



HEADTEACHER'S REPORT TO GOVERNORS – SPRING TERM 2023

Named people within the report:

Name	Role / Responsibility
Steve Bore	Trauma Specialist
Lana Tolley	Play Therapist
Dr Kaul	School Paediatrician
Rana Ranjit	Speech and Language Therapist
Gemma Francis	Deputy Head
Chris Bowen	Curriculum Lead for English
Martin Hawkes	Assistant Headteacher
Rhys Humphries	Year 11 leaver, College Work Experience Placement
Cheryl Heaton	SCITT Assessor
Ash Holmes	Year 11 and Out and About Teacher
Dan Whittaker	Outdoor Learning Teacher
Patrick Hinsley	Year 7/Maths Teacher
Rob Thomas	Head of Access, Walsall Council
Cathy Draper	Executive Head Short Heath Federation

Introduction:

The Spring Term has been one of the most challenging terms I have had as the Headteacher of Elmwood but what is important to share, is that in spite the many challenges that we have faced as leaders and staff, the pupils have continued to have positive educational experiences that enrich them with a sharp focus on achieving their academic potential. The analysis of key data around attendance, behaviour and recent SIP visit, clearly indicates the difficulties the Year 11 cohort are having as they balance the challenges of life, education and the process of transition. The amount of effort and curriculum modifications that have occurred to maintain them within our provision has been substantial with limited impact that is why we will continue to be creative during the SuT One 2023 through staff allocation, 1-1 teaching, intensive experiences (learning outside of the curriculum) and the use of Bright Star Alternative Provision¹ as a means of reconnecting with the pupils and develop their social communication needs within a different setting to prepare them emotionally for life beyond Elmwood.

The school continues to be popular within the borough and across the West Midlands, but that popularity has created further tensions with the Local Authority (specifically Walsall and Wolverhampton) who have issued 3 direction letters on the school naming Elmwood School within the child's EHCP and going against the decision of the Headteacher. Saying you are unable to meet the needs of a pupil or that you could but simply don't have the capacity to place them in the group is disheartening as we really want to have an impact on every pupil – but due to the nature of the pupils it's important that we remain small and specialised in our approach. This term I have been unable to offer the following placements:

Walsall LA – 22 places (Yr8-11)

Staffordshire LA – 10 places (Yr8-11)

Sandwell LA – 3 places (Yr8-11)

¹ <https://www.brightstarboxing.co.uk/our-work/education/>

In addition to that I have been unable to offer 24 places for the Year 7 cohort for September 2023. I feel the Governing body require this information as a means of safeguarding our current provision and pupils as we consider a strategic decision regarding school growth and development. I am pleased to say that we were able to support a Year 7 pupil into the school community who has settled beautifully and is skipping to attend school daily as well as overcoming so many barriers and engaging in a curriculum breadth that prepares them for life beyond Elmwood.

We continue to use external partners (Steve Bore, Turning Point, The Heal Hub and Lana Tolley) to manage the holistic care of our most vulnerable pupils effectively, we have especially welcomed the return of Dr Kaul and our newly appointed Speech and Language Therapist, Rana Ranjit, for the school.

Quality of Education at Elmwood School

The *internal data* set from the SpT 2023 continues to show a true picture of pupil progress with the majority of year groups and subject areas making at least expected progress from baseline assessment. Headline data for core subjects is as follows:

Subject	KS3	KS4
English	80% of pupils are making at or above expected progress from their baseline assessments into the school, with 72% of them working above expected progress.	100% of pupils are making at or above expected progress from their EKS3 assessments, with 86% of them working above expected progress.
Maths	100% of pupils are making at or above expected progress from their baseline assessments into the school, with 78% of them working above expected progress.	85% of pupils are making at or above expected progress from their EKS3 assessments, with 26% of them working above expected progress.
Science	96% of pupils are making at or above expected progress from their baseline assessments into the school, with 64% of them working above expected progress.	69% of pupils are making at or above expected progress from their EKS3 assessments, with 100% of them working above expected progress.

As you can see there is a positive picture of progress across the core subjects, and this was also reinforced during our Ofsted inspection. Where the rate of pupil progress is lower than our expectations Curriculum Leads, and SLT, have been able to formulate an appropriate and measured approach through an effective review of curriculum delivery and engagement. These approaches are annotated and discussed within faculties to bring about sustained improvement within their subject area. In addition to this Curriculum Leads also jointly meet to discuss and similarities regarding pupils and solutions to move forward. This is ably supported through weekly coaching sessions with Gemma Francis which is acting as essential professional development for our Middle Leaders.

Staff have received training on the importance of improving Childrens language and learning through a programme developed by ELKAN², this builds upon the schools previous RAP (Raising Achievement

² <https://www.elklan.co.uk/>

Plan) 2021-22 outcomes and the school's strategy elements. This has also been developed in a similar approach to the PDSA's (Plan Do Study Act) utilised last year by setting a series of tasks for staff to experience / complete i.e. sensory checklists to support correct identification and inclusion within their IBP (Individual Behaviour Plan), strategies aligned to ASC (Autistic Spectrum Condition) and the overt use of expression and a teacher/pupil interaction checklist. These were then reviewed within the term as we look to build a portfolio of practice that is supportive of our Elmwood Community. It was also great to see non-members of SLT lead and take ownership of this training thread.

We have utilised our Educational Psychologist to complete Access Arrangements with pupils within the Cognition and Learning pathway meaning they have the right level of support required to access the curriculum and examination pathways 6/7 = 86% of the in school cohort have achieved this, and the remaining member of the group will be completed by Chris Bowen following successful completion of his PAPAA assessment (Proficiency in Assessment for Access Arrangements).

Pupils identified as being disadvantaged are identified within the following document ³ which then looks at providing a clear rationale of the strengths and next steps to support this group of pupils. Headline messages include:

- KS3 FSM & LAC our outperforming KS3 NFSM in Reading, Writing and Maths.
- KS3 FSM & LAC or broadly in line KS3 NFSM in Science.
- KS4 FSM & LAC our in line KS4 NFSM across English and Maths.
- Progress within Science across KS4 in general is an area of development and not in line with other core subjects.
- Progress with writing across KS3 is still an area for further development to build upon the work completed during the SpT 2023.

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

Leaders have developed their philosophy regarding quality assurances of the teaching that occurs across the school utilising the "Thinking Drivers" as a means of establishing a rhythm of meeting as a coaching triad to reflect, share and practice pedagogical devices to improve their own practice. The initial feedback from staff during the meetings is positive and staff are demonstrating high energy during these 2 weekly sessions.

The shift towards embedding good practice and ensuring previously good practice isn't lost due to other interventions occurring has been resolved through pertinent CPD on a specific whole school focus i.e. The Writing Revolution and weekly manageable tasks to trial and feedback which will support the schools drive to Adopt, Adapt or Abort.

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

Strategy / WEEK	Feedback
<p>Week One</p> <p>06.03.23</p> <p>Strategies</p> <p>Conjunctions</p> <ul style="list-style-type: none"> because, but, so Instead of "what is a fraction?" Use the following stems: <ul style="list-style-type: none"> Fractions are like decimals because they are a part of a whole. Fractions are like decimals, but they are written differently. Fractions are like decimals, so they can be used interchangeably. <p>Conjunctions (harder)</p> <ul style="list-style-type: none"> because, but, so Frame the assignment with the stem(s) <ul style="list-style-type: none"> Seeds need light to grow because Seeds need light to grow, but Seeds need light to grow, so 	
<p>Week Two</p> <p>19.03.23 & 20.03.23</p> <p>Strategies</p> <ul style="list-style-type: none"> Using Fragments <p>Pupils need to have the knowledge and understanding before using this strategy (retrieval).</p> <p>Opportunity to support correct punctuation.</p> <ul style="list-style-type: none"> can be expressed as a fraction or a ratio rational numbers Potential <ul style="list-style-type: none"> Additional number is a number that can be expressed as a fraction or a ratio. Rational numbers can be ordered on a number line. 	

During the SpT 2023 we have completed a Deep Dive in English (including Social Reading Programme and Big Handwrite) the process enabled for a comprehensive document⁴ that can be used in a supportive manner by the Curriculum Lead and his department to address the emerging conclusions observed by Leaders. This approach will be utilised for Technologies (Design Technology, Food Technology and Art) and Science during SuT 2023.

The member of staff who is currently being supported through a route 2 support plan is making expected progress, with real positives being demonstrated through their practice.

Behaviours and Attitudes at Elmwood School:

Martin Hawkes has completed detailed analysis of bullying incidents, racist incidents, suspensions and attendance

Glossary

Level of Risk

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

Medium: An incident which 1) has resulted in minor Injury 2) has potential to result in minor injury 3) resulted in significant property damage 4) physical intervention has been used for a significant amount of time 5) physical intervention using a shield to cradle.

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

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

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

⁴ Shared with Co-Chair of Governors at Curriculum and Policies Committee.

- Pupils are highly motivated and persistent in the face of difficulties.
- Pupils feel safe within the school.
- Sustained improvement in behaviour (over time).

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

- Pupils attitudes to their education are positive.
- Pupils are resilient and take pride in achievements.
- Pupils have high attendance and come to school on time
- Pupils are positive and respectful to staff and pupils alike
- There is a positive culture whereby bullying is not tolerated
- Low level behaviour is not tolerated and pupils behaviour does not disrupt the learning of others
- There is improvement in behaviour and attendance over time
- Pupils are safe and they feel safe
- Pupils show respect for others views and ideas.
- Pupils attitude is consistently positive.

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

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

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

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

EMO - Diversity and Emotion Graphs

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

Key Highlights

- Pupils within Nurture base have **Good** EMO - Diversity. Behaviour across Transition (Yr11) Base is **Satisfactory** and Pathways (Yr9-10) Base is **Good**. Attendance and behaviour expectations have dipped across the two bases (most notably within Transition base) which has resulted in behaviour regression for the SpT 2023.
- Physical interventions remain consistently low within the school despite the increase within SpT One 2023. Nurture base account for 87% of physical interventions within the school.
- Conflict resolutions are showing a reduction in repeated friendship related issues within the school.
- Racist incidents have significantly decreased from AuT 2022 to SpT 2023 (18 incidents to 4 incidents).
- ELKAN training and supporting sensory needs within Nurture Base have supported specific pupils within the base and have significantly reduced physical interventions. One pupil accounted for 17% of PI's in AuT 2022 and hasn't been involved in any PI's in SpT 2023 at all.
- Suspension increased during SpT 2023. Out of the 15 pupils that were suspended during SpT 2023, 9 of these were from the year 11 cohort, 3 from Nurture Base and 1 from Pathways Base.

Bullying Incidents

Firstly, a snapshot comparison from Spring Term One 2022 and Spring Term One 2023. Secondly, we dive into the data sets of Spring Term One 2023 to Spring Term Two 2023 and look to make a comparison between. Through this process of dissecting two separate comparisons, we are able to see the longer-term impact measures and short termly measures which can be observed in sequent terms within a given period.

Firstly, if we look over the data set of Spring Term One between 2022-2023 we can see that there has been a decrease in bullying incidents. There is also a decrease in the number of victims between the two data sets.

A note here is that we now record bullying and friendship related incidents separately. As we can see, there were 14 friendship related incidents in total and only 6 bullying. Out of the 6 bullying incidents half of these were instigated by the same perpetrator in year 7.

	Spring Term 1 2022	Spring Term 1 2023	+ / - sway
Bullying/friendship Incidents	23	20 Friendship related - 14	-3
Number of Perpetrators	6	5	-1
Number of Victims	5	3	-2

A focus on Spring Term One 2023, we can see that there were 5 perpetrators out of 6 incidents. It is noticeable that there were 2 perpetrators within Transition Base and 3 perpetrators within Nurture Base.

How have we supported the perpetrators and victims?

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

Conflict resolutions

	Spring Term One 2022	Spring Term One 2023	+ / - sway
Conflict resolutions	7	10	+3

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

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

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

	Spring Term One 2023	Spring Term Two 2023 (up to 20.03.23)	+ / - sway
Bullying/friendship Incidents	20	9	-11
Number of Perpetrators	5	4	-1
Number of Victims	3	3	0

We can see from the comparison of these two data sets, that bullying incidents within the school did decrease between adjacent terms. As a school we continue to make good progress in how we support the victims and perpetrators of bullying. We are now seeing the impact of an emotion coaching approach and conflict resolution as an effective tool to support victims and perpetrators of bullying. We will continue to use the conflict resolution approach to support friendship issues within the bases, as this has shown to be positive to reduce further friendship or bullying issues. We note that out of the 20 incidents of Bullying / Friendship incidents $6/20 = 30\%$ of these were related to bullying whereby there was a victim and a perpetrator. The other incidents 70% were solely relationship / friendship issues whereby conflict resolutions were used to support these issues within the group.

Racist Incidents

As a school we work consistently hard to challenge any form of discrimination towards another member of our school community. Racist incidents have been traditionally low within the school. In the Autumn Term 2022 (18 incidents) we saw an increase in racist incidents. This has been mainly seen within Nurture Base and the words used on the most part have been discriminatory but not directed in the right context.

	Spring Term 1 2023	Spring Term 2 2023 (to date)	+ / - sway
Racist Incidents	4	0	-4

If we look closely at the racist incidents in Spring Term 2023, we can see that there has been a dramatic decrease in incidents since Autumn Term. All pupils that were involved in racist incidents are within the Nurture Base. Pupils are aware of policy and procedures and that the pupils involved complete 1

separate session out of their community base. One student also completed a racism pack which is part of their plan to support their cognition and learning. This student now undertakes a reflection pack on each incident and staff use facial expression to demonstrate their feelings. This strategy has had a positive impact on this pupil's behaviour and has been a factor in the decrease.

	Autumn Term 2022	Spring Term 2023
Racist Incidents	18	4

Suspensions

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

Term	Total number of Suspensions	Number of pupils suspended	Total days lost
Autumn Term One 2022	4	4	5
Autumn Term Two 2022	2	2	2
Spring Term One 2023	11	8	12.5
Spring Term Two 2023 (up to 20.03.23)	8	7	17

Firstly, we can see from Autumn Term One 2022 to Spring Term Two 2023 that there was an increase in number of suspensions and number of pupils suspended.

We note that out of the 15 pupils that were suspended during Spring Term 2023, 9 of these were from the year 11 cohort, 3 from Nurture Base and 1 from Pathways Base. In particular, the year 11 cohort have been off baseline during Spring Term, which has resulted in higher suspensions. Out of the pupils within Nurture Base, one of these has had repeated incident within this term. The other two pupils have responded very positively to the interventions and have not repeated the Incident. The following interventions are still being used to support pupils within school to prevent further suspensions.

- Reflective sessions with SLT
- Isolation from community base
- Conflict resolutions with SLT
- Individual risk assessment in place to support reintegration post suspensions.
- Conflict resolutions
- 1 to 1 timetable support

Use of Force / Physical Interventions

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

Physical interventions	Autumn Term One 2022	Autumn Term Two 2022	Spring Term One 2023	Spring Term Two 2023
Low Risk	29	14	42	13
Medium Risk	1	2	5	2
High Risk	1	0	0	0

Total	31	16	47	15
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We can see from the above data set from the whole academic year thus far that, physical interventions remain consistently low within the school. We can see that from Autumn Term One 2022 to Autumn Term Two 2022 that there has been a decrease in Medium and High risk interventions.

Out of the 62 incidents within Spring Term, 20% of these involved one pupil in Nurture Base. This pupil has also been involved in 90% of Medium risk physical interventions. Additional Team Teach training workshops have been provided to staff in order to support the pupil safely and keep staff safe.

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

- Maintaining a whole school focus on Emotion Coaching and rights and responsibilities
- A move towards a focus on supporting emotional intelligence and regulation in the Nurture Base over the last 3 academic years – we can see that this is having a positive impact when we look at the requirement for physical interventions within year 9.
- Supporting pupils to choose an effective pupil request to act as a regulation tool for them so they can utilise during times of emotion.
- Continual staff training in behaviour and attitudes e.g. Team Teach Training and Emotion Coaching
- Risk assessment and targeted IBPs

Physical Interventions	Spring Term One 2022	Spring Term One 2023	+ / - sway
Low Risk	18	42	+24
Medium Risk	5	5	0
High Risk	0	0	0
Total	23	47	+24

Currently physical interventions are low within Transition and Pathways Bases as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. Currently Nurture Base pupils make up for 87% of all physical interventions.

Staff are continually challenged to reduce risk within their group and focus on a solution focused approach for this. It has been pleasing to see that those pupils who were more frequently supported through physical interventions in the Autumn Term have now significantly reduced. For example, one pupil in Nurture accounted for 17% of all physical interventions in Autumn Term 2022 has not been physically supported in the Spring Term 2023.

Emotion and Behaviour monitoring graphs

Spring Term One 2023			
Year group	Mode Emotion	Accumulative EMO - Diversity %	EMO – Diversity Judgement
7a	Happy and excited	40%	Good
7b	Happy and excited	45%	Good
7c	Happy and calm	45%	Good
8a	Amused and calm	40%	Good

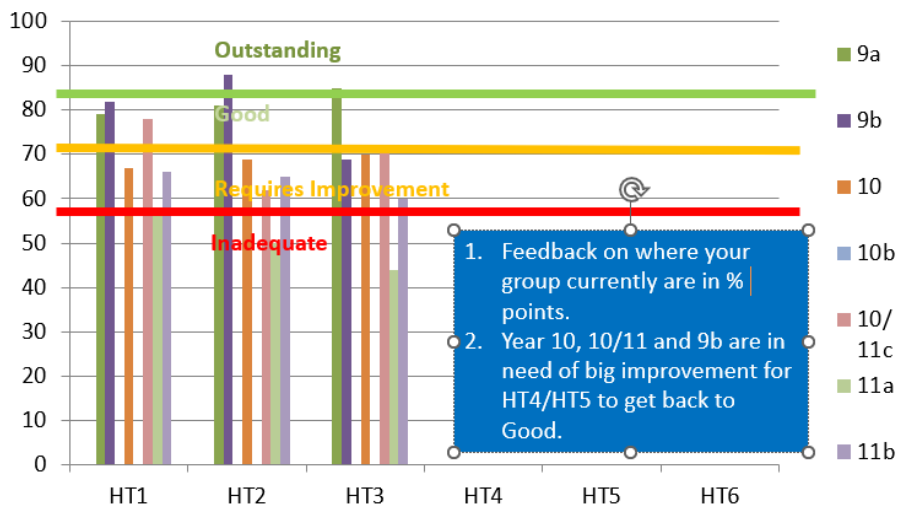
8b	Happy and Calm	40%	Good
Totals	Happy and calm	40%	Good

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

We can observe from the table above that the mode emotion across the Nurture Base is happy and calm. This would suggest that for the majority of the time during the school day, pupils are happy and calm. Pupils within 8a are amused and we can see that during lessons of high arousal, pupils within this class struggle to contain and manage the emotion of excitement. Pupils within 7b have a mode of calm and happy which, we can see this during morning check ins and check out.

Each tutor group now has a half termly **target emotion** which is for staff to encourage those emotions within the moment and during check outs at the end of the day. For example, some groups were lower on grateful and pride and then this becomes the challenge of the tutor group to prompt these feelings within the day, week and month.

Cumulative % obtained for behaviour expectations 2022-2023



Pupils at Elmwood are asked to reflect and take responsibility for their own behaviours during three episodes of group discussion a day. The behaviours that are discussed are as follows: Safe body, Positive mouth, Stay in zone, Respect property, Follow instructions, Finish task.

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

Behaviour for learning within the Pathways Base (Year 9 & 10) can be judged using a cumulative percentage as **Good** (77%). The judgement within Transition Base (Year 11) is **Requires for Improvement** (61%). Thus whole school behaviour (Transition and Pathways) can be judged as being **Requires for Improvement** (66%).

Combining this data with the EMO - Diversity data we can make a confident judgement to say that,

at Elmwood School, pupils within Nurture base have **Good** EMO - Diversity and behaviour suggesting that as pupils move through the school years they are able to 1) label how they feel 2) recognise an emotion 3) co-regulate with an adult 4) express their thoughts, feelings and opinions and 5) being able to self-regulate.

School Attendance: Spring Term One: 03.01.2023 – 17.02.2023

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
77	83.64%	9.43%	6.92%

	Spring Term 04.01.22 – 17.03.22	Spring Term 03.01.23 – 17.03.23	+ / - sway Identify the sway and whether it's positive or negative.
Overall Attendance	87.63%	83.64%	-3.99%
Authorised Absence	8.65%	9.43%	-0.78%
Unauthorised Absence	3.72%	6.92%	+3.20%
Persistent Absentees (those pupils with 90% attendance or below)	27	31	-4

The attendance picture has regressed when drawing a comparison across the same period between SpT 2022 and SpT 2023, but authorised absence has remained broadly in line. The key aspect from a school's perspective is the increase in percentage of unauthorised absence which shows a commitment by school to ensure that appropriate evidence is sourced before looking at criminal prosecution. The recent termly visit by the Attendance Monitoring Team at Walsall Council were extremely positive about the school's self assessment and support to address the vulnerable pupils (below 50%). This was a refreshing discussion as it strengthened the school's position and work stream as we move forward with attendance in the new academic year. ⁵ The number of persistent absentees has also risen, which is attributed to 10/15 = 66.6% of Year 11's are classified as PA (based on 05.09.22 – 17.02.23), which is 32% of the PA cohort.

However, if you look at the attendance for the Autumn Term 2022 you can see the gap is -0.83% this is a national picture regarding attendance reductions but is still within the national tolerance of Special Schools having approximately 10% below their mainstream counterparts. This isn't good enough for Elmwood and isn't aligned to our previously positive attendance pictures.

Modified Timetables

All timetables were reviewed at the end of the end of the AuT 2022 as well as 06.03.23 and shared with the Local Authority CMFE Team.

- 3/77 = 3.9 %, this is an increase of 2.6% accessing a modified hours timetable using an alternative provision / tuition / in school provision.
- 4/77 = 5%, this is an increase of 1.1% of school refusers.
- 2/77 = 2.6% are formally Flexi-Schooled.

⁵ Attendance Monitoring Document shared with Safeguarding LINK Governor

The use of modified timetables is a positive intervention to meet ever changing needs of identified pupils.

Volunteers:

We continue to provide many opportunities for people to experience the full impact they can have on our school community as well as progressing them within their own field of expertise. This term has been particularly busy – and their presence within the school has added real impact. We had a 1st year Learning Disability Nurse support on a 2 week placement in 7c, complimented by a 3rd year Primary ITT on an extended SEND placement in 8b. In addition to this Physical Education has been well supported by a trainee from Wolverhampton University who has supported the delivery across KS3-4 every Monday for 6 weeks as well as welcoming back a Year 11 leaver (2022) Rhys Humphries for a 2-week placement as part of his Level 3 BTEC Sport qualification. I know that staff and pupils have welcomed him back into school and we look forward to seeing him again in June 2023.

Our annual Barr Beacon SCITT carousel experience was again well received – not even snow was able to detract from the experience (in fact it probably enhanced it).

Carousel Week Aspect	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to attend in person	Total
The weeks gave me an insight into a range of different schools and approaches to teaching	90% 18	10% 2	0.00% 0	0.00% 0	0.00% 0	100% 20
These experiences have allowed me to reflect on how to meet the needs of all pupils	80% 16	20% 4	0.00% 0	0.00% 0	0.00% 0	100% 20
I have benefitted from my experiences during carousel week	80% 16	20% 4	0.00% 0	0.00% 0	0.00% 0	100% 20
I have key 'take-aways' from the week that I will embed in my teaching	65% 13	35% 7	0.00% 0	0.00% 0	0.00% 0	100% 20
SEND provision with Elmwood school was relevant and insightful	60% 12	35% 7	0.00% 0	0.00% 0	5% 1	100% 20

Specific quotes from Secondary ITT's:

“It was quite insightful especially Elmwood, seeing how pupils who have SEND needs are affected and what should be done to meet their needs.”

“A great thank you for making us feel welcome and taking the time to train us on how adaptive teaching is applied in different contexts. I enjoyed the whole part of it and it gave me a different perspective on what I want to do in my future career as teacher.”

In addition to that we launched our 1st Primary SCITT carousel through Ryders Hayes Primary School with some truly magical feedback:

“It was an absolute honour and pleasure to see your wonderful school, team and children in action, I know how much they have got from this experience. Once again, thank you from all of us and we look forward to working with you again in the future.”

Cheryl Heaton

Quantitative data will be provided following analysis centrally on 27.03.23

Careers Education:

The school continues to build upon its career's education, and this was no more evident than the annual trip to Kidzani for year 9 pupils. As with every year, there was a real buzz around the experience

/ as well as real anxiety for pupils to overcome (all of which did apart from two pupils), meaning a success rate of 83%. The school's annual Careers Expo had to be cancelled this year due to falling on an NEU Teachers Strike and not an opportunity to re-arrange, instead Year 9 pupils will attend the practical expo in Wolverhampton aligned to the Black Country Consortium in June 2023. Ashley Holmes is also tracking exact employee contacts across the terms within Out and About as a means of looking for breadth of employee contacts and raising aspirations within the word of work. This is something that will support the careers education and strengthen Out and About roles within the curriculum, as well as addressing the inspection findings around further developing the enrichment opportunities provided to support character education and personal development.

In addition to this 100% of Year 11's have had their IACG meeting and all information was shared with prospective Post-16 providers. Due to the complexities around the current Year 11 cohort, I have strategically looked at placing them in as many different providers across the borough to reduce the behaviours that we are experiencing currently and to provide them with a fresh start. This is proving positive on paper but is becoming more challenging when other professionals try and engage with provision mapping based on limited knowledge and understanding of the realistic options available for our pupils. 10 / 13 = 77% of year 9 pupils have had their EHCP review and meeting with IACG which is providing detailed analysis for what the KS4 curriculum offer will look like, and the need for greater collaboration with other schools / provisions, in order for us to meet their vocational / academic needs. This will be the cohort that will be in year 11 for our next graded inspection and is an exciting time to look at how we can reach their aspirations.

Safeguarding / LAC:

Here is a breakdown of the number of LAC pupils within the school (March 2022):

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

The school has 16/77 = 20% of the school population are identified as LAC. There will be some pupils returning back to the care of their families after Easter due to the Section 20 being removed. This doesn't reduce these pupils' vulnerabilities overnight and will still require substantial support as they embark on this transition (without the support of the Virtual School). The new LAC population moving forward will be 13/77 = 17% of the school population.

The school will utilise the DfE proforma to record and report its Pupil Premium spending from April 2023 and will utilise the holistic use of data held across the school to correctly identify barriers and potential strategies to overcome in the coming financial year.

Key:

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

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

8a (Sandwell)				
8a (Walsall)				
8b1 (Walsall)				
8b2 (Walsall)				
7a (Derby)				
7b (Walsall)				
7c (Walsall)				
	100% working at or above expected progress from baseline entry. 78% of that cohort working above expected progress.	78% working at or above expected progress from baseline entry. 100% of that cohort working above expected progress.	89% working at or above expected progress from baseline entry. 38% of that cohort working above expected progress.	100% working at or above expected progress from baseline entry. 89% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> Reading, maths and science progress from baseline is above expected (school's judgement of outstanding). No patterns of pupils underperforming across all aspects of the core curriculum. 7 out of 9 pupils achieved at least expected progress (school's judgement of good) across all core subjects. Reading focus during AuT 2022 has maintained progress expectations. Writing remains the focus throughout the SpT 2023 into the SuT 2023 (with the focus being on skills to support extended writing). 	<ol style="list-style-type: none"> The 2 pupils working below expected within writing were identified in AuT 2022.

Pupil	English	Maths	Science
Year 11a1 (Walsall)			
Year 11a2 (Walsall)			
Year 11a3 (Walsall)	Home Tuition – Targeted Tuition Provision		
Year 11b (Walsall)			
Year 11 Mixed (Staffordshire)			N/A
Year 10 Mixed (Walsall)			N/A
Judgements:	100% working at or above expected progress. 100% of that cohort working above expected progress.	100% working at or above expected progress. 80% of that cohort working above expected progress.	67% working at or above expected progress. 100% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> English and Maths progress from EKS3 to EKS4 is above expected (school's judgement of outstanding). 2 out of 3 eligible pupils achieved at least expected progress all core subjects. Home tuition is proving positive for one pupil (Mental health and engagement). Home tuition pupil will be sitting Functional Skills Level 2 exam on site in April 2023. 	<p>2. 1 pupil is maintaining below expected progress from AuT 2022 to SpT 2023 within Science. Lack of engagement in lessons – change of focus to examination preparation and not coursework.</p>

Quality of leadership and management of Elmwood School:

Following a Leadership Day, it was felt the school needed to have a greater strategic element to its development as a school building upon the successes of the Ofsted Inspection, as well as addressing the areas for development in a sustainable way. This would then provide the overarching direction for the operational element for all staff, whilst providing the flexibility to showcase the incremental steps for school improvement. Instead of the RAG rating previously shared through the RAP and Scrutiny Group, we would shift towards the following language (Developing, Secure and Embedded). The Scrutiny Group will change to Evaluation Progress Board who will still operate in a similar way, but leaders will just showcase our progress towards the strategic elements and not about the operational / day to day implementation.

I am therefore sharing the initial strategic elements of Elmwood School for your consideration:

- Connected Curriculum.
- Connected Communicators.
- Connected Culture.
-

In addition to this will be the Golden Thread regarding financial viability and the growth of the school.

Curriculum Developments:

Spring Term 2023 Developments and IMPACT:

- Early identification of writing pupil progress from AuT 2021 so re-launched the “Big Write” daily intervention to support wow words, the skill of crafting and developing structure of extended writing. IMPACT: The Big Write occurred during SpT One 2023 and then transitioned to The Big Handwrite in SpT Two 2023. Scrutiny has occurred of English books in KS3 where evidence of application of the strategies used to inform better handwriting has occurred – this has meant greater presentation of pupils’ work. We have also seen an increase of 51% of pupils achieving above expected progress within their writing assessments in SpT 2023.
- Specific focus on pupil voice about all aspects of the curriculum enabling Curriculum Leads to act upon advice given. IMPACT: The Deep Dive within English provided a clear message from pupils which has been shared with Curriculum Lead for English and his department to support their practice.
- Providing opportunities for Year 11 pupils to engage with practical college / training provider experiences to reduce anxiety and provide informed choices. IMPACT: 2 pupils had an experience at a Specialist 6th Form provision, which initially reduced anxiety around a

change. All other pupils have engaged well with their college interviews / Access Assessments resulting in us being on target to achieve 100% EET by 31st March 2023.

- Promoted the opportunity for Year 11 pupils to engage with National Citizenship Service (NCS) during July / August. Initial 50% take up. IMPACT: Reconnect with NCS in SuT 2023.
- Developing staffs' awareness around sharing good practice through HOT lessons and how these can be incorporated within practice. IMPACT: The Thinking Drivers enable professional discussions around lesson planning and delivery. The use of subject I-Pads has been stilted due to the infrastructure not in place to support the technological improvements of the school.
- The Funday Friday curriculum enhancement is now established and providing pertinent data in supporting the pupil's overall development with their communication, leadership and preparation for adulthood. We welcome a further 2 during the Summer Term 2022 to then actively review its impact on pupil development. IMPACT: Staff complete assessments on the class completion against the standards aligned to Communication, Leadership and Preparation for Adulthood – this is currently not shared as effectively with staff to support explicit foci.
- Greater exposure to enriching activities that support our 2e pupils (Gifted and Talented). IMPACT: Aligned to the Funday Friday pupils have had Geography and History exposure days at Black Country Living Museum and Blist Hills, Victorian Town. Science has also completed its annual Feral Science experience for 9 identified pupils across KS3-4.
- Careers education has been a focus – big launch aligned to Careers Week. IMPACT: Kidzani experience for Year 9 also explicit links to employees through Out and About lessons.
- Review and develop 3I curriculum plan based on adjust and adapt approach. IMPACT: Departmental time is effectively utilised to practically adapt and adjust the curriculum needs of the departments. Some departments are further ahead with this process. The use of the Deep Dives will also provide rich data to support effective change.
- Starting to share the Curriculum Philosophy for the future. IMPACT: The Leadership Day has provided the bedrock for this to be shared in a coherent way with Curriculum Leaders and Governors to support effective implementation of the operational elements of it. We are still in the developmental phase of the strategic elements.
- Social Reading Programme mapped alongside the topics within PSHEe as well as providing pertinent questions for PSHEe teachers to relate back to the text currently being read by their pupils. IMPACT: reading books mapped to the PSHE curriculum – the use of questioning aligned to PSHEe topics and focus on the half termly VIPERS wasn't evident during the Deep Dive.

Summer Term 2023 Developments:

- Review of the humanities curriculum offer in Key Stage 3 and resource for 2023-24 academic year.
- Securing opportunities for extended writing across the curriculum using the principles and strategies of The Writing Revolution (TWR).
- Share the outcome of the Deep Dive in Technologies (Design & Technology, Food Technology and Art).
- Review progress (so far) from the English Deep Dive.
- Instigate a Deep Dive within Science (SuT One 2023) and Physical Education (SuT Two 2023).
- Share practice observed by Teaching Assistants from their "learning from visits" to other SEMH specialist settings (31.03.23)

- Share practice observed by Teachers from their “learning from visits” to schools within The Matrix Trust (31.03.23).
- Transition of Year 11 to Post 16 (w/b 5th June 2023) and Year 6 to Year 7 (24-25th July 2023).
- Review of KS4 options based on the needs of the current Year 9 pupils and projection of need from the current Year 8 pupils and the viability of the Cognition and Learning pathway in school.

School to School Support:

- Lee Cross and Martin Hawkes have supported 2 secondary schools and, a number of primary schools, through their open Team Teach course. We continue to get e-mails and phone calls on a regular basis for additional support / guidance.
- Dan Whittaker supporting a local primary school with an enriching outdoor education programme.
- Lee Cross has been developing his skill set and awareness of school improvement (to effectively prepare for Ofsted re-assessment in December 2023) through completing work at SEMH settings in Wolverhampton, Walsall, Telford & Wrekin and mainstream primary and secondary schools who are embarking on a journey to be a part of the Local Authorities additional resourced provision for SEMH pupils.
- Patrick Hinsley continues to engage with the Maths Hub which is providing key pedagogical knowledge that can be disseminated across the department.
- Lee Cross is an active member of the Post-16 Steering Group looking at effective provision mapping of qualifications and provisions for pupils with SEND across the borough. This enables me to be an advocate for SEMH pupils and champion that we are the only demographic of need that doesn’t have a designated Post-16 provision. It also links into the thinking of Rob Thomas and Cathy Draper regarding the potential expansion of Elmwood School to addressing the growing needs of SEMH across the borough (and in turn aligned to the strategic elements of financial viability and growth of the school).

Staff have continued to work tirelessly in their drive and commitment to ensure positive outcomes for pupils at Elmwood. The SpT 2023 has been challenging – which was to be expected off the back of an inspection earlier in the year and the school’s rhythm being broken due to inclement weather and NEU Teacher’s strikes. The worry is with so many additional Bank Holidays in the SuT 2023 these disconnected weeks could further impact on the pupil’s ability to show resilience and application to the tasks ahead.

As we move into the SuT 2023 our energy will naturally be drawn to our Year 11 cohort and enabling that as well as achieving their academic outcomes. They are well regulated citizens that are ready to move successfully into Post 16 education or employment and demonstrate the Elmwood Way.

MR LEE CROSS
HEADTEACHER

