



## HEADTEACHER'S REPORT TO GOVERNORS – AUTUMN TERM 2020

### Named people within the report:

Name	Role / Responsibility
Lee Cross	Headteacher
Rose Burley	Co-opted Governor
Tracy Brandwood	Chair of Governors
Cathy Draper	Executive Headteacher, Short Heath Federation
Martin Hawkes	Assistant Headteacher
James Hawkins	Family Welfare Officer/ Deputy Designated Safeguarding Lead/Attendance Lead
Lynn Maritza	School Business, Finance and Operations Manager
Alan Price	Curriculum Lead for Science
Gemma Francis	Assistant Headteacher

### Introduction:

We have accepted 13 year 7's into the Elmwood School community who have settled in extremely well – this can be attributed to the successful transition during the Summer Term 2020 and the new approach being adopted by the Nurture Team (discussed through M Hawkes' report). The views of parents / carers will be recorded at the Progress & Achievement Event on Wednesday 9<sup>th</sup> December 2020. We have though accepted an additional Year 7 on an Assessment Place w/b 2<sup>nd</sup> November 2020 until the end of the term to support the Local Authority with a tribunal case; this pupil is currently presenting many challenges for staff (appropriate skill set or curriculum model) as well as the pupils within the class.

The school currently has 75 pupils on roll (plus 1 Assessment Place), which is 8 pupils above the school's Pupil Admission Number (PAN), this has meant that we are 12% over our PAN with an ever growing referral list from across many Local Authorities. As a school we are at capacity to be able to offer the quality of education within a safe and supportive environment and it is important, that as a Governing body, we remain absolute when thinking about potential growth of the school that needs to be planned for and not rushed based on an ever growing referral list.

The new COVID-19 RAP has been shared with the Scrutiny Group members and specific areas of responsibilities identified for members. This will enable the Governing Body to hold leaders to account whilst maintaining the appropriate level of support for leaders and staff during this difficult time.

The new Education Inspection Framework identifies the need for "additional" evidence outside of raw numerical data so in addition to sharing numerical data leaders will be highlighting other evidence that suggests that pupils are making academic and social and emotional progress. The role of LINK Governor visits will be paramount when making these judgements. During this time, it is very difficult to look at visiting the school but every opportunity should be made to be an active member of the Elmwood School Community.

### Quality of Education at Elmwood School

The last *internal data* set was taken from March 2020 and was shared within the Summer Term 2020. However, as part of the schools RESET and RECOVERY curriculum pupils embarked on Challenge Week w/b 19<sup>th</sup> October 2020 across all subject areas enabling them to use their problem solving skills, develop an understanding of their resilience and establish if there are any academic gaps in knowledge<sup>1</sup>; this will enable any early interventions prior to formal assessment week w/b 23<sup>rd</sup> November 2020. This model of assessment will be able to identify – through evidence in books and successful completion of the challenges, pupil progress on a half termly basis. Further supported by Quality Assurances around teaching and learning.

Year 11 Leavers 2020:

Due to COVID-19 there will be no national external data sets shared by the DfE – this view has been supported by other SEMH schools (previously happy to share their data), but there were 3 SEMH schools that were prepared to share their data and we can see the following:

Subject	SEMH School, Bristol (Cohort size 3)	Elmwood School, Walsall (Cohort size 8) doesn't include 1 pupil receiving Alternative Provision.	SEMH School, Sandwell (Cohort size 8)	Elmwood School, Walsall (Cohort size 8) doesn't include 1 pupil receiving Alternative Provision.	SEMH Independent School, Staffordshire (Cohort size 3)	Elmwood School, Walsall (Cohort size 8) doesn't include 1 pupil receiving Alternative Provision.
Average English APS / GCSE Grade	32APS / Grade 2	41APS / Grade 4	19APS / Entry Level 3	41APS / Grade 4	25APS / Grade 2	41APS / Grade 4
Average Maths APS / GCSE Grade	34APS / Grade 3	39APS / Grade 3	18APS / Entry Level 3	39APS / Grade 3	25APS / Grade 2	39APS / Grade 3
Average Science APS / GCSE Grade	38APS / Grade 3	34APS / Grade 3	18APS / Entry Level 3	34APS / Grade 3	28APS / Grade 2	34APS / Grade 3

The colour codes are making reference to the average grade when compared to Elmwood – as you can see from this comparison of like for like schools the year 11 pupils had a very positive outcome.

You can also see how the 2020 leavers improved on last year's average APS score supporting the schools drive for pupil outcomes and the reinforcing the IMPACT measure within the new EIF (Intent, Implementation and Impact).

<sup>1</sup> <https://www.elmwood.walsall.sch.uk/students/activities-for-pupils>

Academic Year	Average APS points (In school cohort)	Improvement
2019-2020	260	+48
2018-2019	212	-26
2017-2018	238	+70
2016-2017	168	+2
2015-2016	166	+17
2014-2015	149	+10
2013-2014	139	

At the point of October 2020 we were able to state that ALL year 11's were still within training, education or employment – this being the third consecutive year that the staff and pupils at Elmwood have achieved this and is testament to the developing and creative relationships we have with Post 16 providers across (and beyond) the borough of Walsall.

The school uses “The National Strategies: Data Set 1, Progression Guidelines”<sup>2</sup> 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	4/6 pupils (66%) are within the median quartile (or above), with 4/4 (100%) of that population achieving at least an upper quartile judgement with 1/4 pupils (25%) achieving above upper quartile. Therefore a judgement of <b>good</b> .	8/8 pupils (100%) are within the median quartile (or above), with 6/8 (75%) of that population achieving at least an upper quartile judgement with 5/6 pupils (83%) achieving above upper quartile. Therefore a judgement of <b>outstanding</b> .
Maths	100% (6/6 pupils) achieved at least median quartile judgements, of that 3/6 pupils (50%) achieved at least an upper quartile (or better), of that cohort 3/3 (100%) achieved above an upper quartile judgement. This equates to a judgement of <b>outstanding</b> .	7/8 pupils (88%) achieved at least median quartile judgement, of that 5/7 pupils (71%) achieving at least an upper quartile (or better), with 5/5 pupils (100%) of those achieving above upper quartile judgement, meaning a judgement of <b>outstanding</b> .

If we look at progress from baseline entry into the school to EKS4 we can securely say there is a judgement of good 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:

<sup>2</sup> 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
A	Alternative Provision (awaiting validation)		
B	8 / 58	N/A	Above Upper
C	2 / 28	Lower	Upper
D	5 / 46	Above Upper	Above Upper
E	5 / 46	Upper	Above Upper
F	5 / 46	N/A	Above Upper
G	2 / 28	Upper	Median
H	2 / 28	Lower	Median
I	5 / 46	Upper	Above Upper

Maths Gateway Certificate and / or GCSE:

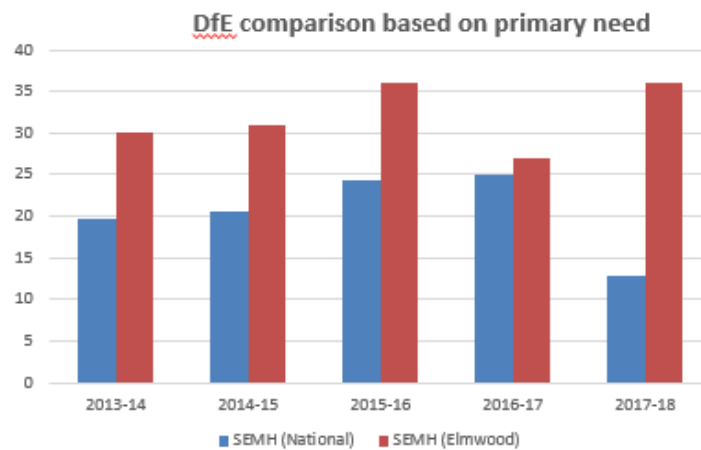
Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
A	Alternative Provision (awaiting validation)		
B	5 / 46	N/A	Median
C	2 / 28	Median	Above Upper
D (School Refuser)	5 / 46	Above Upper	Above Upper
E	5 / 46	Above Upper	Above Upper
F	5 / 46	N/A	Above Upper
G	2 / 28	Median	Median
H	2 / 28	Median	Below Lower
I	5 / 46	Above Upper	Above Upper

Science Gateway Certificate and / or GCSE:

Pupil	Grade / APS	KS3-4 Progress Judgement
A	Alternative Provision (awaiting validation)	
B	5 / 46	Above Expected
C	2 / 28	Above Expected
D (School Refuser)	5 / 46	Above Expected
E	5 / 46	Above Expected
F	5 / 46	Above Expected
G	2 / 28	Above Expected
H	2 / 28	Below Expected
I	0 / U	Below Expected

The following data reinforces the hard work and commitment of staff and pupils when comparing to other pupils with SEMH (Pupils achieving GCSE grade 4 / C in English and Maths at the EKS4):

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-19
SEMH (National) %	19.7	20.5	24.4	25.1	12.8
SEMH (Elmwood) %	30	31	36	27	36



Pupils identified as being disadvantaged are identified for the Spring Term 2020 and presented within the following document <sup>3</sup>, the Summer Term 2019-20 Target Group Monitoring Document (Year 11 Leavers) is invalidated due to awaiting confirmation from the pupil attending Alternative Provision (please see attached). These documents have helped shape the Pupil Premium Effectiveness Document for 20-21 and has been validated and shared with LINK Governor for this area.

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

The SLT have completed a Teaching, Learning and Assessment Timetable 2020-21 which provides clear focus during each ½ term what we are looking for as well how the evidence will be collected (including work scrutiny). This will enable leaders to ascertain whether the implementation across the curriculum are aligned to school’s intent. It is also being sympathetic to the additional pressures on teachers work load.

As part of a sympathetic approach to Quality Assurance SLT will commence rapid lesson observations w/b 9<sup>th</sup> November to look at: “to see if staff are implementing the behaviours aligned to the school’s core values and what emotions are being displayed” as well as establishing whether staff and pupils are adhering to the COVID-19 risk control measures. This approach was encouraged and supported by Pat Hut (School Improvement Partner).

All members of staff have completed the review of 2019-20 Performance Appraisal and set appropriate targets for 20-21. Moderation of a Main Scale Teacher, Upper Pay Scale Teacher, Teaching Assistant and Administration occurs across the SLT based on the review of 2019-20 targets and appropriate and challenging targets for 20-21. Leaders are more confident in this process and the RAP 20-21 has been written to better support whole school contribution from every role across the school. In addition to this, I have also created a mapping tool to identify which members of staff are working

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

on which RAP target as well as which component of the EIF. Lee Cross' appraisal occurred with Tracy Brandwood and Rose Burley supported by Cathy Draper (Executive Headteacher, Short Heath Federation) on 22<sup>nd</sup> September 2020.

### **Behaviours and Attitudes at Elmwood School:**

Martin Hawkes has completed detailed analysis of bullying incidents, racist incidents and exclusions.

It is important to note that the data sets that have been presented within this document include data from Autumn Term One 2019 with a comparison to Autumn Term One 2020. We will also make reference to Spring Term Two 2020 to provide a most recent comparison of school behaviour and attitudes. Summer Term 2020 has not been included because of the school closure at the end of Spring Term Two 2020 due to the Covid-19 pandemic.

### **Glossary**

#### **Level of Risk**

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

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

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

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

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

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

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

- Pupils attitudes to their education are positive.
- Pupils are resilient and take pride in achievements.
- Pupils have high attendance and come to school on time
- Pupils are positive and respectful to staff and pupils alike
- There is a positive culture whereby bullying is not tolerated

- Low level behaviour is not tolerated and pupil's behaviour does not disrupt the learning of others
- There is improvement in behaviour and attendance over time
- Pupils are safe and they feel safe
- Pupils show respect for others views and ideas.
- Pupils attitude is consistently positive.

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

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

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

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

### Highlights of the report

- **Bullying incidents remain consistently low in a direct comparison between the last two half terms.**
- **An Emotion coaching approach within nurture base suggests that it has had a positive impact in reducing the amount of bullying incidents across the base.**
- **The total number of physical interventions in Autumn Term one 2020 was significantly lower than the Autumn Term one in 2019.**
- **The cumulative behaviour judgement across the school is 73% (Good Behaviour Judgement)**
- **The launch of the Emotive Approach within year 7's group suggests after one half term that; pupils are beginning to label how they feel, solve conflicts and co-regulate more effectively.**
- **The most common emotion experienced in year 7 was happy and calm, with the majority of pupils achieving 'silver' or 'gold' student status.**

### Bullying Incidents

The data set has been organised into two separate comparisons. Firstly, a snapshot comparison from Autumn Term One 2019 and Autumn Term One 2020. Secondly we dive into the data sets of Spring Term Two 2020 to Autumn Term Two 2020 and look to make a comparison between. Through this process of dissecting two separate comparison we are able to see the longer term impact measures and short term measures which can be observed in sequent terms within a given period.

Firstly, if we look over the data set of Autumn Term One in 2019 and 2020, 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 Autumn term two data. If we were to look

back further to Autumn Term One 2018, we would see a very consistent picture of 15 bullying incidents. This history does show us that Autumn Term One is generally a Term which has low incident of bullying. 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.

	Autumn Term One 2019	Autumn Term One 2020	+ / - sway
Bullying Incidents	17	16	-1
Number of Bullying Perpetrators	<i>Not recorded on cpoms</i>	7	
Number of Bullying Victims	<i>Not recorded on cpoms</i>	7	

A focus on Autumn Term One 2020, we can see that there were 7 perpetrators out of 16 incidents. It is noticeable that there were 2 perpetrators within Transition Base, 3 perpetrators within Pathways Base and 2 perpetrators within Nurture Base. Of the 16 incidents, **2 pupils** within Pathways Base were identified as perpetrators for **7 or 44%** 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).
- Staff team in Transition base lead a conflict resolution conversation which involved all pupils involved within a two specific bullying incidents.
- 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. Behaviour consequence of being banned for one week of an offsite provision for perpetrator.

Impact:

- Staff are starting to use the language of conflict resolution within Nurture base more consistently to solve conflicts.
- Since the transition base conflict resolution conversation there were 0 follow up bullying incidents
- Since the nurture base conflict resolution there was no recurring behaviour incidents between the two pupils.
- Within the 10/11c class there has been 0 recurring behaviour incidents of bullying towards the 2 victims.



## 2) Reflection sessions and timetable changes

How:

- A pupil within transition base was involved in 2 separate reflective sessions lead by members SLT.
- A change in timetable and working in isolation from the group for one pupil within transition base (intervention remains into Autumn Term Two and as such are yet to see impact).
- 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:

- As all 3 interventions above have been in place for a week before end of half term, we await impact on these until the next term.

	Spring Term Two 2020	Autumn Term One 2020	+ / - sway
Bullying Incidents	16	16	0
Number of Bullying Perpetrators	7	7	0
Number of Bullying Victims	6	7	+1

Finally, if we now look at a deep dive into Spring Term Two 2020, there were 16 incidents with 7 perpetrators and 6 victims. All victims were based within the Nurture Base. Of the 16 incidents, 95% of these occurred within Nurture base. As mentioned within the previous report it was noted that the staff team within nurture adopted an emotion coaching approach/conflict resolution to manage emotions and behaviour more effectively within the base. We can see from the comparison between the two terms that, of the 16 incidents in Autumn Term One 2020, only 2 or 12% occurred in nurture which suggests that the emotion coaching approach is having impact within the base. In addition to this if we compare the two data sets, we can see that bullying incidents within the school have remains very consistent at 16 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. If we look forward to future terms, we aim to continue to upskill staff in CPD around an emotive approach and for staff to adopt this approach across the school.

### 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 Autumn Term One 2020 has seen an increase in racist incidents. In Spring Term Two 2020 we saw a reduction in racist incidents to 0 from 2 in the previous half term. However, in Autumn Term One 2020 we saw an increase to 5.

	Spring Term Two 2020	Autumn Term One 2020	+ / - sway
Racist Incidents	0	5	+5

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) Prior to the racism assembly, Mr Cross completed a leaders love literacy review of "natives-race and class in the ruins of empire" and related personal experiences of institutional discrimination and racism growing up.
- 2) Racism Assembly. Lead by SLT and a member of the staff team who expressed their thoughts and opinions around racism through real life experiences.
- 3) An understanding that any racist incident would result in the pupils' removal from the community base for a specific period.

We will await the data within the next governors report to further assess whether the two interventions above have a positive impact on the racist incidents within the school.

### Exclusions

Since the start of the Spring Term Two 2020 there has been the following:

Term	Total number of exclusions	Number of pupils excluded	Total days lost
Spring Term Two 2020	2	2 (3%)	2
Autumn Term One 2020	6	5	23

You can see from Autumn Term One 2020 that there were 6 exclusions with a total of 23 days lost. An increase in exclusions can be seen in Autumn Term Two between Spring Term One 2020 whereby total number of exclusions was totalled at 2. If we delve into the total numbers of days lost, there has been 1 pupil who has accounted for 10 or 43% of days lost. Further to this, 15 days lost or 65% have occurred from pupils within the same group of 10b. There is a potential correlation with the amount of time off school due to lockdown and exclusions within Autumn Term 1. If we look at Spring Term One and Two, neither of the pupils from 10b were excluded and behaviour graphs also show that the behaviour has had a significant decrease since returning back to school. But in addition to this we know that historical data will show that Autumn Term One has a spike in exclusions.

We can see from the comparison of the two Autumn Terms, that there has been a significant drop in the exclusions, total number of pupils. However, the total amount of days has increased.

	Total number of exclusions	Total number of pupils excluded	Total days lost
Autumn Term One 2019	12	8 (11%)	19.5
Autumn Term One 2020	6	5 (6%)	23
<b>Sway +/-</b>	-6	-3	+3.5

Exclusions were a big priority for the school after Autumn Term One 2019 which saw an increase in exclusions from the previous academic year. Once again historically Autumn Term One does seem to show that exclusions are higher than Spring or Summer term. The following will be put in place through the duration of the academic year to ensure that the school can potentially reduce the need for exclusions;

- Reflection sessions
- Extraction from community base
- Additional support within specific groups to provide extra support
- 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 also should point out that when level of risk is high then exclusions may be warranted depending on the specific incident.

#### Use of Force / Physical Interventions

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

<b>Physical interventions</b>	<b>Spring Term Two 2020</b>	<b>Autumn Term One 2020</b>
Low Risk	16	47
Medium Risk	6	11
High Risk	0	7
Total	22	65

We can see from the above data set that Autumn Term One showed an increase in the number of interventions within the school. Low risk interventions Increased by 34% from 16 to 47. Medium risk increased by 54% and there were 7 high risk physical interventions. As we can see, high risk physical interventions have increased since Spring Term Two. We should note however that due to the Spring Term Two being affected by the Covid-19 lockdown a significant period within that half term was affected.

<b>Physical interventions</b>	<b>Autumn Term One 2019</b>	<b>Autumn Term One 2020</b>	<b>+ / - sway</b>
Low Risk	62	47	-15
Medium Risk	10	11	+1
High Risk	10	7	-3
Total	82	65	-17

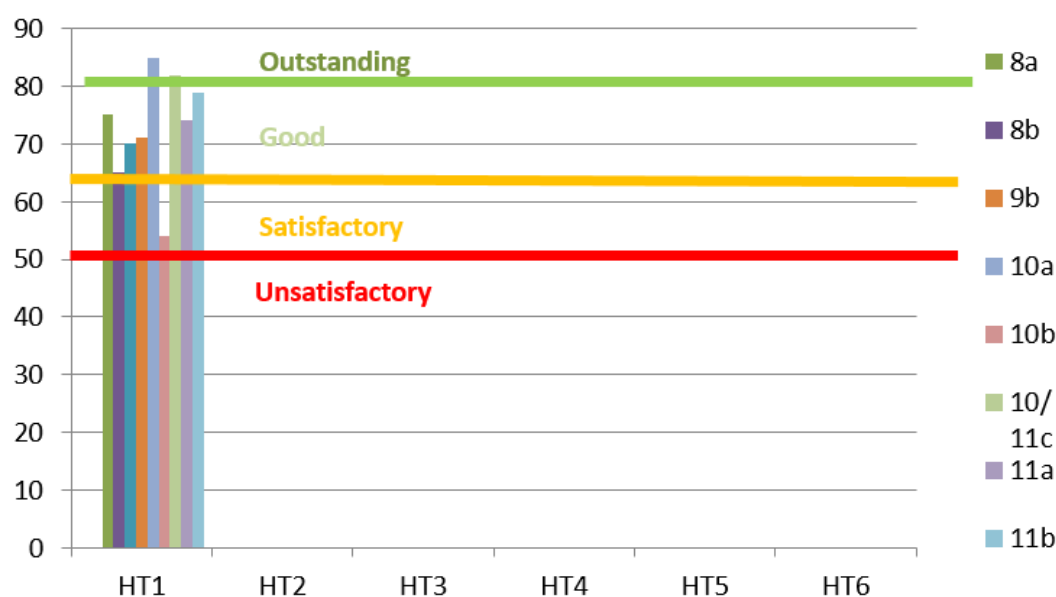
If we were to look at a comparison between two identical Autumn Term One's across a span of a year, we can see that there has been a decrease on the same reference point as in Autumn Term Two 2020 but, what is relevant, is the reduced number of interventions within the High Risk category

and the lower number of interventions in the Low Risk Category. 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. Traditionally Nurture base does have a spike in physical interventions during the Autumn Term so this can be seen as a success in terms of the approaches the Nurture base are leading on since the start of the year.

### Behaviour expectations

Within Autumn Term One we can see that the school maintains 'good' behaviour with elements of outstanding within particular tutor's groups. It is important to note the year 7 tutor groups have begun the launch of the emotive approach which I will explain within the next section. Specifically, we can see that the groups of 10a and 10/11c have 'outstanding' behaviour. This has been maintained from last academic year which saw the same groups demonstrating behaviour of outstanding. One group (10b) within the school are demonstrating 'satisfactory' behaviour. This group have had significant disruptions within the group from exclusions and absences through the half term which would explain the drop in behaviour expectations.

## Cumulative % obtained for behaviour expectations 2020-2021



If we then look at Autumn Term One 2020 8 of the 9 (88%) were demonstrating 'good' to 'outstanding' behaviour within the school. These were the judgments in Autumn Term One 2020.

- Nurture Base (not inc year 7): 70% (Good Behaviour Judgement).
- Transition Base: 70% (Good Behaviour Judgement)
- Pathways Base: 75% (Good Behaviour Judgement).
- This means that the cumulative behaviour judgement across the school is 73% (Good Behaviour Judgement).

### 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-regulate, 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.

### Emotion Monitoring Graphs

At present we have collated on half term of data relating to the emotions then pupils experience during a check in and check out. Firstly, looking into 7a data, we can see that the most common emotions experienced within the group during Autumn Term one was Calm and Happy. Pupils experienced this most often and with a high level of intensity. This gives us a great picture of the group and would suggest that the 7a classroom environment would be conducive to a high level of teaching and learning. If we compare the emotions data to the learning points over the half term this would support this theory. We can see that the learning points are above 83% within the group. 4 pupils classed as 'Silver' students and 2 within the 'Gold' classification. This would suggest that learning is outstanding within the 7a group.

Second, we will have a deep dive into 7b emotion graphs and learning points. We can see that, although the most common emotions are happy and calm which compares well with 7a, 7b do show a wider range of emotions. We can see that the emotions of Anxiety and Hyper (excited) also occur often within the 7b group. Similarly, to 7a, 7b emotion graph does show an accurate picture of what the learning environment is like. We can see that the student who experiences anxiety most often also was involved within 6 physical interventions, has low learning points (68%) and was in reparation on 3 occasions. In addition, the student who experiences hyper most often has low learning points (69%) and was in reparation on 5 occasions. Due to the most range of emotions experienced in the group you would expect that the learning environment is more varied throughout the week. You would also

expect to see more emotion coaching occurring within the group and staff responding to pupils the emotions within the moment.

Autumn Term One 2020-21 (Class 7A)										
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Mode 1/2 Term		
Pupil A	10	11	11	10	11	10	10	10	Most Common Emotion	Happy
	3	3	3	2	2	3	3	3	Most Common Intensity	3
Pupil B	12	11	11	10	11	11	11	11	Most Common Emotion	Calm
	2	3	3	2	3	3	2	3	Most Common Intensity	3
Pupil C	12	11	11	10	11	11	10	11	Most Common Emotion	Calm
	3	3	3	3	3	3	3	3	Most Common Intensity	3
Pupil D	13	13	10	11	11	11	10	11	Most Common Emotion	Calm
	3	2	2	2	1	3	1	2	Most Common Intensity	2
Pupil E	2	0	11	10	10	11	9	11	Most Common Emotion	Calm
	2	0	2	2	2	2	1	2	Most Common Intensity	2
Pupil F	12	10	10	10	10	11	10	10	Most Common Emotion	Happy
	3	3	2	2	2	2	2	2	Most Common Intensity	2
Pupil G	10	10	10	10	10	10	10	10	Most Common Emotion	Happy
	2	2	2	2	2	2	2	2	Most Common Intensity	2

7a Pupils	%	7s
Pupil A	90	103
Pupil B	88	59
Pupil C	87	71
Pupil D	86	70
Pupil E	86	78
Pupil F	84	67
Pupil G	83	50

Autumn Term One 2020-21 (Class 7B)										
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Mode 1/2 Term		
Pupil A	10	0	0	10	10	10	10	10	Most Common Emotion	Calm
	3	0	0	3	3	3	3	3	Most Common Intensity	3
Pupil B	11	11	11	11	11	10	10	11	Most Common Emotion	Happy
	3	3	3	3	3	3	3	3	Most Common Intensity	3
Pupil C	3	3	10	11	3	11	13	3	Most Common Emotion	Anxious
	3	3	2	3	2	2	3	3	Most Common Intensity	3
Pupil D	9	11	10	13	11	13	13	13	Most Common Emotion	Hyper
	1	2	3	2	2	1	1	1	Most Common Intensity	1
Pupil E	11	11	10	11	10	10	11	11	Most Common Emotion	Happy
	3	3	3	3	3	3	3	3	Most Common Intensity	3
Pupil F	10	10	10	10	10	10	10	10	Most Common Emotion	Calm
	2	3	3	3	3	3	3	3	Most Common Intensity	3

7b Pupils	%	7s
Pupil A	90	133
Pupil B	89	84
Pupil C	85	58
Pupil D	76	72
Pupil E	69	38
Pupil F	68	42

**School Attendance: Autumn Term One – 1<sup>st</sup> September 2020 to 23<sup>rd</sup> October 2020 (report by James Hawkins)**

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
75	89.52%	4.36%	6.12%

	Autumn Term One 2019/2020	Autumn Term One 2020/2021	+ / - sway
Overall Attendance	89.16%	89.52%	+ 0.36
Authorised Absence	4.27%	4.36%	+ 0.09
Unauthorised Absence	6.57%	6.12%	- 0.45
Persistent Absentees (those pupils with 90% attendance or below)	22 Pupils	19 Pupils	- 3 Pupils

The increase in overall attendance and decrease in unauthorised absence is demonstrating that although we are currently in a global pandemic, attendance levels have increased compared to the same term last year. This has been achieved through early communication with parents/carers when a pupil is absent, weekly review meetings with the Education Welfare Officer (EWO), and liaising with multiple agencies to ensure pupils are only absent only when absolutely necessary; this then allows for relevant coding and gives the most accurate picture of current school attendance.

Due to the COVID-19 pandemic, we have made the decision to alter the way we utilise the EWO. During Autumn Term One, weekly attendance review meetings are now held over the phone as the EWO is unable to visit the school. The EWO is regularly making phone calls to parents/carers and conducting doorstep welfare visits. All Legal cases and warning letters are temporarily on hold.

The following interventions have been carried out by the EWO since returning to school in September:

Home Visits	Multi-Agency Meetings	Liaising with Other Agencies via Email	Telephone Calls	Warning Letter	Attendance Panel
14	1	3	22	( 4 once the LA lift the Current Hold on Warning Letters)	Current Hold on Attendance Panel

Systematic monitoring and regular interventions have had, and continue to have, a positive impact on pupil attendance. Compared to Autumn Term One in the last academic year, there has been an increase in overall pupil attendance and a continued reduction in persistent absentees.

There are currently three 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. 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 has now started home tuition. This is currently being reviewed every four weeks and, if successful, the pupil's timetable will increase.
3. The pupil attended school for four days during Autumn Term One, but has since refused to attend. The pupil and their family have had input from both the EWO and Children's Services which has previously had a positive impact, however this time it hasn't. Following a Strategy meeting with all professionals involved, it was decided that pupil is out of parental control and a Section 47 was agreed.

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

### **Persistent Absentees**

Persistent absence has reduced by three pupils since Autumn Term One last academic year, even with a cohort increase from 70 to 75 pupils.

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.

### **Modified Timetables**

There have been 3 pupils on modified timetables during Autumn Term One;

1. Modified timetable supports the pupils' Mental health and wellbeing as well as securing 4 GCSE / equivalent (possibility). It is also a positive move to prevent a permanent exclusion, currently successful outcome.
2. Pupil is a school refuser, CAMHS and School chose a modified timetable to alleviate heightened anxieties and to allow him to reengage with education through home tuition. This has been part successful; pupil has attended 5 sessions but when the time table was increased the pupil disengaged so again it was reduced. Timetable is revised every 4 weeks.
3. Modified timetable to support pupils return from exclusion after attacking a member of staff with a metal bar that was taken out of the pupil's hand splint. On return a risk assessment was made and a modified timetable chosen to support the pupil after school 1:1 as it was essential there were no gaps in the pupils learning. 100% attendance for the modified timetable Successful return to school community and full timetable.

### **Comparison between Elmwood School and the National Average of State Schools**

Comparison with National average in all state funded schools and Special Schools (Information taken from Attendance in education and early years' settings during the coronavirus (COVID-19) outbreak on GOV.UK website)

**\*Please note the date range is 23/03/20 – 23/10/20 when COVID-19 Lockdown was implemented.**



Date National Data Released (Released Weekly)	Average attendance across state schools (excluding schools on half term or inset days)	Elmwood School	+ / - sway
23/03/20 - 22/10/2020	86%	89.76%	+ 3.76%
23/03/20 - 15/10/2020	89.2%	89.86%	+ 0.66%
23/03/20 - 08/10/2020	89.8%	90.08%	+ 0.28%
23/03/20 - 01/10/2020	89.8%	90.01%	+ 0.21%
23/03/20 - 24/09/2020	87.9%	90.67%	+ 2.77%
23/03/20 - 17/09/2020	87%	91.06%	+ 4.06%
23/03/20 - 10/09/2020	88%	92.23%	+ 4.23%

Date National Data Released (Released Weekly)	Average attendance in all state Special schools (excluding schools on half term or inset days)	Elmwood School	+ / - sway
23/03/20 - 22/10/2020	78%	89.76%	+ 11.76%
23/03/20 - 15/10/2020	81%	89.86%	+ 8.86%
23/03/20 - 08/10/2020	82%	90.08%	+ 8.08%
23/03/20 - 01/10/2020	81%	90.01%	+ 9.01%
23/03/20 - 24/09/2020	78%	90.67%	+ 12.67%
23/03/20 - 17/09/2020	77%	91.06%	+ 14.06%
23/03/20 - 10/09/2020	*Not available	92.23%	

The above tables demonstrate that since Lockdown was implemented by the Government due to the COVID-19 pandemic, Elmwood's attendance has consistently been above the national average each week. The most recent data shows an attendance figure of 3.76% above the national average for state and 11.46% above the national average for state special schools.

Attendance among pupils with SEND has lagged behind that of the general pupil population. The latest attendance data from the Department of Education shows that just 84.1% of pupils with education, health and care plans attended school on 15<sup>th</sup> October, compared with 89.2% of all pupils. Our attendance data for the 15<sup>th</sup> equated to 89.73% which is significantly higher than stated above.

#### **Coding during the COVID-19 Pandemic**

From the start of the 2020/21 academic year, the attendance code 'X' has been used for pupils not attending a session who meet the criteria for "not attending in circumstances related to COVID-19". This is following government guidelines and not counted as an absence in the school census.

Code	Amount of sessions	Number of pupils
X	157	16

During Autumn Term One we have used the attendance code 'X' for 157 sessions out of a possible 5341 (only 2.93%). This code has been used because:

- A member of the pupil's household has tested positive for COVID-19, meaning they are required to self-isolate for 14 days from the date the household member first displayed symptoms
- A member of the pupil's household has displayed symptoms, meaning the whole household has to self-isolate while they obtain a COVID-19 test and a negative test result is returned
- Pupil has displayed symptoms of COVID-19 and is awaiting results of a test

#### Work Experience:

As a school we have continued to support those outside of Elmwood to progress with their career / study. We currently have a mature student from Manor Farm Community Association completing a 100 hr placement to support her Health and Social Care Level 3 and a 2<sup>nd</sup> Year Exercise and Sports Studies student (Wolverhampton University) with a 60 hr placement. This approach has been balanced against the COVID-19 risk assessment and we are only accepting long term placements to support effective track and trace (if required). These experiences also provide our pupils with a wide range of adults and also raises aspirations for them – as trainees are able to provide real life experiences of working at a Post 16 provider. In addition to this the school has further strengthened its Careers and Advice support by becoming a part of the Careers and Enterprise Company; this has enabled for leaders and teachers to access interactive sessions with employers as well as virtual experiences through the World of Work week (16.11.20). It will also enable the school to have greater alignment to the Gatsby Benchmarks (baseline report attached) our Careers and Enterprise worker was extremely pleased with our starting point and will be working with Lee Cross over the coming half term to secure 100% achievement against the benchmarks.

#### Safeguarding / LAC:

Here is a breakdown of the number of LAC pupils within the school (October 2020):

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

The school has 13/75 = 17% of the school population are identified as LAC (this is the highest number we have had within the school).

The school has completed and has highlighted the strategy and barriers for our disadvantaged pupils clearly in the website and stipulates how this money is going to be spent. All Virtual School Headteachers/Leaders have approved the effectiveness document 2020-21 and all have now moved towards the E-PEP / Eclipse as a means of collating information of their LAC's. Only Staffordshire LA are providing the termly allocation of funding with others maintaining a needs analysis approach. This approach supports more targeted spending and also means appropriate funding to those in greater need.

All year 7 LAC's have completed a baseline assessment which will enable for effective target setting. There is no new internal data to share since the Summer Term 2020 Headteacher's report.

### **Quality of leadership and management of Elmwood School:**

#### **SEND Banding**

As you are probably aware the financial model for SEND and Banding is an ongoing discussion. Cabinet have had the proposed financial model and we will receive confirmation from Walsall Council whether this will be approved from April 2021. Lynn Maritza has completed a mock up if we were to transfer over to the new funding mechanism utilising the information shared with Dr Emma Thornberry on the appropriate level of need our pupils fall within and I can confirm that the school would still be able to maintain the local offer currently adopted at Elmwood; this is extremely positive as it will mean that half way through the year there will be no significant changes that will need to occur (based on financial matters).

#### **RAP 2018-19 Review:**

Please look at the review of 2018-19 targets and raise challenges at the meeting.<sup>4</sup> It is worth acknowledging that the 2018-19 was also the academic year that we closed down the Post Ofsted Action Plan as well as achieving the following within 1 term of the RAP.

#### **Curriculum Developments:**

##### **Summer Term 2020 Developments**

- An extension of the Science Curriculum with the Gateway Certificate (aligned to English and Maths) at Level 1 and Level 2. This means we are bridging the gap between those who require a generic Science qualification whilst supporting greater curriculum content in preparation for the GCSE pathway.
- First year completion of the BTECH Performing Arts (Level 1 and Level 2), this wasn't suitable for our current cohort and will not be taught for the 2020 Year 10's. We will revert back to the BTEC First Award in Performing Arts.
- ASDAN AoPE was launched and pupils in Year 10 progressed through this extremely well.

##### **Autumn Term 2020 Developments**

- Theme curriculum content has been replaced through the Votes For School package which supports the school with their drive to improve communication (whole school) through discussion and debate as well as supporting PSHEe, Careers, British Values and topical issues nationally.

---

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

- The Cognition and Learning group has grown to include Year 10 and Year 11 within one class – this enables an appropriate pathway as well as building up the learning from 2019-20.
- SULP and Drama have been included within the English Faculty (enabled the start of a cohesive curriculum offer).
- Art, Food Technology and Design Technology are all now within the Technology Faculty. This supports that start of a more cohesive curriculum as well as developing more cross curricular opportunities.
- The technologies have also been re-visiting the manner in which they effectively baseline – to support more differentiated target setting across KS3.
- The PE curriculum content has aligned to the AfPE and COVID-19 secure activities by delivering striking and fielding; athletics and health related fitness programmes of study (traditionally Spring / Summer activities). Pupils have responded well to these changes.
- We have introduced a specific slot called “Feel Good Friday” which is specifically about acknowledging mental health and well-being as we return to life beyond COVID-19.
- Assemblies have maintained as a significant part of the schools’ appreciation culture but split across the bases, this does add extra pressure on leader’s time – but pupil voice was very clear about the need for it to continue.
- The PSHEe curriculum is at the review stage after its initial launch last year. The content cycle has remained and it still aligned to Ormiston Sheffield Academy so we are having maximum impact across the community.
- We have extended the offer of Play Therapy to 10 sessions over 2 days in light of the therapeutic requirement for some of our pupils returning post COVID-19.

#### Continual Professional Development:

Alan Price has completed his NPQML course to support the leadership and assessment within Science.

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

Gemma Francis is in her 2<sup>nd</sup> year of her MSc in ASD and delivery of Mathematics.

I just wanted to thank each and every one of the Elmwood Community for supporting the staff and pupils through this very difficult time – even with a pandemic Elmwood Year 11 leavers still achieved excellent outcomes for them supporting a Post 16 destination. Through this continued level of support our staff and pupils are thriving.

MR LEE CROSS

HEADTEACHER