuring maximum levels of progress.
- Our ethos and our school values promote equality of opportunity and diversity. Leaders, staff, governors, and pupils do not tolerate prejudiced and/or discriminatory behaviour. Pupils feel safe in our school.
- Our safeguarding procedures are outstanding at all levels, we continuously to work with a large variety of outside multi agencies to secure the best outcomes for all our pupils.
- All staff have undertaken PREVENT training to ensure that we protect all our pupils from radicalisation and extremism.
- Pupils are central to the continuing success of our school and are proactive through our pupil voice.
- Leaders, governors, and staff provide outstanding support for other schools and organisations through high quality training and sharing good practice. Headteacher is a National Leader of Education and Elm Tree is a National Support School.

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, 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. Assessment Data, Wellbeing Meetings, School Vision, CPD, SCR, Safer Recruitment.

Actions from 2021 / 2022

- To develop senior leadership.
- To Develop Middle Leadership roles across school.
- To ensure clarity of vision, ethos & strategic vision at Governance level by holding executive leaders to account.

Impact from 2021 / 2022

- ✓ Appoint three Assistant Headteachers to create newly formed departments and lead on the creation on these additional areas.
- ✓ New Subject Leaders appointed – improved leadership qualities and subject knowledge via CPD. Ongoing learning cycle in place. Improved Teacher Meetings.

✓ Governors have in place an impact statement and annual development in place which is reviewed and updated as appropriate.

School Development Plan 2022 / 2023

- 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

9 Stakeholder Feedback

Parents/Carers –

- ✓ 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.
- ✓ 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.

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 can 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