



HEADTEACHER'S REPORT TO GOVERNORS – SUMMER TERM 2021

Named people within the report:

Name	Role / Responsibility
Adam Mitchell	Teaching Assistant in Pathways
Phil Damms	Teacher in Nurture
Charlotte Clarke	Teaching Assistant
Julie Burnell	Head Cleaner
Dan Whittaker	Head of Outdoor Learning
Ash Holmes	Teacher in Pathways
Gemma Francis	Assistant Headteacher
Martin Hawkes	Assistant Headteacher
Lynn Maritza	School Business, Finance and Operations Manager
Bev Bailey	Family Support Worker/DSL
Kerry Bowen	Teaching Assistant in Nurture
James Hawkins	Family Support Worker
Patrick Hinsley	Teacher in Nurture
Hardeep Garcha	Teaching Assistant in Nurture
Victoria Norman	Educational Psychologist
Dev Cleaver	Virtual Reality Representative
Vicky O'Connor	Senior Enterprise Coordinator
Rajiv Gunawardana	Enterprise Adviser

Introduction:

There have been many milestones during this academic year for me (and so many of my colleagues) I just wanted to share that the challenges faced during this year have strengthened my resolve in my anniversary year of Headship at Elmwood School and also marks 10 years working with the Elmwood School Community. Within the backdrop of the pandemic – it is easy to forget the positives so I would like to acknowledge these:

- Adam Mitchell welcomed his daughter into the world.
- Phil Damms has completed 2 terms as an NQT.
- Charlotte Clarke is on track to achieve her QTS in Secondary English – she will also be celebrating her 30th birthday.
- Julie Burnell will be celebrating her 60th birthday in style.
- Dan Whittaker and Ash Holmes will be completing their NPQ's.
- Gemma Francis will be handing in her dissertation in preparation for completion of her Masters.
- 100% of Year 8 and 70% of Year 9 cohorts have received their HPV and Meningitis C vaccinations.
- Year 8 and Year 9 cohorts have successfully achieved their Bikeability qualification – with the added opportunity to support some of the weaker riders in Year 7 with a 2:1 intensive masterclass with the tutors.
- Two former pupils headed off to University in September 2020.
- Support for parents and carers from Help to Make Tummies Full, 4 Steps to a Smile and SENDIASS with food parcels etc.
- Staff Wednesday Wellbeing sessions.
- Harvest appeal to support Walsall Outreach.
- Home learning achievements by pupils.
- Progress and achievement events with high percentage involvement of parents and carers.

I can confirm that the LA have released their commissioned numbers for 2021 – 2022 and, despite challenges, there doesn't seem to be a mechanism for formalising this decision. It does mean that again the school has been under commissioned for April 2021 by 2 pupils place funding and 1 pupil place funding in September 2021 – this equates to a loss of £30,000 income into the school. I must stress that this loss is mitigated against an increase in High Needs Funding for the academic year 2021-22 and will not detract from our commitment to our local offer (and beyond). The school is still receiving weekly requests for placements to be a part of our special community – but like any decisions made by the school's leadership team it is about managing the risk of integrating the new pupils with the present ones and whether we can really make a difference to the pupils that enter Elmwood.

Financial Year	LA Commissioned Pupil Places	Actual Pupil Places	Difference +/-	% over PAN
April 2021	74	76	+2	11%
September 2021	72	73	+1	10%

Section 5 and 8 inspections have commenced for the Summer Term and recent feedback from other SEMH Headteachers have indicated that it is “business as usual”; this means as a school we need to remain fully prepared for any pending inspection within the academic year – this means that Governor LINK visits, conversations or e-mails are essential in securing robust quality assurances and also provide you all with the strengths and areas for development of the school. I have maintained my virtual light touch meetings with the School Improvement Partner (Pat Hunt) and these conversations have remained supportive and celebratory of our achievements as a school, whilst still maintaining a clear focus on the Quality of Education and Leadership and Management (*areas for development on the previous inspection*). We look forward to welcoming her on site on Friday 2nd July 2021 where we will be presenting evidence to support our justifications as well as planning a learning walk – which will provide the pupils to share their experiences of being at Elmwood School this academic year.

GDPR:

There have been no incidents regarding GDPR breaches during this period of time. The LA have completed a review and initial recommendations have been rectified. A full report and action plan will be shared with Governors once provided by the authors.

Quality of Education at Elmwood School

The introduction of the “Challenge Tasks” were well received by pupils and staff after experiencing them during Autumn Term One. This approach to assessment will be one of our COVID-19 keepers as it has enabled pupils to really develop their retrieval techniques whilst not placing a restriction on the end outcome for pupils, which in turn has developed their capacity to stretch themselves.

However, one of the limits to this approach in isolation is in fact not having any robust data sets for the Spring Term 2021 – this will be addressed w/b 21st June 2021 where we will then be able to look at any progress against the new RADY (Raising Achievement in Disadvantaged Youngsters) targets set across English, Maths and Science; also if we require any interventions prior to the end of the academic year as well as establishing targets for pupils upon their return.

In KS4 throughout the Spring Term and into the Summer Term it has been “business as usual” in securing appropriate work to support the Teacher Assessed final grades – our statement of intent for

this process has been submitted to JCQ ¹. In addition to these, the External Quality Assurances have remained by Gateway Qualifications with our 3rd and final one being held remotely on 18th June 2021. ASDAN Qualifications have also maintained their External Moderations where they have identified the Internal Verification systems at Elmwood as strong. BTEC Qualifications have also maintained their Standard Verifiers approach with a selection of pupils' work being shared w/b 24th May 2021. All of these external quality assurances are essential to support our internal verification procedures as well as fully ratifying the pupil's achievements – who have lost no teaching and have accessed the full specification. For those pupils who are accessing GCSE's we have enabled 3 separate pieces of evidence with at least one piece being externally quality assured and the further 2 being examination / controlled assessments. We are confident that the pupils will achieve the entry requirements for their chosen Post-16 destination.

The Pupil Premium Effectiveness document 2020-21 will be reviewed in line with the lack of formal data and based more on pupil / staff perceptions ². In addition to this I will also look to launch the 2021-22 Pupil Premium Effectiveness document in collaboration with the LINK Governor based on the themes from this year.

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

Senior Leaders launched a new approach during the Spring Term One due to concerns around staff mental health and well-being, as well as acknowledging that there had been many changes to the timetable and different pupils accessing face to face education. Gemma Francis and Martin Hawkes delivered high quality examples of retrieval and reflective practice to support staffs' pedagogy – teaching assistants were also involved in this training as they have remained vital in improving pupil outcomes (and supporting teachers) when pupils have returned to school after a period of absence. Lee Cross then delivered the theory of Plan Do Study Act (PDSA) a tool effective within education and health when looking at change management using an evidence based approach to justify whether an idea is to be adopted, adapted or aborted. Staff selected a pedagogical device to try for 3 weeks and then record their findings and present to their peers and SLT during our Teaching and Learning INSET day (01/04/2021). This was then fed back to Curriculum Leads later in the day to see if these would be included within their curriculum plans for the Sumer Term; staff feedback was positive – especially the teaching assistants who really took ownership of their project. The outcomes were that 47% of PDSA's will be adopted; 47% will be adapted and 6% of PDSA's will be aborted. This is a success rate of 94%, meaning staff understood the impact of retrieval and / or reflection when looking at pupil progress – meaning they are more likely to continue with these methods in the future.

In addition to this SLT have also completed immersion days within the 3 bases (Summer Term One) to shape our preparation for Ofsted Inspectors "deep dives". It was felt that to focus on a specific subject would not be supportive or beneficial to school improvement but to look at the bases daily diet at Elmwood would enable us to shape CPD for the remainder of the term. Here are the key outcomes we were looking at:

Lead: M Hawkes Ofsted: Behaviour & Attitudes; Leadership & Management;	Lead: L Maritza Ofsted: Behaviour & Attitudes; Leadership &	Lead: G Francis Ofsted: Leadership & Management; Quality of Education	Lead: B Bailey Ofsted: Behaviour & Attitudes; Leadership & Management;	Lead: L Cross Ofsted: Quality of Education; Leadership & Management
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¹ <https://www.elmwood.walsall.sch.uk/about-us/policies-2>

² <https://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium>

Quality of Education RAP: 1a; 1c	Management RAP: 2a; 2b	RAP: 1a; 1b; 1c	Quality of Education; Personal Development RAP: 2b; 2c	RAP: 2a; 2b; 2c; 1a; 1b; 1c
Top Tips: Aligning Method of Work into practice (Foundation subjects). Explicit use of feedback to pupils. Evidence of retrieval or reflective practice. Emotive / Trauma Informed Practice approach - are the bases conducive to a calm and purposeful environment? Effective application of Group Discussion (Yr8-11). Examples of effective conflict resolution (if applicable). Staff are upskilled in delivering Emotion Coaching principles (STEP 2 and STEP 3).	Top Tips: Observable behaviours aligned to "The Elmwood Way" (Pupils and Staff) Health and Safety threads (are the bases conducive to a calm and purposeful environment?).	Top Tips: Aligning Method of Work into practice (Foundation and Core subjects). Explicit use of feedback to pupils. Evidence of retrieval or reflective practice. Evidence of in class progress. Examples of pupil friendly information sharing.	Top Tips: Staff effectively signpost to information (if applicable) Safeguarding notices and signposting to services is present. Emotive / Trauma Informed Practice approach - are the bases conducive to a calm and purposeful environment? Evidence of pupils demonstrating tolerance towards others needs / differences. Safeguarding thread (effective recording, reporting and impact).	Top Tips: Wellbeing is central to school's ethos. Aligning Method of Work into practice (Foundation and Core subjects). Safeguarding thread (effective recording, reporting and impact). Opportunities to "practice" a skill (Foundation and Core subjects).

Staff received the feedback as a base w/b 24th May 2021 and a professional discussion occurred during the feedback session to establish whether that was a typical day and how they felt the day went in meeting the pupils academic and Social, Emotional and Mental Health needs.

The following findings were deduced from the observations:

	Nurture Base Lead – L Cross	Transition Base Lead – M Hawkes	Pathways Base Lead – G Francis
Strengths	<ul style="list-style-type: none"> Care for others – staff to staff / staff to pupils / pupils to pupils. 	<ul style="list-style-type: none"> Base is calm and purposeful from entry to the school. 	<ul style="list-style-type: none"> Values – Care for others is a huge driver in Pathways base both

	<ul style="list-style-type: none"> • Enthusiasm by staff to build pupils resilience and confidence as a learner. • Pupils are provided with the time and opportunity to practice their skills. • Atmosphere within the base is welcoming and respectful – each group has their own personality and is managed well by staff. • Implementing the COVID-19 Risk Assessment. 	<ul style="list-style-type: none"> • Staff and pupils care for others throughout social and break times (making drinks or doing jobs for each other). • During change overs of staff, staff will actively spread the positivity to the new staff member coming into the lesson. • Constant challenges to pupils in snood wearing and adhering to the risk assessment. • Social reading was a strength. Pupils were seen reading out loud and it was nice to see questions being posed at the end of sessions to challenge pupils on their comprehension. 	<p>between Staff : Pupils and Peer :</p> <p>Peer.</p> <ul style="list-style-type: none"> • There are lots of opportunities used for discussion based activities and working as a class or pairs/small groups. • Pupils listen respectfully to one another's views and are confident to share their thinking in class setting. This is usually done appropriately and staff support slips of behaviour expectations with subtle prompts that are positively actioned. • The base promotes looking at adulthood and life after Elmwood with many references to working independently, and making positive contributions to their community.
Star Aspects	<ul style="list-style-type: none"> • Differentiated tasks (Bronze, Silver, Gold) in 7b maths on ratio's enabled success, stretch and purposeful feedback. • Pupil specific questioning in 8a D&T provided excellent feedback and next steps (coaching approach). • Opportunities to read in class 	<ul style="list-style-type: none"> • Staff celebrating those proud and excited feelings when the children have achieved in lesson. • Retrieval questions within core and foundation were brilliant to bring about prior learning. • Nice use on nonverbal communication as a check of learning 	<ul style="list-style-type: none"> • Staff and pupils freely offer to help each other and are mindful of each other's well-being. • ADe offered to give up her seat. • TP/JL frequently offering drinks. • Pupils offer each other encouragement freely.

	<p>across all classes was strong.</p> <ul style="list-style-type: none"> • Emotion Coaching principles used successfully with a pupil by K Bowen – this prevented further escalation by others and was well managed. Also supported her colleagues. 	<p>and various times within the learning episode.</p> <ul style="list-style-type: none"> • Really nice so that there isn't a sense of embarrassment. • The base is full of use of humour as a tool for distraction and this is used well to keep pupils on task with a sense of enthusiasm. 	
Even Better Ifs	<ul style="list-style-type: none"> • Promptness to lesson Period 3 and Period 4. The possibility of generating some settling activities that will enable the transition of staff would give this time some purpose. • Pupils posing questions to staff (a lot). Is there the possibility of developing co-operative learning in the Summer Term to reduce the co-dependence of the adults and also develop resilience (COVID-19 pending). • 8b didn't complete Social Reading or the Reading Intervention – this could have caused upset with others within the base, but didn't as they were focussed. • Ensure that as staff we establish touch points when a pupil exits the classroom and 	<ul style="list-style-type: none"> • Be mindful of how long pupils are in reflection room before a member of staff touches base. Can we use these moments to teach emotion in the moment. Are they being able to self-regulate? • Safeguarding poster in community room are not apparent. • AKA no desk-potential to have no sense of belonging in the group. How can we instil this? • I wonder how much we can start to use other areas of the base to support regulation? Such as the gym, sports hall. Reflection seems to be go to for pupils and I wonder if this does support them to regulate. 	<ul style="list-style-type: none"> • Reading across the base is inconsistent. • Routines were poorly executed on observation day. The base needs more improved time keeping and stronger enforcement of expectations as seemingly the pupils are willing and eager to please. • Curriculum challenge was lacking on observation day and written work was scarce. • The start of the day needs to be addressed as it seemed unstructured and loud which took a lot of time to settle – social times in general seemed very pupil led resulting in a chaotic feeling. • The end of the day routine were ineffective on observation day and didn't feel

	goes to the reflection room / pupil request so we can “teach in the moment”.		purposeful at all – this will require staff discussion to agree arrangements.
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Behaviours and Attitudes at Elmwood School:

The same Glossary of terms used in the Autumn Term 2020 report are referenced within this report.

Martin Hawkes has completed detailed analysis of bullying incidents, racist incidents, exclusions and James Hawkins has completed detailed analysis on attendance.

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 were restarted during Summer Term One 2021 and as such will be made reference to in future reports.

Bullying Incidents

The data set has been organised into two separate comparisons. Firstly, a snapshot comparison from Spring Term Two 2020 and Spring Term Two 2021. Secondly we dive into the data sets of Spring Term Two 2020 to Spring Term Two 2021 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 term measures which can be observed in sequent terms within a given period.

Firstly, if we look over the data set of Spring Term Two in 2020-2021, we can see that there has been a slight decrease in bullying incidents. So, as we can see from the table below, bullying has remained more or less consistent in a comparison of the Spring term two data. As addressed previously within the governors 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.

	Spring Term Two 2020	Spring Term Two 2021	+ / - sway
Bullying Incidents	16	11	-5
Number of Bullying Perpetrators	7	7	0
Number of Bullying Victims	6	4	-2

A focus on Spring Term Two 2021, we can see that there were 7 perpetrators out of 11 incidents. It is noticeable that there were 2 perpetrators within Transition Base, 2 perpetrators within Pathways Base and 3 perpetrators within Nurture Base. Of the 16 incidents, **2 pupils** within Nurture Base were identified as perpetrators for **58%** of all incidents.

We will first examine what the school has initially put in place to support the perpetrators and victims across the school before looking into further support within the next term.

1) Conflict resolution

How:

- Whole school 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).
- Nurture base team facilitated a conflict resolution between a perpetrator and victim of bullying.
- 10/11c staff team facilitated a structure conversation between the perpetrator and victims of bullying.

Impact:

- Staff are continuing to use the language of conflict resolution within Nurture base more consistently to solve conflicts.

It is too early currently to assess impact on reduction in incidents and/or recurring incidents with the same perpetrator.

2) Removal from community base

How:

- 2 pupils in nurture base have been removed from the community base for 1 day due to the persistent bullying incidents.
- Pupil discussion and reflection around stress responses and proportionate force
- A change in timetable to after school tuition for one pupil in pathways base due to continual level of risk directed towards a victim of bullying.

Impact:

- Both pupils who received a removal from community base in nurture have yet to need a further isolation from the community base

	Spring Term One 2021	Spring Term Two 2021	+ / - sway
Bullying Incidents	5	11	+6
Number of Bullying Perpetrators	3	7	+4
Number of Bullying Victims	3	4	+1

We can see from the comparison of the two data sets that bullying incidents within the school have increased from 5 to 11 incidents 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. 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. Initial findings from this half term are that pupils are responding to the isolation from community base by being mindful of their actions towards others.

Finally, we have seen a recent spike too in use of homophobic language towards other pupils within the community base. In Spring Term Two there have been 4 incidents of homophobic abuse. We have begun to treat this use of language in the same way as a racist incident in that continued abuse towards a member of the community will result in a 1-day isolation from the base. So far 2 isolations from community base have been used and we will await to assess impact next half term.

Racist Incidents

As a school we work consistently hard to challenge any form of discrimination towards another member of our school community. Racist incidents were low within the school. However, Spring Term Two 2021 has seen an increase in racist incidents. In Spring Term One 2021 we saw a reduction in

racist incidents to 1 which is really positive. Since the majority of pupils have returned there has been a spike in racist incidents.

	Spring Term One 2021	Spring Term Two 2021	+ / - sway
Racist Incidents	1	4	+3

Let's now examine what interventions have already been put into place and further ways forward. Due to the increase in racist incidents we put in place two interventions.

- 1) Racism Assembly Autumn Term Two. Led by SLT and a member of the staff team who expressed their thoughts and opinions around racism through real life experiences.

Impact: a reduction in racist incidents during Autumn Term Two and Spring Term One.

- 2) An understanding that any racist incident would result in the pupils' removal from the community base for a specific period.
- 3)

Impact: No repeat incidents from the same perpetrators so far this academic year which suggests that the intervention does support the perpetrator and victim.

As a note, after a pupil discussion it was agreed that future repeated incidents of racism would result in double the consequence of a removal from the school community.

Exclusions

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

Term	Total number of exclusions	Number of pupils excluded	Total days lost
Spring Term One 2021	0	0	0
Spring Term Two 2021	0	0	0
Summer Term One 2021 (data taken up till 18/5/21)	9	9	14

You can see from Spring Term One and Two 2021 that as a school first there were 0 exclusions in an entire term. This is a fantastic achievement and needs to be celebrated. This is down to the hard work of the staff who have been working tirelessly with other interventions such as removal from community base and reflective sessions.

However, we did want to make reference to Summer Term One initial data which shows that there have been 9 exclusions so far this half term. Positively there have been 0 repeat pupils who have been excluded 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 Spring Terms, that there has been a drop in the exclusions and total number of pupils. Past data shows that Spring 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
Spring Term Two 2020	2	2	2
Spring Term Two 2021	0	0	0
Sway +/-	-2	-2	-2

Use of Force / Physical Interventions

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

Physical interventions	Spring Term One 2021	Spring Term Two 2021
Low Risk	1	8
Medium Risk	0	3
High Risk	0	1
Total	1	12

We can see from the above data set that Spring Term One showed a significant decrease in the number of interventions within the school. For Spring Term Two Low risk interventions increased from 1 to 8. Medium risk increased by 0 to 3 and there was 1 high risk physical intervention. 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 are significantly low within the school which should be celebrated. During challenges from the reintegration curriculum is it 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	Spring Term Two 2020	Spring Term Two 2021	+ / - sway
Low Risk	16	8	-8
Medium Risk	6	3	-3
High Risk	0	1	+1
Total	22	12	-10

If we were to look at a comparison between two identical Spring Term 2's across a span of a year, we can see that there has been a decrease on the same reference point as in Spring Term Two 2021, but what is relevant is the reduced number of interventions overall. This 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.

The Emotive Approach

The Emotive Approach was launched in September 2020 within the new year 7 cohorts. The approach was brought in with the view that there would be a larger focus on supporting pupils to be able to regulate and manage their emotions more effectively. We know that emotions underpin where our behaviours come from. As such the Emotive Approach was launched. The Approach focuses on 4 key areas;

- Regulate
- Awareness
- Label
- Solving conflict

Regulate: is a focus on co regulating before self-regulation. Pupils are taught how to regulate and learn tools to help them to do this. Regulation is taught as a tool to use in the moment. In addition to this through co regulating we allow them to experience how they feel and pupils are taught how to label that feeling. Pupils are taught rhythmic and repetitive activities which help them to regulate and calm. Awareness: understanding that awareness is the first step to change. Emotion coaching within the base supports with the pupil's ability to become aware of how they are feeling. Staff are trained to 1) attune 2) empathise and 3) help the child to label.

Label: through a check in and check out each day, pupils develop their emotional literacy and develop their ability to label more effectively in the moment. With the use of a mindful minute pupils are able to develop a stronger sense of awareness to help them to understand their feelings. The check in, enables staff to pick up issues first thing in the morning and solve those problems so that learning is the priority from lesson one. The check-out gives staff and pupils the opportunity to reflect on the day and ask pupils what they were proud of or found difficult.

Solving conflict: pupils learn how to communicate through conflict. Allows each person to develop empathy and tolerance towards others. Pupils go through the conflict approach and solve in or after the moment. This has been effective in supporting victims and perpetrators of bullying.

Since this has been a pilot scheme for our new year 7 cohort we have decided to make a few changes to the system for next year which we believe will improve how the system supports pupil to accurately label emotions. For example, through SLT observations we found that during a check out pupils were not correctly identifying how they feel and this came down to the question being posed was about how you feel checking out. For next year, pupils will be asked question around what emotions have they experienced throughout the day and as such this will provide us with an enriching set of data on what pupils are feeling throughout the day.

Emotion check in system Feedback and observations

The following feedback has been collected through staff within the year 7 class on SLT observations.

“Since the beginning of the year it has been fantastic to see the progress in terms of pupil's ability to accurately label and say how they are feeling in a given moment. The staffing body within year 7 have done a fantastic job at supporting the pupils to self-regulate and label effectivity through emotion coaching. Pupils are showing their ability to self-regulate through stating how they feel in the moment and as such is supporting them to learn better ways. If we look at a case study on 1 pupil within 7b. During the Autumn Term this pupil didn't engage in the check in or check out and had his head on the desk the majority of time. Now in Summer term the progress we have seen is remarkable. He is now engaging within the process and labelling his emotions accurately. He is also

supporting other pupils to label their emotions and give reasons to why he feels a certain way. This suggests that the emotive approach can support pupils in developing their emotional intelligence and supporting their self-regulation. This pupil in particular has progressed from being consistently in reparation for not achieving over 70% and now is a silver student. “

Martin Hawkes; Assistant Headteacher

“Utilising the emotion check in and out system with the school has notably added a great deal of purpose and value in supporting our pupils. We have found labelling emotions has allowed pupils to develop greater knowledge and understanding of emotions and what they feel and look like when they are experienced. In doing so pupils have felt acceptance and validation and have shown a great deal of success in recognising and taming emotions. Since adopting the check/ out systems there is a clear observation that pupils are feeling more confident using their voice to reflect on their emotions as well as celebrate each other’s emotions when they are positive (proud, excited happy, calm) showing care for others and acts of kindness. It has also been a fantastic tool for staff to support pupil's well-being and co-regulate with pupil when emotions are low. It has also worked wonderfully those who are particularly non-verbal with communication but can show and tell their emotions on the visual display of the emotional wheel.

The use of mindful minute with calm relaxation music just before checking in/out is also put in place to provide a calm environment allowing pupils to experience and feel their emotions.”

Hardeep Garcha; 7b Teaching Assistant

“The new check in/out system that has been introduced at Elmwood by Martin has been massively beneficial to our year 7 pupils’ mental health as it allows pupils to have greater understanding of their own feeling, giving them the power to label their emotions so staff can help them in a range of situations. During check in we have been able to pick up safe guarding concerns that have been able to be actioned, that possible would not have been shared by pupils, on the same hand pupils have shared with staff problems from home from that morning / night before, that staff have been able to resolve so pupils can have a positive day.

This system links perfectly in line with the school’s core values of care for self and others as it teaches pupils to respect others feeling as well as helping others in the class when they are feeling both positive and negative emotions. It has also given pupils an opportunity to share positive events that they are proud of, allowing the quieter pupil to have a voice in class leading to a positive effect to their self-esteem. During mentoring the emotion graphs allow us to explore the pupils feeling over the whole week so we can help pupils to be 1% better.”

Patrick Hinsley; 7a Teacher and Form Tutor

Emotion Coaching Workshops

Since the beginning of the academic year, a small selection of key staff were given the opportunity to attend group supervision sessions by our EP, Dr Victoria Norman. Dr Victoria Norman was commissioned to provide 6 clinical supervision sessions through the academic year 2020-2021. These sessions were designed to support the staff with their understanding around emotion coaching. Staff were split into two groups of; 1) mentors and 2) practitioners. The mentors were staff who have experience in emotion coaching and had responsibility to support the practitioners who were new to the role.

The workshops were as follows; Attachment, Attunement, Body language/tone and Use of emotion coaching principles.

We continue to work closely with Victoria who has played an important role in shaping the school's behaviour policy within the school. We look forward to how the sessions will be developed for the next academic year. The intended impact from these workshops are that staff feel more confident using Emotion Coaching principles, can reflect on their practice, can model their practice to others and can have an impact on the self-regulation of pupils.

School Attendance: Spring Term One

Pupils on Roll	Overall Attendance 01/09/2020 – 12/02/2021	Authorised Absence	Unauthorised Absence	Pupils Attending Onsite Provision	Safe & Well Visit and Purposeful Activities
76	70.04%	24.44%	5.53%	55.2%	44.8%

At the end of Spring Term One, there were a total of 42 pupils accessing either onsite provision or attending a face-to-face alternative provision; this is 55.2% of the school population. Weekly Safe & Well visits, which included purposeful activities, were carried out to the remaining 34 pupils which equates to 44.8% percent of the school population, with some visits duplicated weekly due to the pupils' level of need.

During Spring Term One, the X code was used for 438 sessions out of a possible 3972 sessions which equates to 11.02%.

School Attendance: Spring Term Two

Pupils on Roll	Overall Attendance 01/09/2020 – 01/04/2021	Authorised Absence	Unauthorised Absence	Pupils Attending Onsite Provision	Safe & Well Visit and Purposeful Activities
76	68.0%	26.87%	5.13%	78%	22%

Whole school attendance for Spring Term Two was 60.34%. Authorised absence was 36.02% with unauthorised absence at 3.64%.

As part of our reengagement plan:

- Seven pupils accessed our enhanced offer of five days
- 27 pupils accessed our core offer of four days
- 24 pupils accessed our modified offer of two days

This equates to 78% of pupils accessing the onsite face-to-face provision. Safe & Well visits were carried out for four school refusers at least every ten days, with a further twenty pupils receiving a Safe & Well visit including a purposeful activity as part of the reengagement plan.

Comparison between Elmwood School and the National Average of State-Funded Secondary Schools and Special Schools Nationally for Spring Two

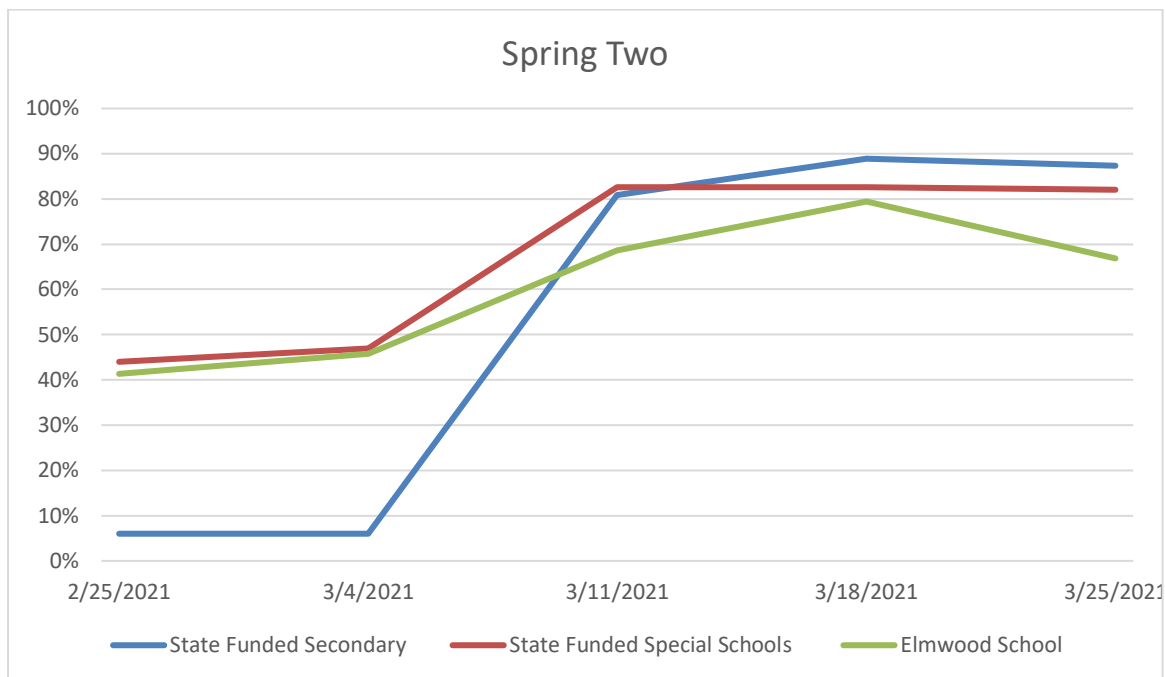


Chart showing weekly Attendance in Schools (%) for All state-funded schools during the COVID-19 outbreak, 25/02/2021, 04/03/2021, 11/03/2021, 18/03/2021 and 25/03/2021 from 'Attendance in education and early years' settings during the coronavirus (COVID-19) outbreak' alongside attendance of Elmwood school for comparison.

The chart above demonstrates Elmwood School's implementation of a re-engagement plan during Spring Term Two. We identified a selection of pupils who would benefit most from a flexible approach to returning to school. Pupils who met the criteria for a re-engagement plan (according to DfE guidance) were those who had poor attendance levels before national lockdown restrictions, significant mental health difficulties (including anxiety driven by COVID-19), or a need for additional support to prevent further prolonged absence.

In order for us to show "Care for Others," pupils completed Home Learning for one day per week, which enabled these pupils (who for some had not been in education since the first national lockdown) to have the dedicated emotional support as well as 1:1 face-to-face teaching to bridge the gaps (as identified within our COVID-19 Premium Plan).

There was an increase in attendance of 38.1% during the first four weeks of term and the re-engagement plan. There was then a decrease in attendance during the fifth week of term which can be attributed to one pupil refusing to attend due to anxieties surrounding court proceedings, one pupil who was refusing to attend sporadically due to elevated anxieties and one pupil who had a virus.

We are and will continue to address poor attendance through early communication with parents/carers when a pupil is absent, weekly review meetings with the Education Welfare Officer (EWO), liaising with multiple agencies to ensure pupils are only absent only when absolutely necessary and ensuring parents/carers and pupils are receiving the appropriate support. This then allows for relevant coding and gives the most accurate picture of current school attendance.

Education Welfare Officer

Following the success of the re-engagement plan and now restrictions are starting to be relaxed, the EWO is attending weekly review meetings in school again. The EWO is regularly making phone calls to

parents/carers and conducting doorstep welfare visits. The EWO is also carrying out weekly visits to a pupil to conduct activities in order to build a positive relationship and support the pupil to re-engage with education. All Legal cases and warning letters are now able resume and cases can now begin to be compiled for poor or non-attendance.

Attendance Meetings

A telephone meeting with a pupil and their parent has already taken place due to school refusal; this was an early intervention that was successful as the child attended the next day.

A parent meeting has been arranged to address another pupil's poor level of attendance during this term, which the EWO will also attend.

School Refusers

There are currently four school refusers:

1. Despite intensive EWO involvement, pupil meetings, parent meetings, home visits, attempted reduced timetable and attendance panel which resulted in a six-week monitoring period, no improvement was made in the pupil's attendance. Elmwood School and the EWO made a joint decision to proceed with legal action. However, following an appeal from the pupil's parents, legal action was withdrawn by Walsall Magistrates' Court due to current family circumstances and the existing involvement of Social Care. School, Children's Services, CAMHS and SEN are currently working with the family as they have requested a change of placement.
2. After a meeting with the pupil's parent, CAMHS doctor and nurse, Head of School and Family Welfare Officer, barriers to the pupil's attendance and ways of moving forward were identified. After a change in the pupil's medication and a monitoring period, the pupil started home tuition. Unfortunately, this was withdrawn in December 2020 due to non-engagement. School are still liaising with CAMHS in order to support the pupil and their family.
3. The pupil attended school for 22 days during Autumn Term Two which was an improvement on Autumn Term One's attendance of four days. The pupil and their family have had input from both the EWO and Children's Services which have previously had a positive impact, however the pupil has refused to attend since Spring Term One. Interventions such as Elmwood School staff visiting the family home and the parent receiving help from a support worker have had no positive impact on attendance. The pupil is subject to a Child Protection plan and professionals are currently exploring different ways to support both pupil and parent.
4. The pupil is currently refusing to attend. Staff at his care home have stated that he is no longer safe enough to transport into school due to displaying dangerous behaviours whilst travelling in the car with them. He is currently refusing medication at home and has previously had emergency hospital treatment due to this. The pupil is currently being supported and reviewed by CAMHS. The EWO carries out welfare weekly visits and conducts activities with the pupil in attempt to support him to reengage. Elmwood School staff also call twice weekly for to remind the pupil that he is still part of our community.

Safe and Well checks are carried out within every ten school days to these pupils' family homes.

Persistent Absentees

Persistent absentees were reviewed at the end of Spring Term Two. We were unable to obtain an accurate reflection before this, as lockdown, the re-engagement plan and coding during the COVID-19 pandemic affected the attendance data.

Persistent absentees are monitored on the Persistent Absentee Safeguarding Document that is reviewed at the end of every half term. All pupils with an attendance of under 90% are highlighted in the class register. All absences of the highlighted pupils will only be authorised by a member of the Safeguarding Team or the Head Teacher on receipt of proof of absence (where appropriate). All pupils are closely monitored and barriers to attendance are addressed with the pupil and families; working alongside the EWO and any other agencies that may be involved.

LAC:

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

Year	Number of Pupils
11	1 (Walsall LA)
10	4 (Birmingham LA; Staffordshire LA & Walsall LA)
9	6 (Wolverhampton LA; Walsall LA & Staffordshire LA)
8	1 (Walsall LA)
7	3 (Staffordshire LA; Walsall LA & Derby LA)

The school has 15/77 = 19% of the school population are identified as LAC, there has been a pupil in Year 9 who has recently become subject to a section 20 and we have also accepted another pupil into the school (from 7th June 2021).

There is no specific progress data for this cohort – as mentioned previously within the report.

Quality of leadership and management of Elmwood School:

As previously mentioned within my Headteacher's reports there have been situations aligned to COVID-19 and Health Safety where staff have instigated their rights aligned to Section 44 of the Health and Safety Act – this has prompted weekly meetings with in school union reps throughout the Spring Term Two to try and resolve their concerns and enable for vital Health and Safety training to occur (Team Teach Training and Emergency First Aid at Work). I am pleased that this mandatory training did occur and further enables the safe and effective practice by staff in keeping the Elmwood Community safe whilst in our care. In addition to these meetings it was also an opportunity to discuss other key themes that are affecting members of GMB and NEU following this an action plan was created and shared with staff to align to the schools focus of becoming 1% better through self-regulation (this will be shared with Governors at the meeting); it will also act as additional evidence for our re-accreditation of Investors in People Gold during the Sumer Term 2021. This is positive evidence of leaders listening and acting on concerns raised by staff in driving forward the school.

SLE Deployment & Outreach:

I am pleased to announce that M Hawkes and L Cross have completed training and support to Little Bloxwich and Greenfield Primary regarding behaviour and attitudes / Team Teach, this was extremely refreshing to go out into other organisations to also learn and reflect on their journey as well as supporting them as a school. B Bailey has also been involved in Health commissioners

regarding pupils who are complex and are “stuck” within the systems – she provides recommendations and different approaches to the situation from the position of the child.

RAP 2020-21 Review:

There has been no formal review of the RAP during the Spring Term but this will be completed by the Scrutiny Panel during Summer Term Two.

Curriculum Developments:

Spring Term 2021 Review

- Challenge Tasks have been positive and as stated previously within the report will be one of our COVID-19 keepers.
- “The Hacking Lab” resources are continuing to develop within the Year 11 curriculum to provide them with the opportunities to demonstrate the skills of “Care for Others” and feedback to SLT on the effectiveness and engagement of the curriculum.
- Enterprise workshops with the KS4 Cognition and Learning cohort have maintained their momentum and pupils are at the point of making their key ring to support distribution during the Summer Term. Vicky O’Connor shared the following views:

“I really enjoyed being part of the session today, the pupils were amazing – really adapted well to change quickly having me in their space and I loved hearing about their intended next steps and hopes for their future. I can’t wait to see these keyrings – put me down for an order! – I could probably get some Express and Star coverage on this if you send me some pictures of pupils working on their designs and the final products”

- 10b pupils are nearing the end of their Interactive Work Experience within creative design and market production – and we look forward to seeing the finished product. This has been a challenge for some pupils – especially with so many on line videos but all can identify the cross overs to the world of work (even if not directly interested in product design and market production).
- Pilot with Dev Clever (Virtual Reality)³ will be launched w/b 24th May 2021 as we have received the headsets last week. This will also support the Pathways base as Year 11’s will be sitting their exams that week so having something a little bit relaxed will reduce anxieties and fears.
- The 4 day curriculum and 1 day home learning was an extremely positive intervention and an integral part of the re-engagement plan for the parents / pupils who had significant anxieties around school attendance aligned to COVID-19. However, it is also apparent that a small percentage of pupils have found the return to 5 day curriculum a difficulty. This has been amplified by a return to restrictions within our usual enrichment activities of a Friday afternoon and assemblies being held remotely instead of within bases.
- Curriculum Leads (core subjects) have worked collaboratively to implement the principles of RADY (Raising Achievement for Disadvantaged Youngsters) an LA led intervention. This has meant that we have discussed each pupil and provided an uplift to their EKS3 or EKS4 Target which accelerates their flight path towards Age Related Expectation and doesn’t place a ceiling on their aspirations. Another example of us providing opportunities for stretch and challenge. **The impact of this will not be known until w/b 21st June 2021.**

Summer Term 2021 Developments:

³ <https://www.devclever.co.uk/experience/>

- The school has formalised its Careers Programme aligned to the Gatsby Benchmarks – this has been reviewed and quality assured by Vicky O’Connor, Rajiv Gunawardana and has been published on the school website⁴.
- A selection of KS4 pupils have experience the virtual World of Work experiences within Construction and Health and Social Care (based on their transition plan – EHCP meeting).
- Summer Term One has enabled the planning and preparation of the “Little Big Planner” to look at providing immersion experiences every Friday to support communication, leadership and preparation for adulthood. This is an evidence based study to look at the effectiveness of our curriculum offer on a Friday following the successes of the 4 day curriculum during the Spring Term 2021 and to further address the outcomes set out within the EHCP’s and the further identification of difficulties around pupils ability to communicate effectively (following extended periods of not having suitable modelling of Social Use of Language).
- Re-launched the Staff Well-being Wednesday as part of our commitment to staff’s mental health and wellbeing.
- Year 11’s will not be accessing the traditional study leave w/b 7th June 2021 due to formal examination series being cancelled and in recognition that some pupils will have missed key moments of their educational provision. Therefore, we will be working in collaboration with the named Post-16 providers to see if there are any transition opportunities within their organisation, opportunities to still complete any exams / controlled assessments before the deadline of 18th June 2021, experiences for the year 11 pupils to act as peer mentors within subject areas across the school – putting back into the school community and develop their leadership and communication skills and finally attending Phoenix Academy for a day to support Year 5 and 6 with their transition to Elmwood School.
- Super Hero’s day was a celebration of COVID-19 and how appreciative we are of each and every one of our own super hero’s⁵

Year 11 Post-16 destinations:

Year 11 destinations and NEET figures have always been a strength of our local offer – but this year I am extremely concerned in the lack of confirmation from the respective LA’s in naming Post-16 destinations for our Year 11’s – as identified above this makes any transition difficult / impossible if nothing has been named. Based on the current information provided by the LA’s we have 14/17 = 82% having a named Post-16 destination (but some of these provisions are not appropriate). This means that 3/17 = 18% have no named provision. As a school we will be committed in the final weeks to secure the appropriate provision for 100% of our year 11’s to have an appropriately named Post-16 destination. There are some extremely positives and “first” for us a school again this year with one pupil being offered three Post-16 provisions enabling real choice, a pupil within our Cognition and Learning pathway has been accepted into South Staffordshire College, Rodbaston Campus following a 1 day a week placement for 2 years and two new providers accepting our pupils at Sandwell College and UCB.

COVID-19:

As a school community we have made the decision to maintain medical snoods until w/e 28th May 2021 and then it being at the staff member / pupils choice if they want to continue wearing into the Summer Term Two. All amendments to the risk assessment are shared with a video to parents and pupils on the school website as well as through newsletter announcements – this means that the key

⁴ <https://www.elmwood.walsall.sch.uk/teaching-and-learning>

⁵ <https://www.elmwood.walsall.sch.uk/elmwood-celebrates-our-superheroes-day> and <https://www.elmwood.walsall.sch.uk/community-information/photo-gallery>

messages are delivered in a simple and appropriate manner. In addition to this we have purchased additional medical snoods for the Autumn Term 2021 as any additional surge in COVID-19 will occur during the winter / flu season so we want to be able to respond promptly and effectively. The Summer Term Two will provide some degree of normality for our current Year 7 pupils who have only ever know Elmwood as “COVID-19 secure” I am sure it will take time for all to adjust.

As a school we are moving with pace and rigour to ensure that we are 1% better for the people we serve within our learning community – this will be bolstered with new staff who in turn will bring new ideas and thinking to our already diverse staffing team.

MR LEE CROSS
HEADTEACHER