

Elmwood School 2020-2021 Raising Achievement Plan (RAP) REVIEW

Ofsted Area and overall effectiveness	Quality of Teaching, Learning and Assessment (Requires Improvement; November 2018) Effectiveness of Leadership and Management (Requires Improvement; November 2018) Outcomes of Pupils (Good; November 2018)
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Ofsted Priority:	Quality of Education Leadership and Management
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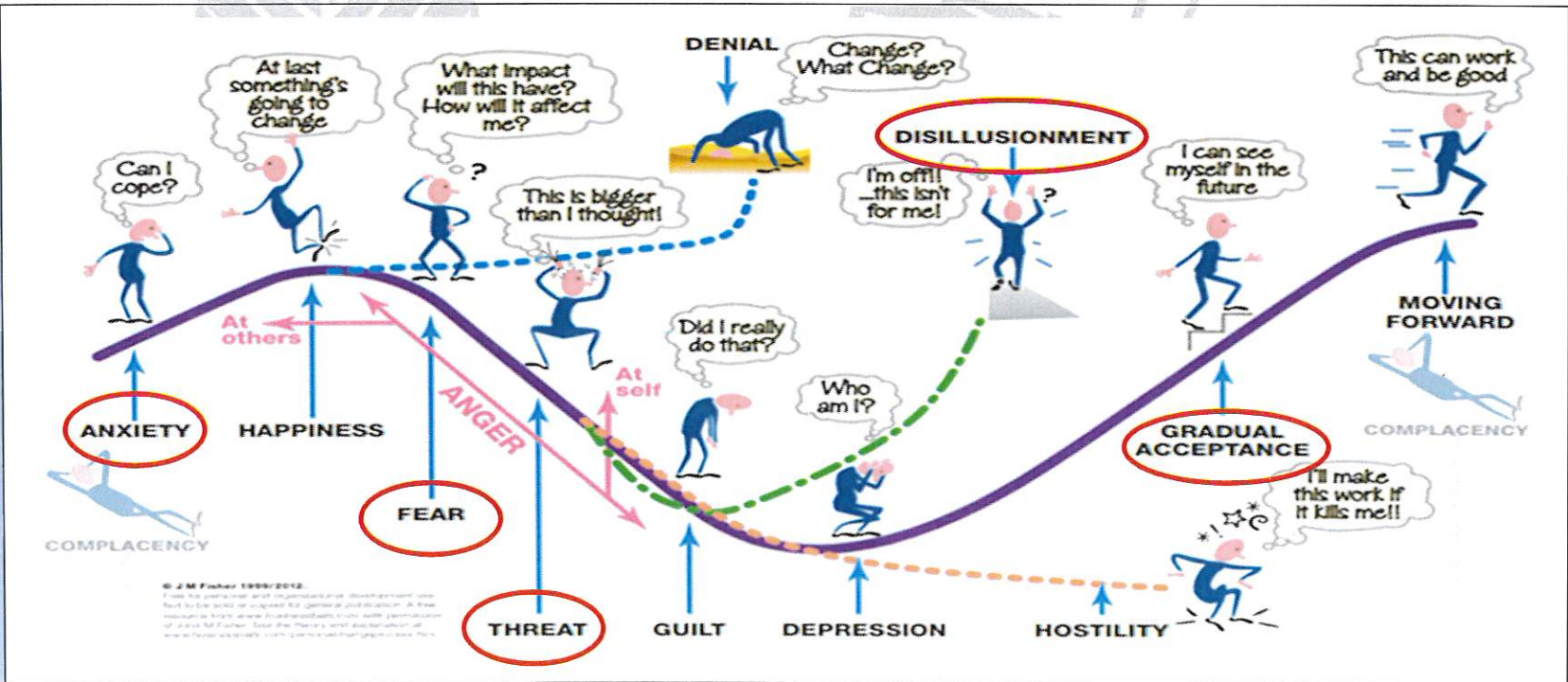
School Priority:	The quality of education is at least good. (Objectives 1 are aligned to the core curriculum and Objectives 2 are aligned to the foundation curriculum)
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RESET and RECOVERY Journey	Respond Status – Schools and education setting lead the response to the needs of their children and communities. A one size fits all approach will not work Walsall’s ‘RESET’ Programme & ‘Working Together’ Strategic Approach
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Respond Sta

The Process of Transition – John Fisher (2012)

This isn't a punitive judgement more an opportunity to reflect and review leadership styles for that given objective / theme.



## Elmwood School 2020-2021 Raising Achievement Plan (RAP) REVIEW

### Impact:

- PDSA approach was successfully adopted and will be utilised as an effective approach to developing pedagogy practice across the school with 94% of techniques either being adopted or adapted for use to support retrieval or reflection.
- Learning Base observations provided evidence of:
  - Time provided to practice their skills.
  - Atmosphere was purposeful for learning.
  - Differentiated tasks enabled stretch and challenge (Maths).
  - Subject specific questioning supported effective feedback (D&T).
  - Opportunities to develop fluency of reading in class.
  - Retrieval questioning was positive to address prior learning.
  - Collaboration and discussion utilised well as a means of assessing prior learning.
  - Baseline assessment across the Technology department is adding validity and effective target setting.
  - Method of Work is embedded within Maths.
  - Scheme of Work developed appropriately within Math, English and Science to address any loss learning opportunities.
- 2e pupils within the core with 73% achieving accelerated progress from baseline or EKS3.
- Effective English interventions resulted in 83% making accelerated progress between AuT 2020 and SpT 2021.
- CPD effective in generating 30 minute conversation document and effective feedback (supported by SLT Marking Scrutiny).
- RADY uplifts have shown the importance of stretch and challenge for pupil – these new targets will continue into 2021-22 to look at further impact and development.
- “Challenge Tasks” have enabled insight into pupil progress between formal assessment – these have been well received by pupils as a means of developing discussion and debate as well as application of knowledge.
- Pupil outcomes remain strong, especially EKS4.
- Curriculum Leads and SLT completed QA lesson observations (all judgements were validated and agreed) and provided appropriate CPD for Middle Leadership.

# Elmwood School 2020-2021 Raising Achievement Plan (RAP) REVIEW

Ofsted Area and overall effectiveness	Effectiveness of Leadership and Management (Requires Improvement; November 2018) Personal Development, Behaviour and Welfare (Good; November 2018)
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Ofsted Priority:	Behaviour and Attitudes Leadership and Management
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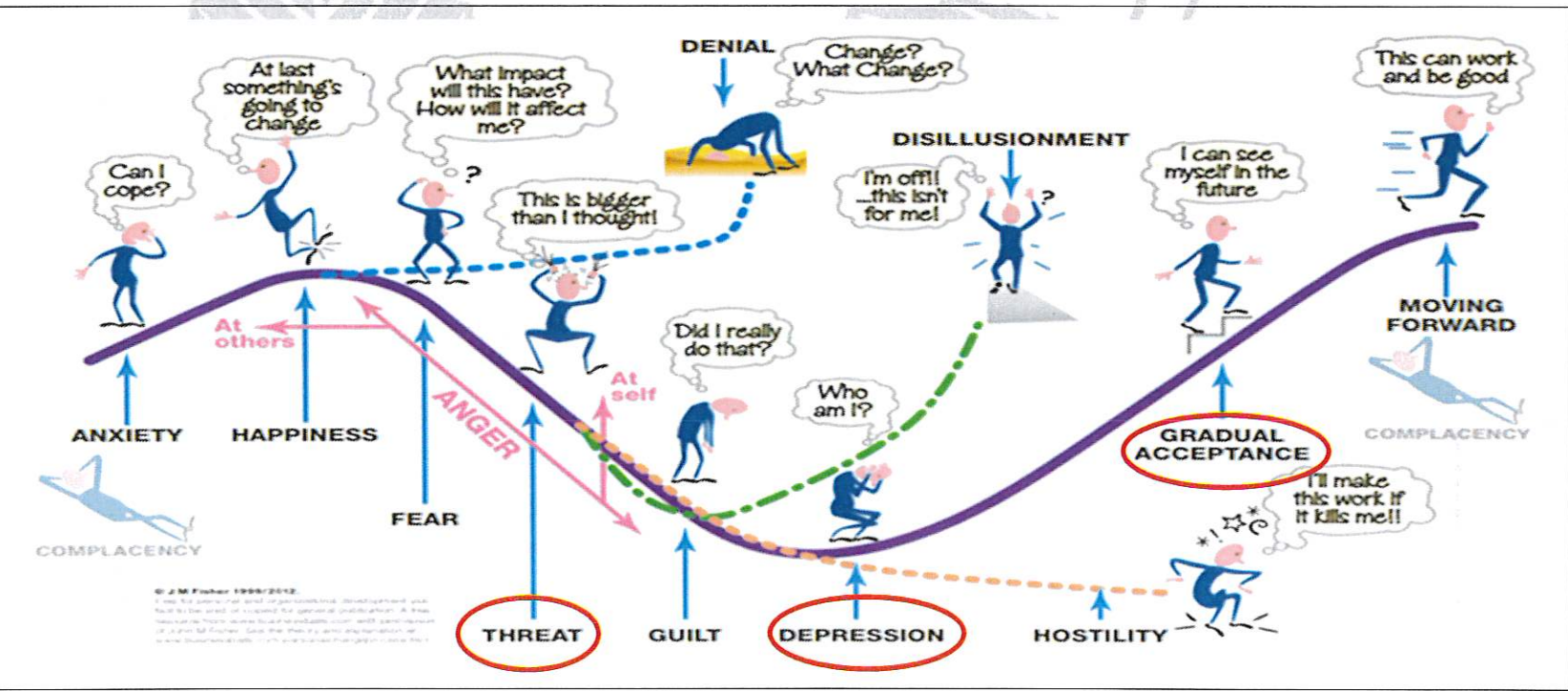
School Priority:	To developed a more Trauma Informed Approach (TIA) to managing pupils and staff's behaviours and attitudes.
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RESET and RECOVERY Journey	Review Status – Build on the renewed collaborative approach with schools and partners to deliver long term transformation to the education offer in Walsall. The old normal wasn't perfect, in rebuilding lets collectively build a system that has children and young people at the centre. <i>Walsall's 'RESET' Programme &amp; 'Working Together' Strategic Approach</i>
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Review Stat

The Process of Transition – John Fisher (2012)

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## Elmwood School 2020-2021 Raising Achievement Plan (RAP) REVIEW

### Impact:

- Initially 95% (AuT 2020) of staff engaged with the Wellbeing Programme, this then reduced to 68% (SpT 2021) and then 39% (SuT 2021).
- Warwick-Edinburgh Mental Wellbeing Scale (Staff) findings:  
Improvement of 8% of staff feeling relaxed some of the time.  
Improvement of 15% of staff stated they felt good about themselves.  
Improvement of 23% of staff felt optimistic about the future. This was the largest increase.
- Connor-Davidson Resilience Scale (Staff) findings:  
Improvement of 17% of staff reporting they respond positively to change.  
Improvement of 1% of staff reporting they bounce back after failure, illness or injury (this was already a high percentage).  
Improvement of 5% of staff falling within the bracket of good resilience.
- 95% of the 40 sessions offered to staff to access independent counselling were utilised – this has been maintained for 2021-22.
- An appreciation culture embedded across the school (evidenced through wellbeing day; wellbeing debriefs; IIP – Gold Accreditation; SLT observations).
- Emotion Coaching Principles (Nurture Base) Quality Assured by Dr Victoria Norman.
- Staff demonstrated good levels of emotional regulation.
- All staff remain calm and composed.
- Staff provide support to each other's (check-in, change of face).
- Pupils within Year 7 have a greater awareness of their emotions. Effective use of check in and check out of pupil's emotions.
- SLT observations (AuT 2020) determined most common emotion experience were calm; excited and happy
- Connor-Davidson Resilience Scale (Pupil) findings:  
Improvement of 23% of pupils feeling they can achieve their goals even with obstacles.  
Improvement of 2% of pupils feeling they tend to bounce back after failure.  
Improvement of 14% of pupils feeling they give up easily when faced with difficulties.  
61% of pupils fall within the High to Good levels of resilience.
- Regulation Station Workshops were integral components of the curriculum and provided opportunities for pupils to practice and review these over 10 weeks. Pupil and staff feedback was extremely positive within Nurture Base.
- Physical Interventions (Low, Medium and High categories) have regressed across the year and in comparison to previous years.
- Self Esteem Indicator data (pupils) indicates a regression of 3% since 2019. This reinforces the hard work throughout the pandemic and a significant growth of pupils since 2019.
- Attendance remained a high priority for the Elmwood Community (2019-20 = 89%; 2020-21 = 73%).
- CPD and assembly themes supported the whole school RAP targets (2a; 2b; 2c) and CPOM themes.
- School Council views supported the schools approach during the pandemic.