Named people within the report:

Name	Role / Responsibility
Sally Rowe	Executive Director for Childrens Services, at Walsall LA
Sharon Kelly	Director for Access and Inclusion
Sarah Tapscott	East Early Help Partnership Officer
Mr James Ludlow	Principal, Joseph Leckie Academy
Pat Hunt	SIP
Martin Hawkes	Assistant Head
Lynn Jones	Enterprise Advisor
James Francis	Lead Teacher of Technology
Ashley Bullock	PE Teacher
Hardeep Garcha	Teaching Assistant
Paul Middleton	Unqualified teacher
Chris Bowen	Lead Teacher of English
Laura Askins	Temporary Art Teacher
Olivia Diponio	Teacher
Cheryl Heaton	Primary SCITT Manager and Specialist leader of education
Chris Young	Teaching Assistant
Charlotte Clarke	English Teacher
Tammy Mahey	Teaching Assistant
Sonya Woollery	Teaching Assistant
Marvarick Perry	Caretaker

Introduction:

This report is in addition to the earlier Governors meeting held on 29th September 2022 where I presented the schools successes with regards to the RAP 2021-22, the Year 11 leavers (2022) GCSE results/ destination data and the tone of "Shaping the Narrative" on the first day of term to staff and allowing staff to understand, (and believe), the expectations for the year ahead. At that meeting we were also able to discuss the internal feedback from the schools "graded inspection" – previously known as Section 5 inspection, in the absence of the final report being released.

It is with great pride that I can share that Ofsted regarded Elmwood as a good[1] school during its visit on the 21st – 22nd September 2022. This outcome is testament to the determination, passion, and commitment to leader's aspirations to make Elmwood great (once again). Whilst the structure of the final report is brief in its nature it is very apparent that this judgement would be regarded as a "Strong" Good with the potential for further growth to Outstanding at the time of our next graded inspection.

Sally Rowe, Executive Director for Childrens Services, at Walsall LA, emailed stating *'Hi Lee have just read your report and what a fabulous read it is! You must be so pleased as it really shows how wonderful the experience of being a pupil at Elmwood is for some of our most complex children and young people. Well done to you, your team and all the pupils*.

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[1] https://www.elmwood.walsall.sch.uk/ofsted

Sharon Kelly, Director for Access and Inclusion emailed stating: *Just wanted to say- great news – I'm so pleased for you and the staff, I know you've put a lot of hard work into the school and its development- well done!!!!!!!!!*

Leaders have already started to implement some of the advice and guidance from the Inspectoral Team to support the aspiration to be at least 1% in everything that we do for the Elmwood Community.

We welcomed our largest Yr7 cohort ever (20) into Elmwood in September 2021, following the work within the school during the Summer to secure an additional classroom to facilitate this additional need (identified by the Local Authority). The 21st place within this cohort was following a successful assessment place throughout the SuT 2022; this pupil has been age retained due to no provision within their chronological age group and due to significant disruption to education and identified Cognition and Learning. On the whole they have settled extremely well and, it is apparent, that those pupils who engaged with the 2.5 days of transition during July 2022 have had a much more productive and purposeful start to the academic year.

During the Macmillan Coffee Morning (30/09/22) 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 and to see the locality worker for Early Help, Sarah Tapscott, on what provision / support is available for them.

"It was a pleasure to attend your coffee morning today. It was lovely to see parents and so many young people in attendance and supporting. The young people did a great job!"

Sarah Tapscott, East Early Help Partnership Officer

The school continues to grow in a sustainable manner, whilst not impacting on the breadth of the curriculum and detracting from the school's core values. This year we have 77 pupils on roll, which is 10 pupils / 15% over the schools Pupil Admission Number (PAN). I am constantly subjected to many requests from Walsall (and other Local Authorities) for additional places at Elmwood. I am working in collaboration with the Local Authority to meet the ever-growing need of SEMH locally and nationally and have been supporting Mr James Ludlow, Principal at Joseph Leckie Academy, within initial scoping activities around the potential additional resource provision for SEMH within his school building, as well as looking at individual pupils within specific year groups to see if we are able to meet need and thrive for that pupil and their family.

Quality of Education at Elmwood School
The last *internal data* set was taken from July 2022 which identified many strengths regarding pupil progress – but more importantly enables some insights into components of the curriculum that will shape the schools drive for further improvement. The initial themes are:
*   Introduction of "Thinking Drivers" to support reflection and improved teaching and learning.
*   Supporting metacognition to facilitate "working memory" and cross school study.
*   Communication pathways that support our current practice and ethos through ELKAN.
*   Independent writing and interventions to support high quality teaching.
*   Formal exposure to geography and history for pupils in KS3.
Curriculum Leads and SLT have maintained appropriate review cycles of their departmental 3I documents and 30-minute conversations, which were essential preparation for our Ofsted

inspection and enabled Curriculum Leaders to speak positively and accurately about their departments:

> "Curriculum Lead in Math's and English are extremely passionate and knowledgeable about their department. This is then reinforced across the departments practice."
>
> Ofsted Inspectors, 09/2022

These proformas and method of work have also been shared amongst Special Heads, Walsall and West Midlands SEMH Headteachers as effective ways of preparing for Ofsted. Lesson observations occurred jointly with Ofsted Inspectors within the following subjects:
English; Maths; Social Reading; PE and PSHEe where 10/14 = 71% teachers / Instructors were observed. In addition to this SLT completed joint observations w/b 31.10.22 – w/e 18.11.22 in which staff were observed in all subject areas that they teach to support next steps (specifically within the foundation subjects).

Year 11 Leavers 2022:
This year pupils returned to full examination series (in addition to maintaining appropriate coursework moderation / verification). I have been able to maintain strong links with other SEMH providers to provide context and comparison for external partners and Governors. Here is the current data that was shared to stakeholders (including pupils during an aspirations assembly on 16.09.22):

Subject	Elmwood School, Walsall (Cohort size 17)	SEMH Independent School, Staffordshire Moorlands (Cohort size 7)	SEMH Independent School, Stoke (Cohort size 4)	SEMH Independent School, Stafford (Cohort size 10)	SEMH School, Sandwell (Cohort size 10)	SEMH School, Bristol (Cohort size 3)	SEMH School, Redditch (Cohort size 17)	SEMH School, Dudley (Cohort 10)	SEMH PRU, Wolverhampton (Cohort size 10)	SEMH PRU, Cheshire (Cohort size 19)
Average English APS / GCSE Grade	36APS / Grade 3	30APS / Grade 2	16APS / EL3	21APS / EL3	13APS / EL2	48APS / Grade 5	25APS / Grade 2	33APS / Grade 2	29APS / Grade 2	26APS / Grade 2
Average Maths APS / GCSE Grade	42APS / Grade 4	32APS / Grade 2	16APS / EL3	17APS / EL3	14APS / EL2	36APS / Grade 3	24APS / Grade 2	38APS / Grade 3	22APS / Grade 1	24APS / Grade 1
Average Science APS / GCSE Grade	39APS / Grade 3	22APS / Grade 1	15APS / EL2	18APS / EL3	28APS / Grade 2	34APS / Grade 3	0APS	39APS / Grade 3	30APS / Grade 2	27APS / Grade 2

The colour codes are making reference to the average grade when compared to Elmwood.[2] As you can see from this simple comparison there is a significant disparity in the number of pupils within each of

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[2]

	Above the average grade boundary as Elmwood
	Same average grade boundary as Elmwood
	Below the average grade boundary as Elmwood

the cohorts (with Elmwood having a significantly larger cohort than most, in most cases 50% or 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 2022 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) pathway who have continued to develop improvement.

Academic Year	Average APS points (In school cohort)	Improvement
2021-22	279 (without C&L group) 232* includes the C&L pathway.	+10 (without C&L group) +7* includes the C&L pathway.
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	

As of October 2022, we can state the following for Year 11 (2022 Leavers):

Destination	No of Pupils	% of Pupils
College / Training Provider	16	94.11765
NEET (but engaging)	0	0
NEET (but not engaging)	0	0
Employed	0	0
Other	1	0
Total	17	100

If we look at the Year 11 (2021 Leavers)

Destination	No of Pupils	% of Pupils
College / Training Provider	13	76.47059
NEET (but engaging)	1	5.882353
NEET (but not engaging)	1	5.882353
Employed	1	5.882353
Other	1	5.882353
Total	17	100

The above is evidence of the robust transition and communication that occurs between Post-16 providers, parents / carers and pupils. I will be attending EHCP review meetings / providing advice and guidance to maintain stability and to secure for the minority further placements. The only NEET for 2022 is due to the pupils EHCP being ceased in July 2022.

The school continues to use "The National Strategies: Data Set 1, Progression Guidelines"[3] 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	9/14 pupils (64%) are within the median quartile (or above), with 9/9 (100%) of that population achieving at least an upper quartile judgement with 2/9 pupils (22%) achieving above upper quartile. Therefore, a judgement of **Requires Improvement.** I believe that this is 14% (2 pupils that needed to be shifted from LQ to at least MQ) to achieve the judgement of **good.**	14/16 pupils (88%) are within the median quartile (or above), with 9/14 (64%) of that population achieving at least an upper quartile judgement with 6/9 pupils (67%) achieving above upper quartile. Therefore, a judgement of **outstanding**.
Maths	100% (14/14 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.**	15/16 pupils (94%) achieved at least median quartile judgement, of that 13/15 pupils (87%) achieving at least an upper quartile (or better), with 13/13 pupils (100%) of those achieving above upper quartile judgement, meaning a judgement of **outstanding.**

The attainment across the core subject is broadly in line with the previous three 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 5 / 46APS	N/A	Above Upper Quartile
B	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
C	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
D	Grade 6 / 50APS	Above Upper Quartile	Median Quartile
E	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
F	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
G	Grade 2 / 28APS	Lower Quartile	Median Quartile
H	Grade 2 / 28APS	Lower Quartile	Median Quartile
I	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
J	Grade 2 / 28APS	Lower Quartile	Lower Quartile

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[3] The following explains how attainment and progress are defined
https://www.elmwood.walsall.sch.uk/examination-information

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

Science Gateway Certificate and / or GCSE:

Pupil	Grade / APS	KS3-4 Progress Judgement
A	Grade 5 / 46APS	**Above Expected**
B	Grade 5 / 46APS	**Above Expected**
C	Grade 5 / 46APS	**Above Expected**
D	Grade 5 / 46APS	**Above Expected**
E	Grade 5 / 46APS	**Above Expected**
F	Grade 5 / 46APS	**Above Expected**
G	Grade 2 / 28APS	**Below Expected**
H	Grade 2 / 28APS	**Below Expected**
I	Grade 5 / 46APS	**Above 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 [4] the Summer Term 2021-22 Target Group Monitoring Document (Year 11 Leavers), and whole school within the Summer Term 2021-22 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) and writing, specifically extended and independent.

Quality of teaching in Elmwood School: *(sub section within the Quality of Education)*
Building upon the success of last year and our recent inspection we have created a robust and appropriate Teaching, Learning and Assessment Timetable for 2022-23 which has been shared with staff accordingly. We will utilise a variety of external Quality Assurance partners, SLT and Curriculum Leads observations, Pupil Voice discussion groups, Work Scrutiny, pupil tracking through learning bases and rapid feedback visits. We will also be able to utilise the "Thinking Drivers" fortnightly reflective spaces to judge the quality of education and impact of any new intervention.

All members of staff were completed on 03.10.22 a review of their 2021-22 performance appraisal and set appropriate targets for 2022-23. Moderation of a Main Scale Teacher, Upper Pay Scale Teacher, Teaching Assistant and Administration occurs across the SLT based on the review of 2021-22 targets and appropriate and challenging targets for the upcoming academic. It was shared at Finance Committee Meeting held on 3.11.22 that 16/17 = 94% of Teaching Assistants successfully completed all of their targets; 5/5 = 100% of non-Teaching Assistant staff completed all their targets and 14/14 = 100% of Instructors / Teachers achieved their targets for 2021-22. Therefore, 11/12 = 92% were eligible and successful for incremental payments from September 2022 or April 2023.

The Headteacher's appraisal was also completed on 04.10.22 supported by Pat Hunt. This was ratified at the same Finance Committee Meeting.

Behaviours and Attitudes at Elmwood School:
Martin Hawkes has completed detailed analysis of bullying incidents, racist incidents, suspensions and attendance (supported by Lee Cross).

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 5) physical intervention using a shield to cradle.

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)

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[4] http://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium

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 actively 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' attitudes are consistently positive.

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

- Pupil's 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).

EMO-Diversity and Emotion graphs:

High 60-100%	Experiences a wide range of emotions which are both positive and negative. Is able to self or co regulate.	Staff to use name and tame techniques during group discussion to broaden emotion understanding
Good 40-60%	Experiences a range of emotions which are positive and/or negative. Is able to co regulate.	Staff to use name and tame techniques during group discussion to broaden emotion understanding / emotion coaching
Vulnerable 30-40%	Experience a small range of emotions and/or singular emotions at a high intensity. This may be positive or negative.	Mentoring with emotion coach GO ZEN!
Very Low 0-30%	Experiences a singular emotion most often which is a high intensity. This may be positive or negative.	1 to 1 support with outside agencies i.e. CAMHS

Highlights

- Pupils at Elmwood School demonstrate Good behaviour. Pupils within Nurture base have Good EMO-Diversity and Behaviour and across Transition and Pathways base is Good. This would suggest that as pupils move through the school years, they are able to 1) label how they feel 2) recognise an emotion 3) co-regulate with an adult 4) express their thoughts, feelings and opinions and 5) being able to self-regulate.
- Physical interventions remain consistently low within the school and there has been a decrease in Medium and High incidents.
- Conflict resolutions are showing a reduction in repeated friendship related issues within the school.
- Racist incidents have decreased from AT1 to AT2 2022.

Bullying Incidents

The data set has been organised into two separate comparisons. Firstly, a snapshot comparison from Autumn Term one 2021 and Autumn Term Two 2022. Secondly, we dive into the data sets of Autumn Term One 2022 to Autumn Term Two 2022 and look to make a comparison between. Through this process of dissecting two separate comparisons, 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 2021-2022 we can see that there has been an increase in bullying incidents. There is also an increase in the amount of victims between the two data sets.

A note here is that we now record bulling and friendship related incidents. As we can see, there were 15 friendship related incidents in total and only 7 bullying. Out of the 7 bullying incidents half of these were instigated by the same perpetrator in year 7. Reflective sessions have been scheduled to support this perpetrator in AT2 and beyond.

	Autumn Term 1 2021	Autumn Term 1 2022	+ / - sway

Bullying/friendship Incidents	13	23 7 bullying incidents 15 friendship related	+10
Number of Perpetrators	5	3	-2
Number of Victims	4	6	+2

A focus on Autumn Term 2 2022, we can see that there were 3 perpetrators out of 7 incidents. It is noticeable that there were 2 perpetrators within Transition Base and 1 perpetrator within Nurture Base.

How have we supported the perpetrators and victims?

- Through acting early and using an isolation for perpetrators within nurture after an incident which occurred in their class
- A whole school focus around conflict resolution as a strategy rather than going straight to an isolation. Below I have listed the conflict resolutions that have taken place.

Conflict resolutions

	Autumn Term 1 2022	Autumn Term 2 2022	+ / - sway
Conflict resolutions	10	14	+4

It has been really positive to see that staff are utilising the model within bases to prevent further incidents from occurring.

Using this model enables pupils to take ownership of solving problems rather than continuing to dwell over issues. It also allows pupils to develop empathy through looking at the perspective of another pupil.

Conflict resolutions show a decrease in repeated incidents between two students. Although there are still some repeated incidents this process allows pupils to share and solve issues.

	Autumn Term 1 2022	Autumn Term 2 2022 (to date)	+ / - sway
Bullying/friendship Incidents	23 7 bullying incidents 15 friendship related	23 5 bullying incidents 16 friendship related	0
Number of Perpetrators	3	3	0
Number of Victims	6	5	-1

We can see from the comparison of these two data sets, we can see that bullying incidents within the school did remain consistent between adjacent terms. 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.

We will continue to use the conflict resolution approach to support friendship issues within the bases as this has shown to be positive to reduce further friendship or bullying issues. We note that out of the 23 incidents of Bullying/friendship 5/23 of these were related to bullying whereby there was a victim and a penetrator. The other incidents were solely relationship/friendship issues whereby conflict resolutions were used to support these issues within the group.

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. In the Autumn Term 1 of 2022 we saw an increase in racist incidents. This has been mainly seen within nurture base and the words used on the most part have been discriminatory but not directed in the right context.

	Autumn Term 1 2022	Autumn Term 2 2022	+ / - sway
Racist Incidents	11	6	-5

If we look closely at the racist incidents in Autumn Term 2022 we can see that 80% of the incidents involved 1 student in the school. The pupil concerned is aware of policy and procedures and the student completed 1 separate session out of his community base. The student also completed the racism pack on all 3 occasions, however we found that due to their level of cognition and learning the incidents still continued. This student now undertakes a reflection pack following each incident and staff use facial expression to demonstrate their feelings. This strategy has had a positive impact on this student's behaviour and has been a factor in the decrease.

	Autumn Term 1 2021	Autumn Term 1 2022	+ / - sway
Racist Incidents	4	11	+7

Suspensions

Since the start of the Autumn Term One 2022 there has been the following:

Term	Total number of Suspensions	Number of pupils suspended	Total days lost
Autumn Term One 2022	4	4	5
Autumn Term Two 2022	2	2	2

Firstly, we can see from Autumn Term 1 to Autumn Term 2 2022 that there was a slight decrease in number of suspensions and number of pupils suspended.

The following interventions are still being used to support pupils within school to prevent further suspensions.

- Reflective sessions with SLT
- Isolation from community base
- Conflict resolutions with SLT
- Individual risk assessment in place to support reintegration post suspensions.
- 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 provision and Educational Psychologist input

Use of Force / Physical Interventions

The following data sets show a comparison over the last 2 half terms and a snapshot Autumn Term one a year apart. Firstly, we will look into a comparison between the last 2 half terms.

Physical interventions	Autumn Term One 2022	Autumn Term Two 2022
Low Risk	29	14
Medium Risk	1	2
High Risk	1	0
Total	31	16

We can see from the above data set from the whole academic year thus far that, physical interventions remain consistently low within the school. We can see that from Autumn Term one 2022 to Autumn Term Two 2022 that there has been a decrease in Medium and High incidents.

What are we doing as a school to reduce the need for physical intervention and reduce risk?

- Maintaining a whole school focus on Emotion Coaching and rights and responsibilities.
- A move towards a focus on supporting emotional intelligence and regulation in the Nurture base over the last 2 academic years.
- Supporting pupils to choose an effective pupil request to act as a regulation tool for them so they can utilise during times of emotion.
- Continual staff training in behaviour and attitudes e.g. Team Teach Training and Emotion Coaching.
- Risk assessment and targeted IBPs.
- Group interventions using GoZen! to support pupils in different emotions.

Physical interventions	Autumn Term One 2021	Autumn Term One 2022	+ / - sway
Low Risk	20	29	+9
Medium Risk	7	1	-6
High Risk	0	1	+1
Total	27	31	+4

Currently physical interventions are low within Transition and Pathways bases as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. Currently nurture pupils make up for 85% of all physical interventions.

Staff are continually challenged to reduce risk within their group and focus on a solution focused approach for this. It has been pleasing to see that those pupils who were high in physical interventions last academic year are now significantly reduced.

Emotion and Behaviour monitoring graphs

| Autumn Term 1 2022			
Year group	Mode Emotion	Accumulative EMO-Diversity %	EMO-Diversity score
7a	Happy and Calm	40%	Good
7b	Happy and Excited	45%	Good
7c	Happy and Calm	40%	Good
8a	Amused and Calm	50%	Good
8b	Happy and Calm	40%	Good
Totals	Happy and Calm	40%	Good

Appendix: Emotion Graphs for 7a, 7b, 7c, 8a and 8b.

We can observe from the table above that the mode emotion across the nurture base is happy and calm. This would suggest that for the majority of the time during the school day, pupils are happy and calm. Pupils within 8a are Amused and we can see that during lessons of high arousal, pupils within this class struggle to contain and manage the emotion of excitement. Pupils within 7b have a mode of calm and happy which we can see during morning check ins and check out. Due to pupils within 7c class showing a low EMO-Diversity score on average, we have recently challenged the pupils to express themselves more often in times of emotion. Observations during check ins and out would show that pupils in this group have a lower understanding of emotions.

Upcoming and continuing interventions for Nurture base are as follows:

- Individual groups posed a target to express a specific emotion
- Anger workshops to broaden to the whole of year 7 after half term.

Cumulative % obtained for behaviour expectations 2022-2023
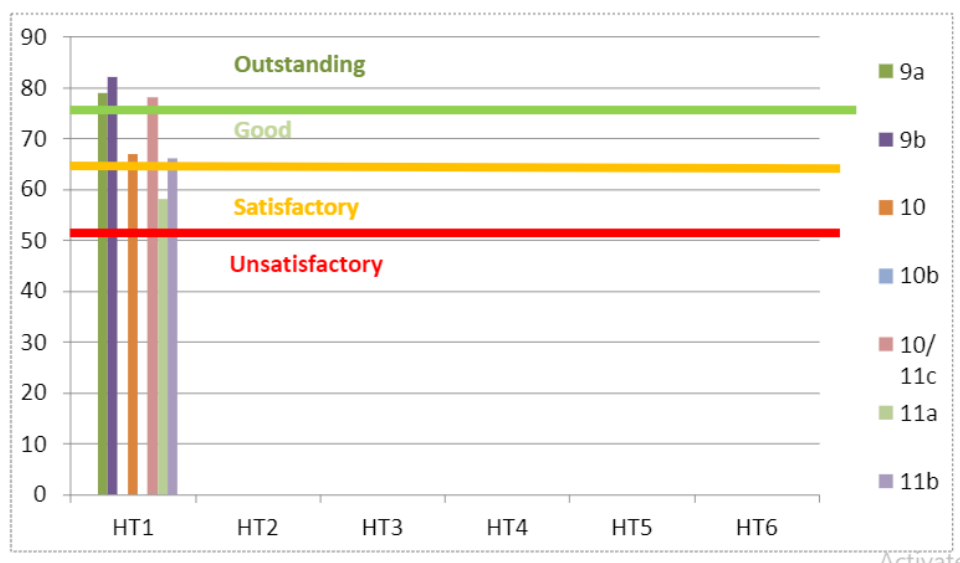
Pupils at Elmwood are asked to reflect and take responsibility for their own behaviours during three episodes of group discussion each day. The behaviour's that are discussed are as follows:

Safe body, Positive mouth, Stay in zone, Respect property, Follow instructions, Finish task.

Each group secures a cumulative percentage score over the half term which we can see in the table above. This data shows the following:

Behaviour for learning within the Transition base can be judged using a cumulative percentage as Good (82%). The judgement within Pathways base is Satisfactory (67%). Thus the whole school behaviour (transition and pathways) can be judged as being Good (72%).

Combining this data with the EMO-Diversity data we can make a confident judgement to say that at Elmwood School, pupils within Nurture base have Good EMO-Diversity and Behaviour across Transition and Pathways base is Good. Therefore, pupils at Elmwood School demonstrate Good behaviour. This would suggest that as pupils move through the school years, they are able to 1) label how they feel 2) recognise an emotion 3) co-regulate with an adult 4) express their thoughts, feelings and opinions and 5) being able to self-regulate.

School Attendance: Autumn Term One – 5th September 2022 to 21st October 2022 (half term)

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
77	84.76%	11.01%	4.23%

	Autumn Term One 2021/2022	Autumn Term One 2022/2023	+ / - sway
Overall Attendance	86.65%	84.76%	-1.89%
Authorised Absence	9.92%	11.01%	+1.09%

Unauthorised Absence	3.44%	4.23%	+0.79%
Persistent Absentees (those pupils with 90% attendance or below)	21 Pupils (3 pupils no longer on role by the end of the academic year).	21 Pupils (1 pupil no longer on roll)	0 pupils

Notable absences:

- 11b pupil despite implementing an integration timetable during SuT 2022 hasn't really returned to school full time, despite a re-integration timetable again to manage their perceived anxieties and learnt behaviours for school avoidance. Professionals are collating relevant information to present at an upcoming EHCP meeting potentially requesting a change of placement due to their belief that the school is unable to meet need.
- KS4 mixed pupil continues to be successfully engaging with flexi-school arrangements, building upon the successes of 2021-22. This has been a positive intervention in supporting the pupil with their academic and social and emotional needs.
- 10a pupil has embarked on their flexi-school arrangements following ongoing discussions during SuT 2022 about the suitability of Elective Home Education. All professionals, parents and pupil believe this is the appropriate pathway in maintaining an academic underpinning and preparation for Post-16 options (in the future).
- 10b pupil still remains not in education despite school request in 09.2021 of a change of placement due to not being able to meet need. This was reinforced again 10.2022 and further consultations have occurred for more appropriate schools. We have maintained statutory safe and well visits every 10 days and maintaining appropriate health checks.
- 7b pupil hasn't engaged with the Elmwood Way and parents have requested a change of placement to a local secondary mainstream. 2 schools are currently being consulted and it is anticipated a decision will be made by December 2022. If successful, this will increase capacity within this cohort to support another young person.

In addition to this we are typically having challenges with a number of our LAC pupils (specifically Walsall LAC's). This will be discussed in detail during our monitoring review on 9.12.22 with Walsall Virtual Schools as we don't have any statutory responsibility to use the usual channels of school attendance enforcement.

Modified Timetables
All timetables were launched at the start of the Autumn Term 2022 and reviewed again w/b 21.11.22 and shared with the Local Authority CMFE Team.

- 1/77 = 1.3% accessing a modified hours timetable using an alternative provision.
- 3/77 = 3.9% are school refusing.
- 2/77 = 2.6% are formally Flexi-Schooled.

Volunteers:
We continue to have discussions with external agencies of ways to support them in securing experiences within our setting. Following a presentation by M Hawkes to Wolverhampton University – Walsall Campus we were successful in securing 2 PE and Sport students to support over a period of

10 weeks. We are also in the planning stage for our annual SCITT experience for 20 Secondary Trainee Teachers and 13 Primary Trainee Teachers to have a day in the life at Elmwood.

<u>Work Experience / Contact with Employees:</u>
The school has welcomed Lynn Jones, potential Enterprise Advisor, on a day's experience (29.11.22) to get a real feel for the types of pupils we support with the potential of engaging them in interview preparation, the importance of induction and potential supported internships within the Company DPD. This could be an extremely exciting relationship and one that will strengthen our Careers Education. I have completed our first Gatsby Benchmark assessment of the academic year [5] . From January 2023 a new piece of legislation is coming into force Provider Access Legislation (PAL) and this will be addressed through **Black Country Insights** which will be a cohesive offer to schools with a firm commitment from Independent Training Providers (ITPs), Employers and Colleges to support varied and meaningful activities ongoing that will contribute to better outcomes for pupils.

<u>Safeguarding / LAC:</u>
Here is a breakdown of the number of LAC pupils within the school (November 2022):

Year	Number of Pupils
11	5 (Wolverhampton LA; Staffordshire LA & Walsall LA)
10	2 (Walsall LA)
9	2 (Walsall LA & Derbyshire LA)
8	4 (Sandwell LA, Walsall LA)
7 (including 1 age retained pupil)	4 (Derby City LA, Walsall LA)

The school has 17/77 = 22% of the school population identified as LAC (this remains extremely high for our school population).
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". The only LA who allocates 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 (November 2022) which will enable for effective target setting.
Key:

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

Pupil	Reading	Writing	Maths	Science
9a (Walsall)				
9b (Derbyshire)				
8a (Sandwell)				

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[5] https://www.elmwood.walsall.sch.uk/teaching-and-learning/careers

8a (Walsall)	[dark green]	[pink]	[light green]	[dark green]
8b (Walsall)	[dark green]	[dark green]	[dark green]	[dark green]
8b* (Walsall)	[pink]	[dark green]	[dark green]	[dark green]
7a (Walsall)	[light green]	[light green]	[light green]	[dark green]
7a (Derby City)	[light green]	[light green]	[light green]	[dark green]
7b (Walsall)	[light green]	[light green]	[light green]	[light green]
7c (Walsall)	[light green]	[light green]	[light green]	[light green]
	70% working at or above expected progress from baseline entry. 29% of that cohort working above expected progress.	70% working at or above expected progress from baseline entry. 43% of that cohort working above expected progress.	90% working at or above expected progress from baseline entry. 22% of that cohort working above expected progress.	100% working at or above expected progress from baseline entry. 50% of that cohort working above expected progress.

Strengths	Areas for Development
• Reading, writing, maths and science progress from baseline is at least expected (school's judgement of at least good) • 5 out of 10 pupils achieved at least expected progress across all core subjects. • All year 7 pupils completed baseline assessments.	• Progress across the group in reading and writing aren't consistent or in line with SuT 2022. • 1 pupil continues to perform well on assessments in English, despite support. • 2 pupils working below expected progress in reading have a secondary need of Cognition & Learning and so will be embarking on a 10 week reading intervention from January 2023.

Pupil	English	Maths	Science
Year 11a (Walsall)	[dark green]	[light green]	[dark green]
Year 11a (Walsall)	Home Tuition		
Year 11a (Walsall) *section 20*	[dark green]	[dark green]	[dark green]
Year 11b (Wolverhampton)	[dark green]	[light green]	[pink]
Year 11c (Staffordshire)	[dark green]	[dark green]	N/A
Year 10 (Walsall) *re-unification process*	[dark green]	[dark green]	[dark green]
Judgements:	83% working at or above expected progress. 100% of that cohort working above expected progress.	83% working at or above expected progress. 60% of that cohort working above expected progress.	60% working at or above expected progress. 75% of that cohort working above expected progress.

Strengths	Areas for Development
• English and Maths progress from EKS3 to EKS4 is above expected progress.	• Unable to share current working levels of the pupil currently accessing Home Tuition. • 1 pupil currently refusing to engage in Science, this will have a negative impact on

• 3 out of 4 pupils (eligible and in school) achieved at least expected progress all core subjects.	her Post-16 application forms (based on vocational area of interest). • Some pupils are coasting and there will be a discussion with Curriculum Leads (following data analysis) to ascertain new target setting.

Quality of leadership and management of Elmwood School:

RAP 2021-22 IMPACT:

Please look at the review of 2021-22, this was signed off by the scrutiny group and has helped shape leader's initial themes in 2022-23. Following the recently released Ofsted report, leaders and governors, will change the format of school improvement looking at a 3-year strategic document with an operational approach of smaller steps to address the areas identified following the inspection, as well as developing a greater level of creativity and opportunity to develop and embed our recent changes. With this in mind, the scrutiny group will form a more purposeful role in looking at the strategic progress and not the operational termly / annual progress.

Curriculum Developments:

Autumn Term 2022 Developments

- Theme has included a formal element of geography and history across Key Stage 3 as a means of supporting the Votes for School curriculum.
- The Cognition and Learning pathway has introduced more units to utilise (due to qualification amendments), this has included greater focus on pupil supporting across the curriculum / personalised to their areas of interests.
- Year 11 ASDAN cohort isn't occurring this year and instead are working towards an Entry Level 3 qualification in carpentry, as well as supporting preparation for adulthood.
- Small Animal Care is being taught by Rodbaston College – using City & Guilds framework. This supports transitions to Rodbaston and enables greater identification of working level at Post-16.
- New provider (Learn Play Ltd) has been approached to support a new need in KS4 around media and media production. They have the specialist knowledge and equipment to enable this small cohort to work through a Level 1 BTEC in Media / Creative Industries.
- The use of Zoom to support a Flexi-schooled pupil in year 11 is continuing to prove successful.
- The use of a tuition provider has also maintained an educational provision for a pupil who demonstrated considerable risk at school and on alternative provision.

Continual Professional Development:

- James Francis is coming to the end of his NPQLT and formalising the work within his Technologies Department throughout the AuT 2022.
- Ashley Bullock has attended his first face to face event for his NPQLTD and we are excited about how this learning will support his whole school responsibility in building upon the communication devices used across the school.
- Hardeep Garcha and Paul Middleton are also supporting Ashley Bullock through their ELKAN training which will be shared with all staff on 03.01.2023 during our whole school INSET.

- 10 members of staff have completed an intensive programme to support reading for pupils who are in the early stages of their reading or struggling to make progress. This training will support the implementation in SpT 2023 and will also address some of the challenges within the AuT2022 data.
- 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, staff were able to receive the new updates for their own Team Teach training (24th to 25th November 2022).
- Lee Cross has also continued his progress to becoming an Ofsted Inspector, with support from the Governing Body, School Improvement Partner and a serving Ofsted Inspector.
- Chris Bowen is also progressing through his PAPPA Assessment which will build capacity and be cost effective in delivering Access Arrangements for our pupils (who require them).
- Laura Askins and Olivia Dipionia were positive attendees at their Local ECT Conference (14.10.22):

> "Both Olivia and Laura were a credit to you today at the ECT conference."
> Cheryl Heaton, Primary SCITT Manager and Specialist Leader of Education

Announcements:
- Chris Young and his partner Abbie welcomed the birth of their first child, Arlo.
- Charlotte Clarke and Paul Middleton welcome a little brother, Maverick, for Maisie and Henry.
- Successful appointments of Tammy Mahey and Sonya Woollery as Teaching Assistants within the school.
- Maverick Perry was appointed as caretaker and is progressing through his training programme.

Following any inspection there is always a period of de-compression but leaders have used their knowledge and experience of managing staff through the COVID-19 pandemic using Fisher's Process of Transition and knowing when to just maintain and when to drive forward. I believe that we have managed this well and this has enabled a period of re-focus for all staff as we bring the AuT 2022 to a close with a clear focus on driving sustainable change as we reflect on the recommendations following the inspection.

A great job (by all) – and one that we should all be extremely proud of.

MR LEE CROSS
HEADTEACHER

Autumn Term One 2022-23 (Class 7b)

Pupil	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Mode 1/2 Term			Emotions Experienced 1/2 Term	Emo Score
Pupil A	11	11	11	11	11	11	11	Most Common Emotion	Happy		
	2	2	2	2	2	2	2	Most Common Intensity	2	1.2.7.8.10.11.13.14	40%
Pupil B	11	11	11	11	11	11	11	Most Common Emotion	Happy		
	2	2	2	2	2	2	2	Most Common Intensity	2	1.3.7.8.9.10.11.13.19.20	50%
Pupil C	11	11	11	11	13	11	11	Most Common Emotion	Happy		
	2	2	2	2	2	2	2	Most Common Intensity	2	1,7,8,10,11,13,16,20	40%
Pupil D	10	10	#N/A	#N/A	#N/A	#N/A	#N/A	Most Common Emotion	Calm		
	2	2	#N/A	#N/A	#N/A	#N/A	#N/A	Most Common Intensity	1		
Pupil E	11	0	11	11	7	11	11	Most Common Emotion	Happy		
	2	0	2	1	2	2	2	Most Common Intensity	2	3.5.7.8.11.12.13.20	40%
Pupil F	8	0	0	0	10	11	0	Most Common Emotion	Mixed		
	2	0	0	0	2	2	2	Most Common Intensity	2	5.6.7.8.11.13.14.17.20	45%
	11	11	11	11	11	11	11	Most Common Emotion	Happy		
	2	2	2	2	2	2	2	Most Common Intensity	2	1.5.7.8.11.13.20	35%

Most Common Class Emotion Experienced:	Happy and Excited
Target Emotion To Encourage and Focus on:	Proud

Autumn Term One 2022-23 (Class 7A)

Pupil	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Mode 1/2 Term			Emotions Experienced 1/2 Term	Emo Score
Pupil A	13	11	7	11	13	11	11	Most Common Emotion	Happy		
	3	3	3	3	1	3	3	Most Common Intensity	3	1.2.3.7.8.11.13.15.18.20	50%
Pupil B	7	11	11	11	11	11	11	Most Common Emotion	Happy		
	3	3	3	2	3	2	3	Most Common Intensity	3	2.7.10.11.13.16.19	35%
Pupil C	10	10	10	10	10	10	10	Most Common Emotion	Calm		
	1	3	3	3	2	3	3	Most Common Intensity	3	7.8.10.11.12.13.18	35%
Pupil D	10	0	11	11	10	10	10	Most Common Emotion	Happy		
	3	3	3	3	1	3	3	Most Common Intensity	3	1.3.7.8.10.11.13.20	40%
Pupil E	3	0	11	1	1	11	11	Most Common Emotion	Angry		
	3	0	3	3	2	2	3	Most Common Intensity	3	1.2.3.7.8.11.13.20	40%
Pupil F	11	11	11	11	11	11	11	Most Common Emotion	Happy		
	3	3	3	3	3	2	1	Most Common Intensity	1	1.3.10.11.13.20	30%
	11	11	11	11	10	11	11	Most Common Emotion	Happy		
	1	2	2	3	3	3	3	Most Common Intensity	2	2.8.10.11.12.13.20	35%

Most Common Class Emotion Experienced:	Happy and Calm
Target Emotion To Encourage and Focus on:	Grateful

Autumn Term One 2022-23 (Class 7c)

Pupil	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Mode 1/2 Term			Emotions Experienced 1/2 Term	Emo Score
Pupil A	10	10	11	10	10	11	10	Most Common Emotion	Calm		
	2	2	2	2	2	2	2	Most Common Intensity	2	1.6.7.8.9.10.13.20	40%
Pupil B	10	10	11	11	12	11	11	Most Common Emotion	Calm		
	2	2	2	2	2	2	2	Most Common Intensity	2	7.8.10.12.13.20	30%
Pupil C	10	10	11	11	11	11	11	Most Common Emotion	Happy		
	2	2	2	3	2	3	2	Most Common Intensity	2	1.3.7.8.10.11.12.13.16.19	50%
Pupil D	11	0	10	11	11	11	11	Most Common Emotion	Happy		
	2	3	2	2	2	2	2	Most Common Intensity	2	1.7.8.10.11.13.15.16.18.20	50%
Pupil E	11	0	13	11	11	11	11	Most Common Emotion	Happy		
	2	0	2	2	2	2	2	Most Common Intensity	2	2.3.10.11.12.13.18.19.20	45%
	10	10	10	8	10	8	10	Most Common Emotion	Calm		
	2	2	2	2	2	2	2	Most Common Intensity	2	3.6.7.8.10.11.12.13.	40%
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	Most Common Emotion	0		
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	Most Common Intensity	0		

Most Common Class Emotion Experienced:	Happy and Calm
Target Emotion To Encourage and Focus on:	Proud

Autumn Term One 2022-23 (Class 8A)

Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Mode 1/2 Term		Mode Emotion	Emotions Experienced 1/2 Term	Emo Score
8	13	13	8	11	11	8	Most Common Emotion	Frustrated		
3	3	3	3	3	3	3	Most Common Intensity	3	1.3.7.8.11.13.15.16.19.20	50%
11	11	7	3	7	7	7	Most Common Emotion	Sad		
3	3	3	3	3	1	3	Most Common Intensity	3	6.7.8.9.10.11.13.15.16.19.20	55%
10	10	10	10	10	10	10	Most Common Emotion	Calm		
1	1	1	1	1	1	1	Most Common Intensity	1	6.7.9.10.13.15.18.20	40%
13	13	10	13	11	13	13	Most Common Emotion	Excited		
2	2	2	3	2	2	2	Most Common Intensity	2	3.4.7.8.10.11.15.20	45%
10	0	10	10	10	10	10	Most Common Emotion	Calm		
1	0	1	1	1	1	1	Most Common Intensity	1	7.8.10.11.12.13.16.20	45%
15	15	15	15	15	15	15	Most Common Emotion	Amused		
1	2	2	2	2	2	2	Most Common Intensity	2	1.2.8.11.12.18.19	40%
15	15	15	15	15	8	15	Most Common Emotion	Amused		
2	2	2	2	2	2	2	Most Common Intensity	2	1.7.8.11.13.15.20	40%

Most Common Class Emotion Experienced:	Amused and Calm
Target Emotion To Encourage and Focus on:	Grateful

Autumn Term One 2022-23 (Class 8B)

Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Mode 1/2 Term		Mode Emotion	Emotions Experienced 1/2 Term	Emo Score
11	11	11	10	11	11	10	11	Most Common Emotion	Happy		
2	1	1	1	2	2	1	1	Most Common Intensity	1	6.7.8.10.11.14.15.19.20	45%
10	10	10	13	10	13	8	10	Most Common Emotion	Calm		
2	2	2	2	2	2	2	2	Most Common Intensity	2	3.6.7.8.9.10.12.13.20	45%
11	11	11	11	11	11	11	11	Most Common Emotion	Happy		
2	1	1	1	1	1	1	1	Most Common Intensity	1	7.10.11.19.20	25%
13	13	13	13	13	20	13	13	Most Common Emotion	Excited		
2	2	2	2	2	2	2	2	Most Common Intensity	2	7.8.10.11.13.15.19.20	45%
13	0	10	10	11	6	10	10	Most Common Emotion	Calm		
3	0	2	2	2	2	2	2	Most Common Intensity	2	1.6.7.8.11.13.16.19.20	50%
10	10	10	10	10	10	10	10	Most Common Emotion	Calm		
2	2	2	2	2	2	2	2	Most Common Intensity	2	8.10.11.13.19.20	30%
11	11	11	11	11	11	10	12	Most Common Emotion	Focused		
3	2	2	2	2	2	2	2	Most Common Intensity	2	2.5.6.7.8.10.11.13.16.19	45%

Most Common Class Emotion Experienced:	Happy and Calm
Target Emotion To Encourage and Focus on:	Amused