



HEADTEACHER'S REPORT TO GOVERNORS – SPRING TERM 2022

Named people within the report:

Name	Role / Responsibility
Julian Gibbons	Walsall LA Customer Project Manager
Kate Bargh	Executive Headteacher - Oakwood School
Cathy Draper	Executive Headteacher – Short Heath Junior School
Sally Stone	Black Country Consortium, HIP
Jo Ramsin	Careers and Enterprise Coordinator
Rachael Maybank	Careers Adviser - Walsall
Rubina Mumtaz	Teaching Assistant
Jane Stack	External Verifier
Dave Harvey	O & A Quality Assurance Verifier
Dan Whittaker	Outdoor Learning Teacher
Charlotte Clarke	ECT - English
Martin Hawkes	Assistant Head
Gemma Francis	Assistant Head
Craig Williamson	Year 11 leaver
Bev Bailey	Family Support Worker/DSL

Introduction:

We have had a busy Autumn Term Two / Spring Term One with many of the interventions and ideas put in place last academic year starting to have real impact (both of teachers and pupils). There have been many opportunities for pupils to have their lives broadened and opening up their horizons, whilst still overcoming the many complexities that our pupils experience on a day to day basis.

Currently we have 72 pupils on roll (welcoming two new additions to Year 9, who have settled in extremely well and showing great potential to add value to our Elmwood Way), this still means we are 5 pupils (7%) above the school's Pupil Admission Number (PAN) but I believe we still have potential for some additional provision in specific year groups (Year 8 and Year 10) for the right pupil without significantly altering the staffing structure and compromising the Quality of Education. In addition to this the school have continued to work holistically with the Local Authority in generating additional commissioned places for a Year 7 cohort in September 2022 – this in turn will provide up to 7 additional places for Walsall children to remain within the borough. These internal modifications will be funded by the Local Authority after a recent site visit by Julian Gibbons, Kate Bargh and Cathy Draper (Walsall Customer Project Manager, Executive Headteacher - Oakwood School and Executive Headteacher – Short Heath Junior School). It is important that Governors are aware that this offer is only to support the initial demand for September 2022 and isn't a commitment for further increased provision year on year as the school secondary curriculum design would be impacted detrimentally due to their being too many classes across the school requiring specialist provision, thus negatively impacting on the curriculum offer.

Scrutiny group (meeting held on 13.1.22) have met to hold SLT to account on the school's progress towards the RAP targets for 2021-22 and we look forward to sharing further progress at the end of the Spring Term 2022. I am pleased that alongside scrutiny we have welcomed LINK Governor and external partners to quality assure our work as a school, which in turn supports the school in its drive

for continued and sustained improvement as we prepare for our forthcoming Ofsted inspection. Therefore, a polite reminder that all stakeholders involved with the school look and use additional evidence (outside of raw numerical data) that suggests that pupils are making academic and social and emotional progress. You can do this by asking these key questions:

1. Why are we collecting this data?
2. What is this data showing us, and how else do we know its accurate?
3. How are we using this data to improve the curriculum?

With regards to teachers and teaching assistants, we are looking at continuing to empower our pupils to take ownership of their successes and providing them with the voice and structure to showcase the things we do well at Elmwood – as well as challenges us all to be that 1% better.

Quality of Education at Elmwood School

The last *internal data* set was taken from December 2021 (next Assessment Week 14.03.22) shows the majority of Year 7's have settled well and are working hard to adjust and adapt to significant disruption within their primary education; in Year 8 and 9 we have seen a significant positive shift within reading and maths from July 2021; in KS4 progress from EKS3 across English and Maths remains a strength which is having a positive impact on the flight path for Year 11 results and EET figures in August 2022. 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 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.

Curriculum Leaders have been utilising evidence from Plan Do Study Act; SLT formal lesson observations; recorded HOT lessons (building upon the strengths of the formal lesson observations) and pupil voice to adjust and adapt their Strategic and Operational Curriculum Plans (3I) – these documents show the changes overtime, with the evidence judging the effectiveness of said amendments. The “30 minute” conversation proforma feeds into the Headteacher’s “90 minute” conversation showing a real thread throughout the school.

70% of delegates that attended the West Midlands Conference (12.11.21) on the schools approach to using Plan Do Study Act to improve the quality of teaching, felt that it was pertinent to their role, with two schools specifically asking for additional support via e-mail on how this could be rolled out within their own organisations.

The school’s website (specifically in reference to careers education) has been updated and now includes termly updates on Year 11 leavers in 2020 and 2021.¹ It also shows the schools progress towards the Gatsby Benchmarks and how we are comparing to National (we are significantly above National against all 8 benchmarks). The projections for Year 11 2022 leavers is also very positive with 16/17=94% looking at maintaining within Education, Training or Employment. This shows the IMPACT of our curriculum offer (over time) in meeting the needs of our pupils.

¹ <https://www.elmwood.walsall.sch.uk/teaching-and-learning/careers>

Broaden horizons and curriculum opportunities this term has included:

- Nurture Circus Trip, Darlaston (pupil thank you letters are on our school website and include comments such as ‘I really enjoyed the whole show, for a big circus fan it is really great to be entertained’)
- 7b Boccia Midlands tournament – semi-finalist. Promoting disability within sport and a new sport.
- Author visit to Nurture base to celebrate World Book Week as well as launching the schools focus on writing.
- Literature from around the world, promoting discussion and debate promoted during social reading accompanied with teaching resources to improve comprehension and inference.

Pupils identified as being disadvantaged are identified within the following document ² 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 are outperforming KS3 NFSM in Maths and Science.
- KS3 FSM & LAC are broadly in line KS3 NFSM in reading.
- KS4 FSM & LAC are broadly in line KS4 NFSM across English and Maths.
- Progress within Science across KS4 is identified as an area of development.
- Progress within writing across KS3 is identified as an area of development (for the Spring Term 2022).

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

The continued approach to evidenced based approaches within teaching and learning (and behaviour) has really started to become the new way of developing pedagogical understanding and appropriateness to our Elmwood learners. Between Monday 15th and Friday 26th November 2021, 20 observations occurred across all curriculum areas, of these, 11 (55%) were jointly observed by a member of the Senior Leadership Team to ratify judgements. 80% of all lessons seen were graded at at least good. As a result of the observations, and for the purpose of improving the quality of teaching, 3 staff were identified as requiring in school support (route 1) through the deployment of our Specialist Leaders in Education / Curriculum Leads and SLT to look at embedding change throughout the Spring Term 2022. 1 member of staff is being supported through pre-capabilities (route 2) with clear timescales and support package (internally and externally). 2/3=66% of staff receiving route 1 support are benefitting from this and it is improving their practice.

The strengths observed within each department were then shared as an opportunity to offer peer to peer support through the approach of “Hot Lessons” during the Spring Term One 2022.

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

<u>Spring Term One – Curriculum Plan (7 weeks)</u>				
<u>Week</u>	<u>Learning content</u>	<u>Opportunity to demonstrate strengths</u>	<u>Allocated Buddy</u>	<u>Allocated HOT lesson</u>
<u>1</u>	<u>How to score - High elbow shooting</u>	<u>Encouragement & High energy</u>	<u>Mr Bullock</u>	-
<u>2</u>	<u>Various types of passing</u>	<u>Retrieval of skills from the term</u>	<u>Mr Bullock</u>	ABu
<u>3</u>	<u>How to beat an opponent by dribbling</u>	<u>Questioning and exploration</u>	<u>Mr Hawkes</u>	MHa
<u>4</u>	<u>One defensive stance</u>	<u>use of different teaching approach i.e. TGFU or skill based</u>	<u>Mr Hawkes</u>	-
<u>5</u>	<u>Officiating</u>	<u>Reminders of expectations, rights and responsibilities</u>	<u>Mr Hawkes/Bullock</u>	-
<u>6</u>	<u>Assessment of core tasks</u>	<u>Encouraged independence & Purposeful questioning</u>	<u>Mr Hinsley</u>	PHi
<u>7</u>	<u>Assessment of core tasks</u>	<u>Set a breadth of challenge with a core task</u>	<u>Mr Hinsley</u>	-

Where an allocated strength from within the department was identified for a specific week for all staff to focus on, each member of staff was encouraged to film a whole lesson / part demonstrating the strength so this could then formulate professional discussions during departmental meetings and, also provide the Curriculum Leads the opportunity to observe lessons without coming out of their own lessons. These lessons are then held within a secure Youtube channel to further enhance “best practice” across the school, as well as being essential evidence to support deep dives in the Summer Term 2022.

Spring Term Two is focussing on pupil voice, where a cross section of pupils from each year group are engaged in discussion and debate using the following question prompts:

- What have they learnt last half term?
- What is the structure of a typical lesson like?
- How is your work assessed?
- How does your teacher share your progress with you?
- How can you get better in this subject area?
- Additional question to support careers education:
- Identified careers that could lead from studying this subject?

Initial feedback from Maths and PE is very informative for Curriculum Leads, but one clear strength is that pupils can share the typical structure of what to expect in a lesson and also any prior learning.

Behaviours and Attitudes at Elmwood School:

Martin Hawkes has completed detailed analysis of bullying incidents, racist incidents, exclusions and attendance (supported by Lee Cross and James Hawkins).

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 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).

Emodiversity 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 45-60%	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 30-45%	Experience a small range of emotions and/or singular emotions at a high intensity. This may be positive or negative.	Mentoring with emotion coach
Very Low 0-30%	Experiences a singular emotion most often which is a high intensity. This may be positive or negative.	1 to 1 support with outside agencies i.e. CAMHS

Highlights

- Pupils at Elmwood School demonstrate Good behaviour. Pupils within Nurture base have **Good** emo-diversity and behaviour across Transition and Pathways base is **Good**. This would suggest that as pupils move through the school years they are able to 1) label how they feel 2) recognise an emotion 3) co-regulate with an adult 4) express their thoughts, feelings and opinions and 5) being able to self-regulate.
- Physical interventions remain consistently low within the school and there has been a decrease in Medium and High incidents.
- Bullying incidents have decreased from Autumn Term 2 2021 to Spring Term 1 2022.
- Conflict resolutions are showing a reduction in repeated friendship related issues within the school.
- Racist incidents have significantly increased. However, targeted strategies this term has reduced racist incidents.
- Total number of suspensions and number of pupils suspended has decreased between the last two half terms

Bullying Incidents

The data set has been organised into two separate comparisons. Firstly, a snapshot comparison from Spring Term One 2021 and Spring Term One 2022. Secondly we dive into the data sets of Autumn Term 2 2021 to Spring Term 1 2022 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 Spring Term One 2021-2022 we can see that there has been an increase in bullying incidents. There is also an increase in the amount of perpetrators and victims between the two data sets. As addressed previously within the governor's 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. This has allowed us as a leadership team to target support for perpetrator's or victims.

What could explain the significant increase between the academic years?

We know that during Spring Term 1 2021 there was a decrease in the number of students in the school due to the Covid 19 risk assessment. We also note that there have been significant changes to recording and reporting of incidents. We are now asking staff to record incidents which involve bullying and friendship related issues. This has allowed us to target specific strategies such as a conflict resolution model across the school and record the effectiveness of this.

	Spring Term 1 2021	Spring Term 1 2022	+ / - sway
Bullying/friendship Incidents	5	23	+18
Number of Perpetrators	3	6	+3
Number of Victims	3	5	+2

A focus on Spring Term 1 2022, we can see that there were 6 perpetrators out of 23 incidents. It is noticeable that there were 3 perpetrators within Transition Base, 2 perpetrators within Pathways Base and 1 perpetrator within Nurture Base.

How have we supported the perpetrators and victims?

- Through acting early and using an isolation for perpetrators within transition after an incident, which occurred on social media. This enabled both perpetrators and victims' reflection time away from each other to then enable a conflict resolution.
- 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.

	Autumn Term 2 2021	Spring Term 1 2022
Conflict resolutions	4	7

- 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 the perspective of another pupil.
- Conflict resolutions show a decrease in repeated incidents between two students. Although there are still some repeated incidents this process allows pupils to share and solve through issues.

	Autumn Term 2 2021	Spring Term 1 2022	+ / - sway
Bullying/friendship Incidents	30	23	-7
Number of Perpetrators	10	6	-4
Number of Victims	9	5	-4

We can see from the comparison of these two data sets, we can see that bullying incidents within the school did decrease from 30 to 23 incidents between adjacent terms. As a school we continue to make good progress in how we support the victims and perpetrators of bullying. We are now seeing the impact of an emotion coaching approach and conflict resolution as an effective tool to support victims and perpetrators of bullying. Specifically, within nurture base, whereby the staff team have adopted and are aiming to sustain this approach to support the pupils they work with.

We will continue to use the conflict resolution approach to support friendship issues within the bases, as this has shown to be positive to reduce further friendship or bullying issues. We note that out of

the 23 incidents of bullying/friendship 9/23 of these were related to bullying whereby there was a victim and a penetrator. The other incidents were solely relationship/friendship issues whereby conflict resolutions were used to support these issues within the group. This has prompted us to adapt how we record our incidents in future. From Spring Term 2 2022 we will be recording bullying and friendship issues separate to each other. This will enable us to accurately record incidents within school and target specific strategies.

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. However, in the Spring Term of 2022 we saw an increase in racist incidents to 7 incidents. When comparing this to Spring Term 1 2021 we can see an increase in incidents between two academic years.

	Spring Term 1 2021	Spring Term 1 2022	+ / - sway
Racist Incidents	0	7	+7

If we look closely at the racist incidents in Spring Term 1 2022 we can see that all of the incidents involved 1 student in the school. Since that pupils are aware of policy and procedures and the student completed 3 separate sessions out of his community base. The student also completed the racism pack on all 3 occasions, however we found that due to their level of cognition and learning the incidents still continued. We did seek advice from another school on how they would support this within their school, so we have now focused on positive re-framing of language when the student says a specific word instead of isolation which we found to not be effective. Since this new strategy there have been no subsequent incidents in Spring Term 2 2022 so far.

We will continue to support victims of racist abuse whether it is staff or pupils and they reserve the right to speak freely to SLT on how they may have been impacted by this use of language. Students are empowered through a rights and responsibilities model/ group discussion to challenge racism in school.

	Autumn Term 2 2021	Spring Term 1 2022
Racist Incidents	0	7

Exclusions

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

Term	Total number of Suspensions	Number of pupils suspended	Total days lost
Autumn Term One 2021	6	5	30*
Autumn Term Two 2021	7	5	11
Spring Term One 2022	5	4	11

*A total of 30 days lost. 12 of these days are for one pupil who was on a long term suspension.

Firstly, we can see from Autumn Term 1 2021 to Spring Term 1 2022 that there was a slight decrease in the number of suspensions and number of pupils suspended. The total number of days remains consistent with the previous half term however.

We did want to make reference to Spring Term One 2022 initial data which shows that there have been 5 suspensions so far this half term. Positively there have been only 1 repeat pupil who have been suspended.

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

- Reflective sessions with SLT
- Isolation from community base
- Individual risk assessment in place to support reintegration post suspensions.
- Conflict resolutions
- The need for reviewing EHCP's earlier to look at the holistic need of the child and any amendments required to their educational provision e.g. modified timetable, use of alternative provisions and Educational Psychologist input

Use of Force / Physical Interventions

The following data sets show a comparison over the last 3 half terms and a snapshot Autumn Term One a year apart. Firstly, we will look into a comparison between the last 3 half terms.

Physical interventions	Autumn Term One 2021	Autumn Term Two 2021	Spring Term One 2022
Low Risk	20	15	18
Medium Risk	7	7	5
High Risk	0	1	0
total	27	22	23

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 Two 2021 to Spring Term one 2022 that there has been a decrease in Medium and High incidents. We can now see that these have converted to Low incidents which is positive to see.

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

- Maintaining a whole school focus on Emotion Coaching and rights and responsibilities
- A move towards a focus on supporting emotional intelligence and regulation in the Nurture base over the last 2 academic years
- Supporting pupils to choose an effective pupil request to act as a regulation tool for them so they can utilise during times of emotion
- Continual staff training in behaviour and attitudes e.g. Team Teach Training and Emotion Coaching
- Risk assessment and targeted IBPs
- Group interventions using GoZen! To support pupils in different emotions (begun Spring Term 1 2022)
- Individual interventions using GoZen! (begun Spring Term 1 2022)

Physical interventions	Autumn Term Two 2020	Autumn Term Two 2021	+ / - sway
Low Risk	28	15	-13
Medium Risk	7	7	0
High Risk	2	1	-1
Total	37	22	-15

If we were to look at a comparison between two identical Autumn Term Two's across a span of an academic year, we can see that there has been a significant decrease in the number of interventions overall. This we can see is mainly in low risk incidents within the school. As shown above, we have in the last academic year put lots of interventions and system changes in place to support pupils in how they regulate and label emotions in the moment. In addition to this, staff are being able to intervene at trigger point more effectively and support pupils without the need for a physical

intervention. 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. We do note that 3 pupils within Nurture base make up for the majority of physical interventions across the school.

What could explain this?

Firstly, there looks as if there is a correlation between the 3 pupils and their Emo-diversity score. All 3 pupils scored low on their Emo-diversity. As shown below.

Pupil	Emo-diversity score	Physical interventions
A	35% (Vulnerable)	7
B	40% (Vulnerable)	6
C	50% (Good)	2

This table above suggests that, pupils with Lower Emo-diversity (which is the ability to recognise, label and regulate an emotion) have a higher level of physical interventions. We suggest that, due to pupils' inability to regulate during times of stress, staff are needing to use a physical intervention to support those pupils to regulate once their "lid has flipped" interestingly, Pupil B and C have both improved their Emo-diversity since the last half term. We would hope that as pupils continue to develop their Emo-diversity that physical interventions would decrease.

Emotion and Behaviour monitoring graphs

Spring Term 1 2022			
Year group	Mode Emotion	Accumulative Emo-diversity %	Emo-diversity score
7a	Happy and Excited	50%	Good
7b	Calm	41%	Vulnerable
8a	Happy and Calm	45%	Good
8b	Happy and Calm	45%	Good
Totals	Happy and Calm	45%	Good

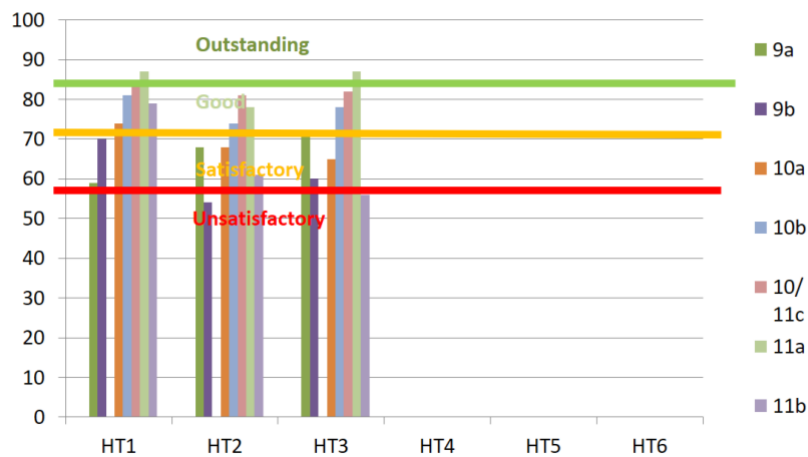
Emotion Graphs for 7a, 7b, 8a and 8b with report.

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 7a are happy and excited 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 we can see this during morning check ins and check out. Due to pupils within this class showing a low emo-diversity score on average, we have recently challenged the pupils to express themselves more often in terms of emotion. Observations during check ins and out would show that pupils in this group have a lower understanding of emotions.

Upcoming and continuing interventions for Nurture base are as follows:

- Pupils in 7b challenged to express themselves outside of calm
- Pupils in year 7 to complete regulation workshops
- Anger workshops to continue in 7a with GoZen!
- Appreciative culture strategy to be used within 8a
- Anxiety workshops to continue in 8b with GoZen!

Cumulative % obtained for behaviour expectations 2021-2022



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.

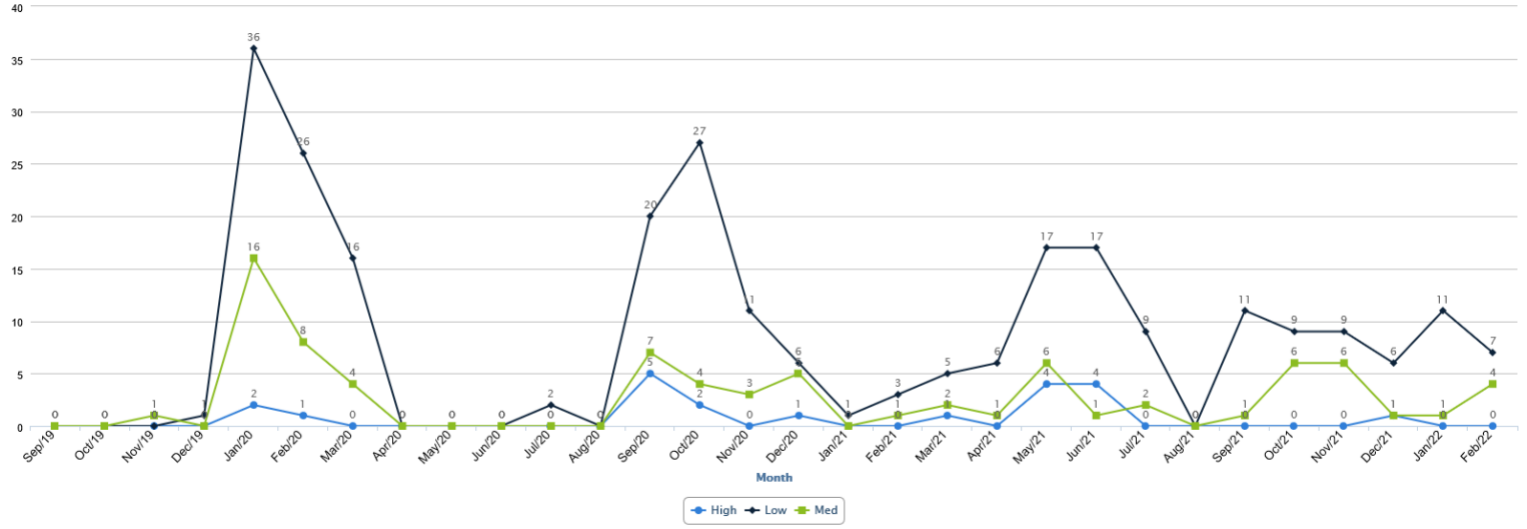
Each group secures a cumulative percentage score over the half term which we can see in the graph above. This data shows the following:

- Behaviour for learning within the Transition base can be judged using a cumulative percentage as **Good** (66%), within Pathways base is **Good** (74%).
- Whole school behaviour can be judged as being **Good** (70%).

Combining this data with the emo-diversity data we can make a confident judgement to say that:

- At Elmwood School, pupils within Nurture base have **Good** emo-diversity and behaviour across Transition and Pathways base is **Good**. This would suggest that as pupils move through the school years they are able to 1) label how they feel 2) recognise an emotion 3) co-regulate with an adult 4) express their thoughts, feelings and opinions and 5) being able to self-regulate.

Positive Handling Incident / Incident severity



Spring Term One 2021-22 (Class 7A)

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Mode 1/2 Term		Emotions Experienced 1/2 Term	Emo Score	% Diff
Pupil A	15	8	7	12	11	19	7	7	Most Common Emotion	Sad		
	2	2	2	2	2	2	2	2	Most Common Intensity	2	1.3.6.7.8.11.12.13.14.15.17.19.20	70%
Pupil B	11	13	15	11	11	7	15	11	Most Common Emotion	Happy		
	1	3	3	2	3	3	2	3	Most Common Intensity	3	2.4.6.7.8.11.13.14.15.16.18.20	60%
Pupil C	13	20	10	absent	13	10	3	13	Most Common Emotion	Excited		
	1	2	2	absent	1	1	2	1	Most Common Intensity	1	3.7.8.10.11.12.13.1.18.20	50%
Pupil D	11	13	11	15	13	13	13	13	Most Common Emotion	Excited		
	2	2	2	2	2	2	2	2	Most Common Intensity	2	3.7.8.11.12.13.15.20	40%
Pupil E	11	0	15	absent	20	11	11	11	Most Common Emotion	Happy		
	2	0	2	absent	2	2	2	2	Most Common Intensity	2	1.2.3.8.10.11.12.13.15.16.20	60%
Pupil F	15	10	10	10	10	10	10	10	Most Common Emotion	Calm		
	2	2	2	2	2	2	2	2	Most Common Intensity	2	7.8.10.13.15.16	35%
Pupil F	15	15	15	15	15	15	15	11	Most Common Emotion	Amused		
	2	2	3	2	2	2	2	2	Most Common Intensity	2	8.10.11.13.15.20	30%

Spring Term One 2020-21 (Class 7B)

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Mode 1/2 Term		Emotions Experienced 1/2 Term	Emo Score	% Diff
Pupil A	10	10	10	10	10	10	#N/A	#N/A	Most Common Emotion	Calm		
	1	2	2	2	2	1	2	#N/A	Most Common Intensity	2	1.7.8.10.11.12.13.15.20	50%
Pupil B	11	11	11	10	11	10	#N/A	#N/A	Most Common Emotion	Happy		
	2	2	2	2	2	2	#N/A	#N/A	Most Common Intensity	2	1.3.7.8.10.11.12.13.16.19.20	55%
Pupil C	11	11	11	11	11	11	#N/A	#N/A	Most Common Emotion	Happy		
	1	1	1	1	1	1	#N/A	#N/A	Most Common Intensity	1	1.7.8.10.11.13.20	35%
Pupil D	11	0	11	10	10	10	#N/A	#N/A	Most Common Emotion	Happy		
	2	2	2	2	2	2	#N/A	#N/A	Most Common Intensity	2	10.11.12.13.20	25%
Pupil E	10	0	10	10	10	10	#N/A	#N/A	Most Common Emotion	Calm		
	2	0	2	2	2	2	#N/A	#N/A	Most Common Intensity	2	1.3.7.8.10.11.12.13.19.20	50%
Pupil F	10	10	10	10	10	10	#N/A	#N/A	Most Common Emotion	Calm		
	2	1	2	2	2	2	#N/A	#N/A	Most Common Intensity	2	1.8.10.11.13.14.19.20	40%
Pupil F	10	10	10	10	10	10	#N/A	#N/A	Most Common Emotion	Calm		
	2	2	2	2	1	1	2	#N/A	Most Common Intensity	2	3.7.8.10.11.14.20	35%

Spring Term One 2020-21 (Class 8A)														
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Mode 1/2 Term			Emotions Experienced 1/2 Term	Emo Score	% Diff
Pupil A	absent	11	11	11	11	11	11	11	11	Most Common Emotion	Happy			
	absent	1	2	2	2	2	2	2	2	Most Common Intensity	2	2.6.7.8.10.11.13.16.17.20	50%	0%
Pupil B	11	11	11	11	11	11	11	11	11	Most Common Emotion	Happy			
	2	2	2	2	2	2	2	2	2	Most Common Intensity	2	1.2.7.8.10.11.13.14.15.16.20	60%	15%
Pupil C	13	13	13	13	13	13	13	13	13	Most Common Emotion	Excited			
	3	3	3	3	3	3	3	3	3	Most Common Intensity	3	2.5.7.8.10.11.13.15.16	50%	10%
Pupil D	10	10	11	10	10	10	10	10	10	Most Common Emotion	Calm			
	1	1	2	1	1	1	1	1	1	Most Common Intensity	1	7.8.10.11.13.16	30%	0%
Pupil E	absent	10	11	10	10	10	10	10	10	Most Common Emotion	Calm			
	absent	1	1	1	1	1	1	1	1	Most Common Intensity	1	7.8.10.11.15.19.20	35%	15%
Pupil F	11	10	11	10	10	11	8	11	11	Most Common Emotion	Happy			
	1	1	1	1	1	1	2	1	1	Most Common Intensity	1	1.8.10.11.12.13.15.19.20	45%	10%
	10	10	10	10	10	10	11	10	10	Most Common Emotion	Calm			
	2	2	2	2	2	2	2	2	2	Most Common Intensity	2	6.8.10.11.13.14.15.16.20	45%	20%

Spring Term Two 2020-21 (Class 8B)														
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Mode 1/2 Term			Emotions Experienced 1/2 Term	Emo Score	% Diff
Pupil A	absent	absent	11	11	11	11	11	11	11	Most Common Emotion	Happy			
	absent	absent	2	2	2	2	2	2	2	Most Common Intensity	2	1.8.10.11.12.14.20	35%	5%
Pupil B	absent	10	10	10	10	11	11	10	10	Most Common Emotion	Calm			
	1	1	1	1	2	2	2	2	1	Most Common Intensity	1	7.8.10.11.12.13.20	35%	-15%
Pupil C	15	10	12	10	10	15	1	15	15	Most Common Emotion	Amused			
	1	1	1	1	1	2	1	2	1	Most Common Intensity	2	1.3.6.7.10.12.15.18	45%	0%
Pupil D	11	6	absent	11	11	1	11	11	11	Most Common Emotion	Happy			
	2	1	absent	2	2	2	2	1	2	Most Common Intensity	2	1.6.7.8.10.11.12.15.18.20	50%	5%
Pupil E	11	20	absent	10	10	10	11	10	10	Most Common Emotion	Calm			
	1	3	absent	2	2	1	2	2	2	Most Common Intensity	2	1.6.7.10.11.12.13.14.15.18.20	60%	10%

School Attendance: Spring Term One: 04.01.2022 – 18.02.2022

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
73	86.40%	9.82%	3.78%

	Spring Term One 2021	Spring Term One 2022	+ / - sway Identify the sway and whether its positive or negative.
Overall Attendance	28.78%	86.40%	+57.62%
Authorised Absence	71.17%	9.61%	-61.56%
Unauthorised Absence	0.05%	3.99%	+3.94%
Persistent Absentees (those pupils with 90% attendance or below)	N/A due to COVID Reintegration Plan	27 Pupils	

Due to the COVID-19 pandemic, it is difficult to draw an accurate comparison between Spring Term One 2022 and the same period last academic year. This is due to the COVID-19 lockdown and Elmwood's reintegration plan that was implemented during that time.

This term, there have been eleven pupils who have tested positive for COVID-19, requiring isolation and receiving an I code for a total of 94 sessions.

There has been an increase in Persistent Absentees compared with this time in the previous academic year, which can be attributed to the below absences.

Notable Absences:

- One school refuser. After intensive EWO involvement, meetings with carers, home visits and an attempted reduced timetable, no improvement in the pupil's absence has been made. As the pupil is a Looked After Child; Virtual Schools and professionals working alongside the young person made the decision that the pupil's needs had changed and he required another provision. The pupil started their new placement on 07/03/2022 and is no longer on roll at Elmwood School.
- One pupil who was placed in Redditch due to his level of risk within Walsall, thus received a C code for fifteen days. Transporting this pupil to Elmwood was considered 'high risk' as the they absconded on their way to school, so home tuition started to take place until a suitable alternative provision was found. The pupil's SEN file has been transferred to Worcestershire and was taken off roll on 28th January 2022.
- One pupil has had six and a half days unauthorised absence. Their mother has recently returned to work which has impacted on the pupil's attendance. The Family Support Worker has been in contact to offer support, an emergency CAMHS appointment has been arranged and a referral has been submitted to the SWING bereavement service to support the pupil with a historical bereavement. Home visits and phone calls by the EWO have been carried out, and a 1st warning letter has now been issued.
- One pupil received a two-day suspension (total of 5 days, carried over from Autumn Term 2). Subsequently, the pupil would not engage with Elmwood's education provision with significant posturing towards staff and pupils. Alternative Provision was explored and successfully implemented and the pupil now has 100% attendance at Elite Training for Spring Term One.
- One pupil received a suspension for four and half days due to physical assault against a member of staff. As a result of this, a reintegration plan has been put into place to ensure the well-being of staff and other students in the pupil's class. The reintegration plan for the first two weeks was one hour after school. This has been reviewed and now includes one Zoom lesson every morning, which is teacher-led in the morning. The plan is currently reviewed every two weeks by Lee Cross.
- One Pupil continues to take part in 'Flexi-School,' which currently consists of a teacher-led online lesson in the afternoon. So far, this has been successful with the pupil attending 96.29% of the online sessions available to him during Spring Term One.
- One pupil is absent from school after previously receiving a ten day fixed-term suspension for physically assaulting a member of staff. Due to the level of risk, Zoom lessons were implemented which were initially successful. However, the pupil began refusing to attend

these lessons. Due to their level of need, the Local Authority and professionals working with the pupil have decided that an alternative education provision is required. The pupil's attendance is currently being recorded as a C code while a suitable provision is found. Safe and Well visits are carried out every ten school days.

- There have been eleven confirmed cases of COVID requiring a total of 47 days' absence.
-

Due to the challenging circumstances of COVID-19 and the previous positive impact of the Education Welfare Officer; the service level agreement for six hours per week for support with attendance has been renewed. This is to continue with early intervention and open and honest parental communication in order to challenge and minimise unnecessary absence. We have secured the following interventions from the EWO (4th January 2022 to 18th February 2022):

Home Visits	Multi-Agency Meetings	Attendance Parent Meeting	Telephone Calls	Warning Letter	Attendance Panel
14	0	1 (Parent DNA)	9	2	0

Maintaining a high level of attendance at Elmwood School during Spring Term has continued to be challenging which can be attributed to both the COVID-19 pandemic and the complex needs of our students. However, with the support of staff, outside agencies and open communication with parents, it remains a strong aspect of Elmwood School.

Volunteers:

We continue to look at the use of volunteers as a means of providing positive and purposeful experiences for them and our pupils. As mentioned previously Rubina Mumtaz was successful at a recent Teaching Assistant interview as was appointed to the Elmwood family in February 2022 – this was a direct result of her commitment through volunteering. The school is also working with a 3rd year Psychology student who has aspirations to join a local SCITT to be a Primary school teacher and a 1st year counselling student who requires opportunities to offer 1:1; small group work as evidence of her practice. This will enhance our current school provision and also widen opportunities for our pupils. Craig Williamson (Year 11 2021 leaver) continues to add value to the PE department as part of his Duke of Edinburgh Gold Award.

Here are the headline figures from the Barr Beacon SCITT carousel experience at Elmwood (January 2022):

Q: The session with Elmwood School was relevant and insightful?

A: 81.5% (22 delegates) **Strongly Agree**; 14.8% (4 delegates) **Agree**

Quotes:

“Seeing the way that Elmwood School operated was eye opening”.

“Amazing to get an insight into how different schools operate in their everyday school life”.

“I’ve seen how valuable certain provisions are for students and experienced things that I wouldn’t have if I was exclusively in a mainstream setting”.

“The engagement with teachers and pupils was a great experience. I love the dedication of staff and their supportive network for the children was thoroughly inspiring and admirable”.

Work Experience / Contact with Employees:

The Spring Term 2022 has really focussed on careers education and specific opportunities within the Year 9 cohort (as part of the Black Country Consortium – HIP) with Enterprise Events with an employer, Sally Stone, Jo Rasmin and Rachael Maybank:

“Pupils coped very well with the Enterprise Challenge they were faced with – considering they didn’t have any knowledge of what was being delivered throughout the morning and it was something out of their comfort zone, most pupils took on the challenge and worked very hard to complete the tasks and showcase their ideas at the end of the session.”

Aligned to Careers Week (7th March 2022) Year 9 pupils have visited their annual trip to Kidzani, experienced a taster session at Walsall College (looking at virtual reality, 3D design and product design), an employee visit to Midland Metro Alliance (construction and myth busting) and the schools Careers Expo (for local employers to showcase the options within their own companies and address the future needs within the school. This is all contributing to our successes within the Gatsby Benchmarks (spoken about on page 2).

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 16/72 = 22% 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 on the website and stipulates how this money is going to be spent. This will be reviewed in April / May 2022 and based on this evidence a new strategy will be launched.

Key:

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

Pupil	Reading	Writing	Maths	Science
9a (Walsall)				
8a (Walsall)				
8b (Derby)				
7a (Sandwell)				
7a (Walsall)				

7b1 (Walsall)				
7b2 (Walsall)				
	71% working at or above expected progress from baseline entry. 100% of that cohort working above expected progress.	86% working at or above expected progress from baseline entry. 83% of that cohort working above expected progress.	<i>Still awaiting Maths results so unable to share outcomes at the time of the report.</i>	86% working at or above expected progress from baseline entry. 100% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> Reading, writing and science progress from baseline is at least expected (school's judgement of at least good). No patterns of pupils underperforming across all aspects of the core curriculum. 3 out of 8 pupils achieved at least expected progress (school's judgement of outstanding) Writing is a strength following "Big Write" intervention. Reading has maintained expected progress across two terms (improving over time). 	<ul style="list-style-type: none"> The 2 pupils have maintained their progress measure from AuT 2021 but have an identified secondary need of cognition and learning (so progress is slower than their SEMH peers).

Pupil	English	Maths	Science
Year 11a (Staffordshire)			
Year 11a (Birmingham)			
Year 11b (Walsall)			
Year 11b (Staffordshire)			
Year 10a1 (Walsall)			
Year 10a2 (Walsall)			
Year 10b (Wolverhampton)			
Year 10c (Staffordshire)			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. 63% of that cohort working above expected progress.	86% 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, Maths and Science progress from EKS3 to EKS4 is above expected (school's judgement of outstanding) 7 out of 8 pupils achieved at least expected progress all core subjects. Positive shifts within 10c pupils (as previously working below expected progress. Positive shift for 4 pupils within Science from AuT 2021 to SpT 2022. 	<ul style="list-style-type: none"> Regression in progress from 11b pupil is due to a group change an inability to secure eh Level 2 qualification (this has supported the child holistically and doesn't reduce / limit their Post-16 destinations).

Quality of leadership and management of Elmwood School:

RAP 2021-22 Review:

Scrutiny were extremely supportive of the progress made during the AuT 2021 – this will be shared through scrutiny minutes and chair. The RAP will be reviewed again for the Spring Term where I am confident will see a continued drive to school improvement.

Curriculum Developments:

Autumn Term 2021 Developments and IMPACT

- Read Theory has been launched for KS3 as one of the interventions to support the underachievement within reading in 2020-21. IMPACT: This has had a positive impact on reading progress across Year 7, 8 and 9 from AuT 2021 to SpT 2022 and Year 11.
- Careers Programme has been launched with School Council and will be an integral thread within their meetings to ascertain if these opportunities are occurring and the effectiveness will be discussed during their EHCP meetings. IMPACT: This has led to successful completion of the 1 out of 8 Gatsby Benchmarks and broadening horizons for Year 9 pupils.
- The theme curriculum through Votes for School now has a more consistent staffing team to enable appropriate quality assurances of the curriculum delivery. In addition to this it forms part of the whole school assembly to look at how the views of Elmwood pupils align to other schools in Walsall, regionally and nationally. It has also increased our offer of current affairs, which the pupils are starting to embrace and discuss (as they now have information to form a conversation). IMPACT: Charlotte Clarke and myself have also mapped the Social Reading Programme alongside the 9 themes addressed within the Votes for School curriculum.
- The Cognition and Learning group has re written its whole qualification suite to match the needs of the groups interest as well as acting on the feedback from the External Verifier (Jane Stack). IMPACT: Positive External Quality Assurance Visit and identified the strengths of the programme and the reflection of the pupils needs.
- Art, Food Technology and Design Technology are utilising a shared language and assessment tracker document enabling for purposeful target setting and the opportunity to develop the recording and reporting of assessment (without detracting from the practical nature of the subject). IMPACT: Progress and thinking regarding assessment shared at Curriculum and Policies Committee meeting (3/3/22) showing a real drive by James Francis, further supported through his commencement of the NPQ pathway.
- The PE curriculum has reverted back to traditional sports aligned to the seasons and the commencement of competitive games (currently 2 wins from 2 games - 100%). This will also have a positive impact on pupil outcomes as they are familiar with the content being

delivered and not brand new sports. IMPACT: Internal data shows at least expected progress from AuT 2021 to SpT 2022 (with an introduction to a varied curriculum provision of net ball, gymnastics and dance, which traditionally are areas of challenge)

- We have maintained the slot of “Feel Good Friday” which is specifically about acknowledging mental health and well-being and cementing our commitment. This is a COVID-19 keeper. IMPACT: This has also enabled specific target intervention through GoZEN for Year 7 and 8 utilising the Emotion Monitoring Profile to identify areas for development.
- Assemblies have returned (lower and upper) school to support the differentiated content required e.g. sexual harassment and peer on peer abuse. To support the breadth, and interest, assemblies are delivered by all teachers on a rotation basis. The initial feedback has been positive and it enables pupils to see staff in a different domain. It also enables the Headteacher to engage with mentoring with every member of the group across the year. IMPACT: Have continued to be a focus of sharing important messages and also showcasing staffs own personal experiences / knowledge.
- The bespoke curriculum for the pupil in year 8 is now being mapped into one quality assured by a local SLD Special School. We are seeing a greater impact in engagement in the learning process and an established assessment criteria to support staff in their judgements. IMPACT: Pupil and parent views are currently positive (secured alongside of EHCP review) as well as staff’s interactions across the school.

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Spring Term 2022 Developments:

- 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.
- Specific focus on pupil voice about all aspects of the curriculum – enabling Curriculum Leads to act upon advice given.
- Providing opportunities for Year 11 pupils to engage with practical college / training provider experiences to reduce anxiety and provide inform choices.
- Promoted the opportunity for Year 11 pupils to engage with National Citizenship Service (NCS) during July / August. Initial 50% take up.
- Developing staff’s awareness around sharing good practice through HOT lessons and how these can be incorporated within practice.
- The Funday Friday curriculum enhancement is now established and providing pertinent data in supporting pupils 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.
- Greater exposure to enriching activities that support our 2e pupils (Gifted and Talented).
- Careers education has been a focus – big launch aligned to Careers Week.
- Review and develop 3I curriculum plan based on adjust and adapt approach.
- Starting to share the Curriculum Philosophy for the future.
- 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.

Y8 PSHE PROGRAMME 2021/22																																																		
Noughts & Crosses												Noughts & Crosses Boy 87 Barnaby Brocket The Illustrated Mum																																						
Barnaby Brocket																																																		
George's Marvellous Medicine												The Twits																																						
WEEK No.	10-Sep	17-Sep	24-Sep	01-Oct	08-Oct	15-Oct	22-Oct	29-Oct	05-Nov	12-Nov	19-Nov	26-Nov	03-Dec	10-Dec	17-Dec	24-Dec	31-Dec	07-Jan	14-Jan	21-Jan	28-Jan	04-Feb	11-Feb	18-Feb	25-Feb	03-Mar	10-Mar	17-Mar	24-Mar	31-Mar	07-Apr	14-Apr	21-Apr	28-Apr	05-May	12-May	19-May	26-May	02-Jun	09-Jun	16-Jun	23-Jun	30-Jun	07-Jul	14-Jul	21-Jul	28-Jul	04-Aug	11-Aug	18-Aug
Social Reading Book 8a	Noughts & Crosses												Noughts & Crosses Boy 87 Barnaby Brocket The Illustrated Mum																																					
Social Reading Book 8b	Barnaby Brocket																																																	
Social Reading Book 8c	George's Marvellous Medicine												The Twits																																					
UNIT	British Values			Crime 2			Careers			Diversity Equality & the Law in the UK			Staying Healthy			The Web We Want			Staying Safe																															
SESSION	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
CONTENT	1 Introduction to British Values/ Democracy 2 The Rule of Law 3 Individual Liberty 4 Mutual Respect 5 Tolerance of Different Beliefs 1 Alcohol, Anger, Boredom 2 Drugs & the Law 3 Vehicle crime 4 Burglary 5 Guns & Knives ASSESSMENT WEEK 1 1 It's all about you! 2 Frustrating ICT Trolley 3 Exploring Industry Sectors 1 4 Exploring Industry Sectors 2 5 Exploring Industry Sectors 3 1 What is equality? 2 Why do we need laws on race equality? 3 What are protected characteristics? 4 Gender stereotypes 5 How can we make society more equal? ASSESSMENT WEEK 2 1 The Eat Well Plate - Fruit and vegetables 2 Starchy Foods / Breakfast/ Milk and Dairy 3 Keeping Hydrated 4 Foods and drinks high in fat and/or sugar 5 Staying Active 1 Football 2 Swearing 3 Cyberbullying 4 Play your part for a better internet 5 Thinking about how we communicate ASSESSMENT WEEK 3 1 What is Skin Cancer? 2 Safe in the Sun! 3 Drowning - It's Up To You 4 First Aid for Young People 5 Learn first aid skills online Evaluation Term ends Friday 22nd July 2022												1 Health & Wellbeing 2 Equalities & Identity 3. Environment & Climate Change The Illustrated Mum Stig of the Dump Alice in Wonderland The BFG Proud of Me Noughts and Crosses Harry Potter 2 4. Global Issues & Politics 5. Science & Technology 6. Community & Charity Private Peaceful Pig-heart Boy The Night Bus Hero 7. Crime, Justice & Extremism 8. Jobs, Economy & Education 9. Culture, Media & the Arts Awaiting Allocation: Barnaby Brocket Boy, Missing? Count Karlstein Coraline Zom-B Underground Teachers please consider the following during subject delivery: 1. Look at the text being read by the group during your delivery. 2. You can see which theme the text has been categorised under. 3. Liaise with Form Tutor (if required) to establish discussions about the text. 3. Use the text to empathise with the subject content. For instance, how might the character in Boy 87 tackle diversity within his own country? What career does the character within Boy 87 want to explore- is this the same or different to yourself? Do you think the Twits have a healthy diet? What race are the characters within Noughts and Crosses?																																					

- Out and About curriculum invited a critical friend **Dave Harvey MA, PGCE, LPIOL** (currently studying part time for a PhD at the University of Cumbria looking at the reach, capacity and potential for outdoor learning, with a focus on progression and developing autonomy that can lead to continued engagement outside school to support) Dan Whittaker in ensuring the Out and About curriculum continues to grow and broaden horizons as a truly unique experience.
- Dan Whittaker with priorities and take on board the recommendations accordingly – I know there have already been some modifications.

Strengths	Recommendations
<ul style="list-style-type: none"> • Very strong commitment from the school in terms of curriculum time and resource allocation. • Exceptionally wide range of challenging and engaging activities, from traditional adventurous outdoor activities to farm visits, poppy making and apple pressing. • Activities offering genuine experiential learning by providing concrete experiences that lead to learning about and care of self, others and the environment, creating a wealth of cultural capital and memorable experiences. • Reflection, and the focus on virtues, form a core part of the programme, ensuring that learning is embedded and able to be referenced in future sessions. • A bespoke and original curriculum relating to virtues that have the potential to underpin learning and development across the school. 	<ul style="list-style-type: none"> • Produce a visual representative of the curriculum overview (Long, Medium and Short). • Clarify and state the intended outcomes for the programme that will be used to gauge success. • Consider reducing the number of virtues that can be addressed, at least initially. This could perhaps involve starting with a core list in Year 7 and then adding to it each year, with the full list available in Year 11. This could illustrate progression and serve to emphasise the virtues that the school prioritises initially before becoming more student centred as they mature. • Consider involving the TA's more as the bridge between what is learnt in O&A and other lessons. This would potentially increase the impact of O&A by re-contextualising the learning for the students. • Consider linking the planning of O&A with other subjects to make the most of

<ul style="list-style-type: none"> • Addresses life skills and makes links to activities and habits that can be developed beyond school. • Genuine choice, and the development of agency, are built into the curriculum and delivery model. • Development and application of student’s awareness of risk management. • Strong alignment of the programme with the ‘Elmwood Way’. • Highly experienced and knowledgeable Curriculum Lead. 	<p>opportunities. (Aligned to the 3I document operational).</p> <ul style="list-style-type: none"> • Share the theory of change including testimony from students, parents and teachers. Expanding on the SOAF virtues and their significance as motivating behaviours would help to highlight the innovative nature of the O&A programme. • Engage with the School Council for feedback. • Carry out an audit of what information you already have and assess how it could be displayed/ shared. Consider the evaluation suggestions above and implement if constraints allow.
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School to School Support:

- Lee Cross and Martin Hawkes have supported 6 local primary schools through their work with Team Teach Ltd.
- Bev Bailey has added capacity to Short Heath Federation as community Governor, sharing her expertise but also supporting other pupils across the borough.
- Facilitated the Vaccination Program for those still requiring the COVID-19 vaccination.
- Gemma Francis working in collaboration with other SEMH schools (Teach Meet).
- Dan Whittaker supporting a local junior school with an enriching outdoor education programme.

Staff have continued to show resilience as we continue to drive the school forward. We are prepared and ready to showcase our achievements with Ofsted; School Improvement Partner and any visitor to the school. I know at times it feels like we are not making progress with a pupil (academically, socially or emotionally) but then they demonstrate their core values in front of complete strangers and it is then that we can fully appreciate that we are having a positive impact and are in fact re-imagining their potential to be the best version of themselves.

The spring term has provided opportunities for us to also acknowledge the scale of the challenges and barriers our pupils face on a daily basis – and while they may present at times dysregulated, they still attend our safe and supportive school. We will continue to stand shoulder to shoulder with them and support them through co-regulation. We are a community and when things get tough, we grow closer.

It’s an exciting time to be at Elmwood!

MR LEE CROSS
HEADTEACHER