



HEADTEACHER'S REPORT TO GOVERNORS – AUTUMN TERM 2021

Named people within the report:

Name	Role / Responsibility
Tracy Brandwood	Chair of Governors
Christine Fraser	Executive Headteacher, Castle/Jane Lane Special Schools
Rubina Mumtaz	Volunteer
Jo Ramsin	Careers and Enterprise Coordinator
Rajiv Gunawardana	Enterprise Advisor
Jane Stack	External Verifier
Dan Whittaker	Outdoor Learning Teacher
Ashley Holmes	Skills Development Coordinator
Martin Hawkes	Assistant Head
Gemma Francis	Assistant Head
Maria Kidd	SEND Improvement Lead/ Lead for Continuity Planning: SEND and Special Schools
Patrick Hinsley	Teacher (Maths) Nurture Base
Chris Young	Teaching Assistant , Transition Base
Charlotte Clarke	NQT Teacher (English), Pathways Base
Tracy Jackson	Teaching Assistant, Transition Base
Alan Price	Lead Teacher of Science
Chris Bowen	Lead Teacher of English
Phil Damms	Teacher, Pathways Base

Introduction:

We initially welcomed 13 Yr 7's into the Elmwood Community, followed by a late addition (20/09/21), enabling a full cohort – the majority (64%) of pupils engaged positively with the 3 day integration during the Summer Term 2021. This enabled new friendships to be established and also to challenge some of the unhealthy relationships which had developed following the pandemic. During the MacMillian Coffee Morning (30/09/21) a selection of parents / carers were invited to see their child and their teachers / teaching assistants during a Food Technology lesson and enterprise activity to raise money for a national charity – this provided the new Year 7 parents / carers to share their views about how well we have settled their child into the school ¹ a recent parent commented the following:

“He loved his first week so much, he said last night he is so happy he got to go to Elmwood and that it's so easy for him to work now without all the distractions of mainstream. It will be the making of him”

The school has had a reduction in pupils this academic year (due to a large departing year 11 in Summer Term 2021). This year we have 73 pupils on roll, which is 6 pupils above the school's Pupil Admission Number (PAN), this has meant we are 10% over our PAN but have an ever growing referral list from across many Local Authorities. I believe that we have the capacity within specific groups to offer a good quality of education within a safe and supportive environment, but as leaders and Governors we need to acknowledge the pressures being placed on the school to accept pupils.

¹ <https://www.elmwood.walsall.sch.uk/news-and-links/parents-area/satisfaction-survey>

The 2021-22 RAP will be shared with the Governing body and has been utilised to enable focussed discussions through staff's performance appraisal meetings w/b 4th October 2021. I will be able to update the Finance Committee with the percentage of staff who have successfully completed their 2020-21 targets and those who are eligible for threshold.

As schools across the country start to prepare for face to face Ofsted inspections, it is imperative that all stakeholders involved with the school look and use additional evidence (outside of raw numerical data) that suggests that pupils are making academic and social and emotional progress. The role of LINK Governor visits will be paramount when making these judgements, as well as adopting the following key questions when presented with any internal data:

1. Why are we collecting this data?
2. What is this data showing us, and how else do we know its accurate?
3. How are we using this data to improve the curriculum?
- 4.

As leaders we are acknowledging this way of working and, also understand that with the nature of our school population maybe the normal approaches to securing evidence e.g. book work isn't appropriate. Therefore, we will be continuing to empower our pupils and providing them with the opportunities to discuss and debate with staff about their curriculum and ways in which it can. However, we will not compromise on achieving the very best qualifications at EKS4 for pupils, enabling them success into Post-16 education (and beyond).

Quality of Education at Elmwood School

The last *internal data* set was taken from July 2021 which identified many strengths regarding pupil progress – but more importantly enables some insights into components of the curriculum that haven't resulted in the appropriate level of pupil progress. These areas for development have formulated the school's RAP for 2021-22. Curriculum Leads and SLT were able to complete joint developmental observations during the Summer Term 2021 which resulted in accurate moderations between all professionals and enabled Curriculum Leads to construct their "30 minute Conversation" proformas. This will support and prepare Leaders with their ability to have conversations with Ofsted and improve their own department / faculty.

The school identified within the Scrutiny Group (15/7/21) the successes of the Plan Do Study Act (PDSA) cycle and how this was another opportunity to judge the Quality of Education within the school. This approach has been developed further for the AuT 2021 and will be an integral component of the West Midlands SEMH Conference (12.11.21) where Elmwood will be sharing this approach with other schools.

Year 11 Leavers 2021:

For the second year, due to the longstanding impact of COVID-19, there will be no national external data sets shared by the DfE – however, I have been able to secure some external data from a variety of schools to support comparisons of pupil outcomes and make judgements of the long term impact of an appropriate curriculum offer. I am still awaiting a few more schools to share their data but here is the current data:

Subject	SEMH School, Bristol (Cohort size 5)	Elmwood School, Walsall (Cohort size 17)	SEMH School, Sandwell (Cohort size 6)	Elmwood School, Walsall (Cohort size 17)	SEMH Independent School, Staffordshire (Cohort size 4)	Elmwood School, Walsall (Cohort size 17)	SEMH Independent School, Staffordshire (Cohort size 10)	Elmwood School, Walsall (Cohort size 17)
Average English APS / GCSE Grade	26APS / Grade 2	34APS / Grade 3	36APS / Grade 3	34APS / Grade 3	36APS / Grade 3	34APS / Grade 3	16APS / Grade 1	34APS / Grade 3
Average Maths APS / GCSE Grade	29APS / Grade 2	34APS / Grade 3	30APS / Grade 2	34APS / Grade 3	36APS / Grade 3	34APS / Grade 3	21APS / Grade 1	34APS / Grade 3
Average Science APS / GCSE Grade	18APS / Grade 1	31APS / Grade 2	29APS / Grade 2	31APS / Grade 2	39APS / Grade 3	31APS / Grade 2	15APS / Entry Level 2	31APS / Grade 2

The colour codes are making reference to the average grade when compared to Elmwood. As you can see from this simple comparison there is a significant disparity in the number of pupils within each of the cohorts (with Elmwood having a significantly larger cohort than most, in most cases 50% more). This is still a positive outcome with all the identified shared schools in receipt of at least a GOOD from an Ofsted Inspection.

You can also see how the 2021 leavers have continued the positive change supporting the schools inclusive drive for pupil outcomes and reinforcing the IMPACT measure within the new EIF (Intent, Implementation and Impact). It is pertinent to celebrate the Cognition and Learning (C&L) cohort (the first official pathways for pupils who have been externally moderated as having a secondary need of C&L).

Academic Year	Average APS points (In school cohort)	Improvement
2020-2021	269 (without C&L group) 225* I have included the school's first year having a specific C&L pathway at KS4.	+9 or -35
2019-2020	260	+48
2018-2019	212	-26
2017-2018	238	+70
2016-2017	168	+2
2015-2016	166	+17
2014-2015	149	+10
2013-2014	139	

At this point in October 2021 we are able to state the following for Year 11 (2021 Leavers):

Destination	No of Pupils	% of Pupils
College / Training Provider	11	64.70588
NEET (but engaging)	3	17.64706
NEET (but not engaging)	3	17.64706
Employed	0	0
Other	0	0
Total	17	100

If we look at the Year 11 (2020 Leavers)

Destination	No of Pupils	% of Pupils
College / Training Provider	6	66.66667
NEET (but engaging)	1	11.11111
NEET (but not engaging)	2	22.22222
Employed	0	0
Other	0	0
Total	9	100

When looking at the context and the challenges regarding engagement with external services throughout the past two years, there are no surprises regarding the number of pupils recorded as a NEET (and not engaging). We will continue to support these pupils to maintain their Post 16 placement as well as supporting those through effective signposting to re-engage with professionals e.g. IMPACT, SEND Team, Post 16 providers.

The school continues to use “The National Strategies: Data Set 1, Progression Guidelines”² to enable us to make an **external judgement** on our year 11 attainment (based on their EKS2 and EKS3 starting points). The table below highlights the attainment judgements across English and Maths.

Subject	EKS2-EKS4	EKS3-EKS4
English	12/17 pupils (71%) are within the median quartile (or above), with 12/12 (100%) of that population achieving at least an upper quartile judgement with 5/12 pupils (42%) achieving above upper quartile. Therefore, a judgement of Requires Improvement . I believe that this is 4% (1 pupil that needed to be shifted from BLQ or LQ to at least MQ) to achieve the judgement of good .	13/17 pupils (76%) are within the median quartile (or above), with 9/13 (69%) of that population achieving at least an upper quartile judgement with 8/9 pupils (89%) achieving above upper quartile. Therefore, a judgement of good .
Maths	82% (14/17 pupils) achieved at least median quartile judgements, of that 13/14 pupils (93%) achieved at least an upper quartile (or better), of that cohort 13/13 (100%) achieved above an upper quartile judgement. This equates to a judgement of outstanding .	15/17 pupils (88%) achieved at least median quartile judgement, of that 10/15 pupils (67%) achieving at least an upper quartile (or better), with 10/10 pupils (100%) of those achieving above upper quartile judgement, meaning a judgement of outstanding .

² The following explains how attainment and progress are defined <https://www.elmwood.walsall.sch.uk/examination-information>

The attainment across the core subject is broadly in line with the previous two academic years. If we look at progress from baseline entry into the school to EKS4 we can securely say there is at least a judgement of good / expected progress in English, Maths and Science. Here is a table highlighting the GCSE's (or equivalents) achieved by our year 11's:

English Gateway Certificate and / or IGCSE:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
A	Grade 2 / 28APS	Lower Quartile	Median Quartile
B	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
C	Grade 6 / 50APS	Upper Quartile	Above Upper Quartile
D (school refuser since Year 9)		Below Lower Quartile	Below Lower Quartile
E	Grade 9 / 58APS	Above Upper Quartile	Above Upper Quartile
F	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
G	Grade 8 / 56APS	Above Upper Quartile	Above Upper Quartile
H	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
I	Grade 9 / 58APS	Above Upper Quartile	Above Upper Quartile
J	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
K	Grade 2 / 28APS	Upper Quartile	Median Quartile
L	Grade 2 / 28APS	Below Lower Quartile	Lower Quartile
M	Ungraded	Below Lower Quartile	Below Lower Quartile
N	Grade 2 / 28APS	Upper Quartile	Median Quartile
O	Grade 2 / 28APS	Upper Quartile	Median Quartile
P (school refuser since Year 9)		Below Lower Quartile	Below Lower Quartile
Q	Grade 2 / 28APS	Upper Quartile	Upper Quartile

Maths Gateway Certificate and / or GCSE:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
A	Grade 2 / 28APS	Below Lower Quartile	Median Quartile
B	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
C	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
D (school refuser since Year 9)		Below Lower Quartile	Below Lower Quartile
E	Grade 2 / 28APS	Above Upper Quartile	Median Quartile
F	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
G	Grade 6 / 50APS	Above Upper Quartile	Above Upper Quartile
H	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
I	Grade 6 / 50APS	Median Quartile	Above Upper Quartile
J	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
K	Grade 2 / 28APS	Above Upper Quartile	Above Upper Quartile
L	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
M	Grade 2 / 28APS	Above Upper Quartile	Median Quartile
N	Grade 2 / 28APS	Above Upper Quartile	Median Quartile
O	Grade 2 / 28APS	Above Upper Quartile	Above Upper Quartile
P (school refuser since Year 9)		Below Lower Quartile	Below Lower Quartile
Q	Grade 2 / 28APS	Above Upper Quartile	Median Quartile

Science Gateway Certificate and / or GCSE:

Pupil	Grade / APS	KS3-4 Progress Judgement
A	Grade 2 / 28APS	Above Expected
B	Grade 4 / 40APS	Above Expected
C	Grade 2 / 28APS	Below Expected
D	Grade 2 / 28APS	Below Expected
E	Grade 3 / 34APS	Above Expected
F	Grade 6 / 50APS	Above Expected
G	Grade 2 / 28APS	Below Expected
H	Grade 6 / 50APS	Above Expected
I	Grade 2 / 28APS	Below Expected
J	Grade 2 / 28APS	Above Expected
K	Grade 2 / 28APS	Below Expected

I am sure you will join us in celebrating the hard work and commitment of each and member of staff who has had a positive impact on these young people's development – these achievements aren't solely down to the last two years' worth of work but in fact the culmination of the appropriate curriculum that overcomes the pupils' barriers and celebrates their SEND superpowers.

Pupils identified as being disadvantaged are identified within the following document ³ the Summer Term 2020-21 Target Group Monitoring Document (Year 11 Leavers), and whole school within the Summer Term 2020-21 Target Group Monitoring Document These documents have helped shape the Pupil Premium Effectiveness Document for 21-22. The gap analysis is broadly in line with previous years – with the identified area for development being reading across KS3 (but not specific to disadvantaged or non-disadvantaged pupils).

Quality of teaching in Elmwood School: (sub section within the Quality of Education)

Building upon the successes of 2020-21 regarding strengthening the curriculum through an evidenced based approach, Leaders have also embarked on a commitment to provide structured coaching sessions with all Curriculum Leads to support them more effectively in leading their department; as well as utilising their skills sets in supporting with Quality Assurances within their department following their successful moderation last year. It will also cement the middle leadership within the school and enable for more cohesive and cross faculty support.

We will revert back to the same rigour within the Teaching, Learning and Assessment Timetable 2021-22 which provides clear focus during each ½ term as to what we are looking for as well as how the evidence will be collected (including work scrutiny). This will enable leaders to ascertain whether the implementation across the curriculum are aligned to the school's intent.

As part of a sympathetic approach to Quality Assurance, SLT have led the PDSA cycle to be completed during AuT 2021 which will enable opportunities for all staff to share their evidence around the use of reflective or retrieval practices within their group. This will also highlight whether a device should be adopted, adapted or aborted in supporting the curriculum delivery, whilst empowering staff to take pedagogical risks with their groups (some of which will be new to them).

All members of staff will have completed (w/e 15.10.21) the review of their 2020-21 performance appraisal and set appropriate targets for 21-22. Moderation of a Main Scale Teacher, Upper Pay Scale Teacher, Teaching Assistant and Administration occurs across the SLT based on the review of 2020-21

³ <http://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium>

targets and appropriate and challenging targets for 21-22. I have created a pictorial map to identify which targets have been completed and also how they align to the EIF - (I will share this with the Finance Committee to reinforce those staff who are eligible for threshold). Leaders are becoming more confident in this process and the RAP 21-22 has been written to better support whole school contribution from every role across the school. In addition to this I have also created a mapping tool to identify which members of staff are working on which RAP target as well as which component of the EIF. Lee Cross' appraisal occurred with Tracy Brandwood supported by Christine Fraser (Executive Headteacher, Castle Special School and Jane Lane Special School) on 11th October 2021.

Behaviours and Attitudes at Elmwood School:

It is important to note that the data sets that have been presented within this document include data from Spring Term One 2021 and Spring Term Two 2021. We will also make reference to Spring Term Two 2020 to provide a year on year comparison of school behaviour and attitudes. The Behaviour monitoring graphs restarted during Summer Term One 2021 and as such will be made reference to in future reports.

Glossary

Level of Risk

High: An incident which 1) has resulted in minor to major injury 2) has the potential to result in minor or major injury 3) which involves a ground restraint 4) which has resulted in a high level of harm to self or harm to others.

Medium: An incident which 1) has resulted in minor Injury 2) has potential to result in minor injury 3) resulted in significant property damage 4) physical intervention has been used for a significant amount of time but has remained within intermediate Team Teach practice.

Low: An incident which 1) had the justification to use physical intervention of 'going against the good order of the school or "damaging property" 2) physical intervention was used for the shortest possible time and was least intrusive and remained within Team Teach intermediate practice.

Behaviour judgement (elements are taken from the EIF Behaviour and Attitudes as well as high expectations from the school)

100-80% = **Outstanding Behaviour.**

- There is a calm and orderly environment in the school
- Pupils demonstrate being an active citizen.
- Behaviour and attitudes are exceptional
- Pupils have high respect for others
- Pupils have highly positive attitudes and commitment to education.
- Pupils activity support the wellbeing of other pupils.
- Pupils make a contribution to the life of the school
- Pupils are highly motivated and persistent in the face of difficulties.
- Pupils feel safe within the school.
- Sustained improvement in behaviour (over time).

79-65% = **Good Behaviour.**

- Pupils attitudes to their education are positive.
- Pupils are resilient and take pride in achievements.
- Pupils have high attendance and come to school on time
- Pupils are positive and respectful to staff and pupils alike
- There is a positive culture whereby bullying is not tolerated
- Low level behaviour is not tolerated and pupils' behaviour does not disrupt the learning of others

- There is improvement in behaviour and attendance over time
- Pupils are safe and they feel safe
- Pupils show respect for others views and ideas.
- Pupils attitude is consistently positive.

64-50% = **Satisfactory Behaviour.**

- Pupils' attitudes to learning can be negative.
- Pupils don't show pride in their work or school.
- There aren't significant improvements in behaviour over time.
- There are regular instances of low level disruption within the school
- Pupils struggle to have a level of resilience when faced with challenges
- Pupils are safe and feel safe

49-0% = **Inadequate Behaviour.**

- Pupils demonstrate a lack of engagement.
- Attendance is persistently low
- Persistent disruption, resulting in reduced learning opportunities.
- Pupils lack respect for peers and staff.
- Negative attitudes to learning.
- Pupils have little confidence in the school
- Bullying is frequent
- Pupils do not feel safe.
- Behaviour isn't modified (over time).

Bullying Incidents

The data set has been organised into two separate comparisons. Firstly, a snapshot comparison from Autumn Term One 2020 and Autumn Term One 2021. Secondly we dive into the data sets of Summer Term One 2021 to Summer Term Two 2021 and look to make a comparison between. Through this process of dissecting two separate comparison we are able to see the longer term impact measures and short termly measures which can be observed in sequent terms within a given period.

Firstly, if we look over the data set of Autumn Term One in 2020-2021, we can see that there has been a decrease in bullying incidents. There is also a decrease in the amount of perpetrators and victims between the two data sets. As addressed previously within the governor's report, we noted that the recording of perpetrators and victims was undergoing a more robust nature in recording which enabled us to put in place targeted interventions to support those victims and perpetrators. This has allowed us as a leadership team to target support for perpetrator's or victims.

	Autumn Term 1 2020	Autumn Term 1 2021 (to date)	+ / - sway
Bullying Incidents	16	13	-3
Number of Bullying Perpetrators	7	5	-2
Number of Bullying Victims	7	4	-3

Focussing on the start of this academic year, we can see that there were 5 perpetrators out of 13 incidents. It is noticeable that there were 3 perpetrators within Transition Base, 1 perpetrator within Pathways Base and 1 perpetrator within Nurture Base.

We will first examine what the school will put in place to support perpetrators and victims and then we will be able to assess this impact over the academic year.

How:

- Whole school Refresher CPD on how to structure a conflict resolution conversation; to enable pupils to state 1) a factual statement 2) how the incident makes them feel and 3) an asking statement (essentially asking someone to change their behaviours).
- Mr Hawkes to lead a conflict resolution model with 9a and impact to be assessed at the end of the Autumn Term.
- Perpetrators to have reflective sessions to enable a change in their behaviours.
- Victims to receive a respite day if there are persistent bullying incidents targeted towards them.

	Summer Term 1 2021	Summer Term 2 2021	+ / - sway
Bullying Incidents	35	14	-19
Number of Bullying Perpetrators	9	5	-4
Number of Bullying Victims	5	4	-1

We will now look back to the end of the last academic year with a close down of the bullying incidents. We can see from the comparison of the two data sets that bullying incidents within the school did decrease significantly from 35 to 14 incidents between adjacent terms. We suggested in the last report that the reason for the increase in Summer Term 1 was that all pupils returned to school post lockdown which posed challenges within group dynamics. As a school we continue to make good progress in how we support the victims and perpetrators of bullying. We are now seeing the impact of an emotion coaching approach and conflict resolution as an effective tool to support victims and perpetrators of bullying. Specifically, within nurture base, whereby the staff team have adopted and are aiming to sustain this approach to support the pupils they work with. We continue to use isolation of the community base as a strategy to support both the victim and perpetrator.

Racist Incidents

As a school we work consistently hard to challenge any form of discrimination towards another member of our school community. Racist incidents have been traditionally low within the school. However, in the Spring Term of 2021 we saw an increase in racist incidents to 4 incidents. If we now look at the close down of the academic year we can see that there were 2 incidents within the summer term which equates to a reduction by 50%.

	Summer Term 1 2021	Summer Term 2 2021	+ / - sway
Racist Incidents	1	1	0

Pupils and staff are now fully aware of specific interventions that will occur to combat incidents of racism. There is an understanding that any racist incident would result in the pupils' removal from the community base for a specific period.

We also continue to state that repeated incidents of racism would result in double the consequence of a removal from the school community.

If we look at the start of this academic year we can see that racist incidents are currently higher than the last term. All pupils received a warning about the racist language and there have been no repeat offences.

We will continue to support victims of racist abuse whether it is staff or pupils they reserve the right to speak freely to SLT on how they may have been impacted by this use of language. Students are

empowered through a rights and responsibilities model/ group discussion to challenge racism in school.

	Autumn Term 1 2021
Racist Incidents	3

Exclusions

Since the start of the Summer Term One 2021 there has been the following:

Term	Total number of exclusions	Number of pupils excluded	Total days lost
Summer Term One 2021	9	9	14
Summer Term Two 2021	7	5	12
Autumn Term One 2021	6	5	30 (18 days modified total)

Firstly, we can see from Summer Term One and Two 2021 that there was a slight decrease in number of exclusions and number of pupils excluded. If we look into the Autumn Term One 2021, we can see that there have been a total of 30 days lost so far. 12 of these days were for one pupil who had been on a long term exclusion until further provisions were put in place.

However, we did want to make reference to Summer Term One initial data which shows that there were 9 exclusions for this half term. Positively there have been 0 repeat pupils who have been exclusions however the following interventions are being used to support these pupils within school.

- Reflective sessions with SLT
- Isolation from community base
- Individual risk assessment in place to support reintegration post exclusion.
- Conflict resolutions
- The need for reviewing EHCP's earlier to look at the holistic need of the child and any amendments required to their educational provision e.g. modified timetable, use of alternative provisions and Educational Psychologist input

We can see from the comparison of the two Autumn Terms, that there is no statistical difference between the total number of pupils and exclusions. Past data shows that Autumn Term consistently does provide us with few exclusions and we can see that this pattern has continued this year.

	Total number of exclusions	Total number of pupils excluded	Total days lost
Autumn Term One 2020	6	5	23
Autumn Term One 2021	6	5	30 (18 days modified total)
Sway +/-	0	0	+7

Use of Force / Physical Interventions

The following data sets show a comparison over the last two half terms and a snapshot Autumn Term one a year apart. Firstly, we will look into a comparison between the last two half terms.

Physical interventions	Autumn Term One 2020	Autumn Two 2020	Spring Term One 2021	Spring Term Two 2021	Summer Term One 2021	Summer Term Two 2021
Low Risk	47	9	1	8	23	49
Medium Risk	11	7	0	3	7	10
High Risk	7	0	0	1	4	8
Total	65	16	1	12	34	67

We can see from the above data set from the whole academic year that, Autumn Term One and Summer Term Two has significantly more physical interventions. We know that for the 3 half terms (AT2, ST1 and ST2) there was a school enforce closed and limited pupils within school, which would explain the low physical interventions. For Summer Term Two High risk interventions were statistically similar to Autumn Term One with a change of 7 to 8. Medium risk decreased by 11 to 10 and low risk increased by 2 during the same period. As we can see, high risk physical interventions have remained low in Spring Term One and Two. We should note that Spring Term Two physical interventions were significantly low within the school which should be celebrated. During challenges from the reintegration curriculum it is fantastic to see that physical interventions are low within the school and that staff have been adopting different ways to support pupils in times of emotion.

Physical interventions	Autumn Term One 2020	Autumn Term One 2021 (as of 12/10)	+ / - sway
Low Risk	47	14	-33
Medium Risk	11	5	-6
High Risk	7	0	-7
Total	65	19	-46

If we were to look at a comparison between two identical Autumn Term One's across a span of a year. We can see that there has been a significant decrease in the number of interventions overall. This is a massive testament to the hard work of all of staff team. It suggests that staff are being able to intervene at trigger point more effectively and support pupils for less time within a physical intervention. In addition to this, staff have now adopted an Emotion Coaching approach within specific bases such as Nurture Base. Currently physical interventions are low within Nurture base as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. Staff are thinking of option points and pupils are using their Pupil Requests of regulation tool to manage their own emotions more effectively.

School Attendance: Autumn Term One – 3rd September 2021 to 12th October 202

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
73	86.21%	10.33%	3.46%

	Autumn Term One 2020/2021	Autumn Term One 2021/2022	+ / - sway
Overall Attendance	89.74%	86.21%	-3.53%
Authorised Absence	4.16%	10.33%	+6.17%
Unauthorised Absence	6.10%	3.46%	-2.64%

Persistent Absentees (those pupils with 90% attendance or below)	18 Pupils	24 Pupils	+6 Pupils
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The decrease in overall attendance and increase in authorised absence is demonstrating the COVID legislation change to attendance coding this period compared to the same period last academic year. This term the legislation changed so that schools can only use X Codes when a pupil is required to isolate due COVID related symptoms and requiring a PCR test; once the test has returned a negative/positive result the attendance code must change to an 'I' for illness.

There have been 10 pupils this term required to isolate (receiving an X code) for a PCR test, a total of 45 sessions. When compared with this period last year there had been 14 pupils required to isolate (receiving an X code) for a total of 114 sessions. This shows the reduction in the use of the X Code giving a more accurate picture of whole school attendance.

There has been an increase in Persistent Absentees which can be attributed to the below absences.

Notable absences;:

- One school refuser. After intensive EWO involvement, carer meetings, home visits and an attempted reduced timetable, no improvement in the pupil's absence has been made. As the pupil is a Looked After Child; virtual schools and professionals working alongside the young person have made the decision that the pupil's needs have changed and another provision is being sought.
- 4 pupils were absent a total of 15 days due to sickness and diarrhea, this led to a deep clean in affected classes to reduce an outbreak.
- Two pupils were on long term absence due to medical reasons – both returned on reduced timetables 11/10/2021 to support their needs on return.
- 3 pupils have taken holidays during term time. These were approved holidays; the first a year 7 student who had a pre booked holiday when joining school, when the young person's previous attendance was looked at it was deemed to be excellent. The second and third pupils were approved for holiday due to their complex needs and again previous good attendance.
- 1 pupil has been absent for 4 days due to missing episodes and their placement breaking down. Substantial support from children's services and school will hopefully mean this young person will have a stable home life which will lead to better attendance.
- 1 pupil received fixed term exclusions totaling 16 days – this resulted in a permanent exclusion.
- 1 pupil received 10 days fixed term exclusion due to assaulting a member of staff. The pupil is currently being home tutored via zoom due to his level of need while waiting for CAMHS to assess him. He is currently being recorded as a C code.
- There have been 4 confirmed cases of COVID requiring 10 days' isolation for each of those pupils.
- We also had one pupil/parent refuse to take a PCR test after the pupil was displaying COVID symptoms in school. Guidance stated that the pupil had isolate for 10 days.

There has been positive reduction in unauthorized absence, this can be attributed to early intervention, open and honest parent communication alongside working with the Education Welfare Officer to challenge and minimize unnecessary absence. We have secured the following interventions (3rd September up to 12th October).

Home Visits	Multi-Agency Meetings	Liaising with Other Agencies via Email	Telephone Calls	Warning Letter	Attendance Panel
8	0	2	5	0	0

As you can see it has been a challenging first half term for attendance but with the support of staff, outside agencies and open communication with parents it remains a strong aspect of Elmwood School.

Modified Timetables

This has clearly been an area of focus during the LA ILAC Ofsted Inspection and, as an LA maintained school, I am sure that certain actions will come following this inspection. I will identify those pupils who are currently on a modified timetable (as of October 2021):

- 1 pupil in KS4 C&L is currently receiving a 4-day educational provision to support elevated anxieties following a severe anxiety attack whilst on site – this has been shared with CAMHS and their medication will be reviewed and additional support around managing this in the future provided (15.10.21). It is anticipated that following this appointment we will have a clearer picture on how best to support the child and the family moving forward. This plan commenced on 11.10.21 and will be reviewed 22.10.21.
- 1 pupil in 9a dislocated their knee cap, which required surgery, physio and mobility aids. Following a risk assessment and seeking parent’s / pupils thoughts, and feelings, they felt that they wouldn’t be safe within a busy school environment. Work was initially provided but the pupil was physically unwell to complete. The use of zoom learning episodes supported the anxieties of “missing out” as well as group class calls during lunch periods also supported the wellbeing and anxieties of all. Conversations have been very slow from Sandwell LA regarding hospital and home tuition, and I am still awaiting an outcome from the referral (20.09.21). The pupil has started to feel safe and secure within their mobility aids and is attending 4 days per week (9.00am – 11.00am). There is a further consultant appointment during ½ term which will again provide further guidance. This plan commenced on 06.09.21 and has been reviewed on the following 21.09.21; 30.09.21, with a final review on 22.10.21.
- 1 pupil in 9a sustained a broken arm during an onsite activity which resulted in surgery being required, following this initial absence the pupil commenced a modified timetable of 3.5 days as the other days were practically unmanageable with the type of injury and the restrictions of a full arm cast (bent at 90 degrees). During those initial days the child chose to remove their cast – causing further harm and a requirement of secondary surgery to correct. Home and Hospital tuition through the SENBD Team was initially approved by management, but later retracted under the basis that the service can’t be aligned to modified timetables. The modified timetable has been re-launched (11.10.21) and will be reviewed again on 22.10.21 and is anticipated to be finally reviewed following the consultant’s appointment on 05.10.21.
- 1 pupil, following a series incident which resulted in an exclusion and a series of Professional Meetings with the LA, has resulted in an agreement that an alternative provision is sourced to further support the significant mental health of the pupil (within the constraints of a safe and purposeful environment). The pupil is currently provided with two live lessons via zoom daily, which also second as safe and well-being (medically and emotionally). This plan will continue until we have secured medical opinions regarding their mental health and physical health and share these with the LA to support next steps. This plan is reviewed weekly due to complexities around the pupil.

Volunteers:

Following teaching assistant interviews during July 2021, we were extremely impressed with one of the candidates Rubina Mumtaz, so much so we asked that she join our Elmwood Community to gain vital experience within a specialist setting and to also enhance our offer in school through her experiences with emotion coaching and counselling with the NSPCC. She has slotted well into the team and often receives positive staff appreciations for her hard work and commitment. We will also be accepting a Primary BEd QTS 3rd year placement throughout October and December 2021, followed by the annual Barr Beacon SCITT carousel week which will involve 29 ITT immersing themselves within the Elmwood Way (January 2022). This always proves to be essential in their development and is great for staff and pupils to work with a variety of professionals.

Work Experience / Contact with Employees:

The school welcomed Jo Ramsin (Careers and Enterprise Co-ordinator) to the team and her first visit was extremely encouraging as we embark on 100% achievement against the Gatsby benchmarks. We also welcome back Rajiv Gunawardana (Enterprise Advisor) after a successful enterprise 10-week project with the Cognition and Learning in SuT 2021, this will continue to strengthen the cognition and learning curriculum and support them as they strive to become prepared for adulthood.

Safeguarding / LAC:

Here is a breakdown of the number of LAC pupils within the school (October 2021):

Year	Number of Pupils
11	4 (Birmingham LA; Staffordshire LA & Walsall LA)
10	4 (Wolverhampton LA; Staffordshire LA & Walsall LA)
9	1 (Walsall LA)
8	3 (Staffordshire LA; Walsall LA & Derby LA)
7	4 (Sandwell LA, Walsall LA)

The school has 16/73 = 22% of the school population are identified as LAC (this is the highest number we have had within the school).

The school has completed and has highlighted the strategy and barriers for our disadvantaged pupils clearly on the website and stipulates how this money is going to be spent. However, due to the specific requests for each and every LAC pupil, spending will be based on a pupil need analysis and not whole cohort interventions. This is based on the school's local offer becoming more aligned to a trauma informed practice so in turn the pupils are receiving a high quality intervention every day they attend. This is also an ethical approach by enabling the Virtual Schools to support the "most vulnerable", many of which may be new to the care setting following the COVID-19 pandemic. The only LA who allocate termly funds to the school are Wolverhampton and so this will be allocated through their E-PEP accordingly.

All year 7 LAC's have completed a baseline assessment (October 2021) which will enable for effective target setting. They are not included within the data set below as this is taken from the summer term 2021 internal data.

Key:

	Working above expected progress.
	Working at expected progress.
	Working below expected progress.

Pupil	Reading	Writing	Maths	Science
9l m (Wolverhampton)				
9e (Walsall)				
9m (Walsall)				
9l f (Wolverhampton)				
8a (Walsall)				
7a (Walsall)				
7b (Walsall)	School Refuser			
7b (Derby)				
	38% working at or above expected progress from baseline entry. 100% of that cohort working above expected progress.	88% working at or above expected progress from baseline entry. 71% of that cohort working above expected progress.	88% working at or above expected progress from baseline entry. 29% of that cohort working above expected progress.	75% working at or above expected progress from baseline entry. 100% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> • Writing, maths and science progress from baseline is at least expected (school's judgement of at least good) • 3 out of 8 pupils achieved at least expected progress (school's judgement of outstanding) • Writing is a strength within the English curriculum. 	<ul style="list-style-type: none"> • 1 pupil has become a school refuser even following a re-engagement plan to support. Request for change of placement has occurred. • Reading within KS3 is a significant concern across all cohorts. NPQML projected was utilised to rectify during the SuT 2021 and whilst the engagement was positive the outcomes weren't as desired. This is a whole school focus in the RAP 2021-22. • 9e pupil working below expected progress (even with being included within the 2e community).

Pupil	English	Maths	Science
Year 11 (Walsall)			
Year 10a (Walsall)			
Year 10a (Birmingham)			
Year 10a (Staffordshire)			
Year 10b (Staffordshire)			
Judgements:	80% working at or above expected progress. 100% of that cohort working above expected progress.	100% working at or above expected progress. 20% of that cohort working above expected progress.	80% working at or above expected progress. 50% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> English, Maths and Science progress from EKS3 to EKS4 is above expected (school's judgement of outstanding) 3 out of 5 pupils achieved at least expected progress all core subjects. 	<ul style="list-style-type: none"> Engagement following isolation within Science was poor for 1 pupil. This has significantly improved since returning in 2021. Legacy of poor engagement within English for 1 pupil across the 2 years, even with 1-1 intervention / extraction and Year 11 strategies during SuT 2021. The ODD of not wanting to redraft work created a ceiling to progress.

Quality of leadership and management of Elmwood School:

RAP 2020-21 Review:

Please look at the review of 2020-21 targets and raise challenges at the meeting.⁴ It is worth acknowledging that the scrutiny group have completed a detailed review of this and held leaders to account as well as celebrating successes.

Curriculum Developments:

Autumn Term 2021 Developments

- Read Theory has been launched for KS3 as one of the interventions to support the underachievement within reading in 2020-21.
- Careers Programme has been launched with School Council and will be an integral thread within their meetings to ascertain if these opportunities are occurring and the effectiveness will be discussed during their EHCP meetings.
- The theme curriculum through Votes for School now has a more consistent staffing team to enable appropriate quality assurances of the curriculum delivery. In addition to this it forms part of the whole school assembly to look at how the views of Elmwood pupils align to other schools in Walsall, regionally and nationally. It has also increased our offer of current affairs, which the pupils are starting to embrace and discuss (as they now have information to form a conversation).
- The Cognition and Learning group has re-written its whole qualification suite to match the needs of the groups interest as well as acting on the feedback from the External Verifier (Jane Stack).
- Art, Food Technology and Design Technology are utilising a shared language and assessment tracker document enabling for purposeful target setting and the opportunity to develop the recording and reporting of assessment (without detracting from the practical nature of the subject).
- The PE curriculum has reverted back to traditional sports aligned to the seasons and the commencement of competitive games (currently 2 wins from 2 games - 100%). This will also have a positive impact on pupil outcomes as they are familiar with the content being delivered and not brand new sports.
- We have maintained the slot of "Feel Good Friday" which is specifically about acknowledging mental health and well-being and cementing our commitment. This is a COVID-19 keeper.
- Assemblies have returned (lower and upper) school to support the differentiated content required e.g. sexual harassment and peer on peer abuse. To support the breadth, and

⁴ <https://www.elmwood.walsall.sch.uk/ofsted/raising-achievement-plan-rap>

interest, assemblies are delivered by all teachers on a rotation basis. The initial feedback has been positive and it enables pupils to see staff in a different domain. It also enables the Headteacher to engage with mentoring with every member of the group across the year.

- The bespoke curriculum for the pupil in year 8 is now being mapped into one quality assured by a local SLD Special School. We are seeing a greater impact in engagement in the learning process and an established assessment criteria to support staff in their judgements.

Continual Professional Development:

Dan Whittaker and Ashley Holmes have submitted their NPQSL and NPQML projects respectively for final external assessments; this qualification will continue to support their role as experienced members of the school community.

Lee Cross and Martin Hawkes were successful in securing their re-accreditation as Advanced Tutors for Team Teach (Physical Intervention). This continues to support the school by having access to Advanced Tutors on site as well as the expertise to enhance our outreach provision through our Area Licence for Walsall.

Gemma Francis is awaiting confirmation from Examination Boards for her MSc in ASD and delivery of Mathematics.

SLT are continuing to grow and develop as the Leaders of Elmwood through coaching with Maria Kidd. This will strengthen us as a team as well as improve all those around us to be that 1% better.

Announcements:

- We wish Patrick Hinsley and his wife Kelly well following the birth of their first child.
- Chris Young has become married to his long standing partner Abbie.
- Charlotte Clarke commences her first term as an ECT in English.
- Tracy Jackson joins the school as a Teaching Assistant, and strength and enthusiasm to Transition base.
- Alan Price cycled from John O'Groats to Lands' End.
- Chris Bowen has proposed to Claire.
- Phil Damms is in his final term as an NQT in English.

Following the personal and professional challenges the Elmwood Community have faced throughout the pandemic, it is becoming apparent that the spark, excitement and magic is back amongst all those who attend every day to make a difference in so many people's lives. This energy has been there from the first day back when we provided staff with clear examples that the values, aims and vision are living and breathing and evidenced by how well the pupils have done and continue to do.

A great job and one that we should all be extremely proud of.

MR LEE CROSS
HEADTEACHER