



## HEADTEACHER'S REPORT TO GOVERNORS – SPRING TERM 2021

### Named people within the report:

Name	Role / Responsibility
Lee Cross	Headteacher
Martin Hawkes	Assistant Headteacher
James Hawkins	Family Welfare Officer/ Deputy Designated Safeguarding Lead/Attendance Lead
Victoria Norman	Educational Psychologist
Julie Lees	Education Welfare Officer
Lynn Maritza	School Business, Finance and Operations Manager
James Francis	Lead Teacher of Technology
Rajiv Gunawardana	Enterprise Advisor
Dev Cleaver	Virtual Reality Provider

### Introduction:

I am pleased to inform Governors that we have accepted the Assessment Place that was requested by the LA during the Autumn Term Two, this collaborative approach with the LA has further strengthened our working relationship. However, there are some concerns that we will have to work with a variety of professionals to effectively meet the needs of the pupil – who is very different to the current Elmwood cohort. I know that staff are initially concerned about us diversifying as a school, but it's the right thing to do for this pupil and their family. I never seen such relief on the parents and child's face each and every time they enter the school grounds. Their child feels safe, secure and loved for the first time in a long time and we are privileged enough to share that exciting journey. This does mean that the school is currently 12% over its PAN but with a slight reduction in numbers from September 2021 it enables for a sustainable budget plan moving forward.

The first Scrutiny Panel 12<sup>th</sup> January 2021 occurred remotely and provided some excellent challenge and conversations around how we as leaders are moving the school forward (in spite of the COVID-19). It also enabled leaders to develop those purposeful relationships with a greater number of Governors and shows the leadership depth within the school – which has always been an area for development.

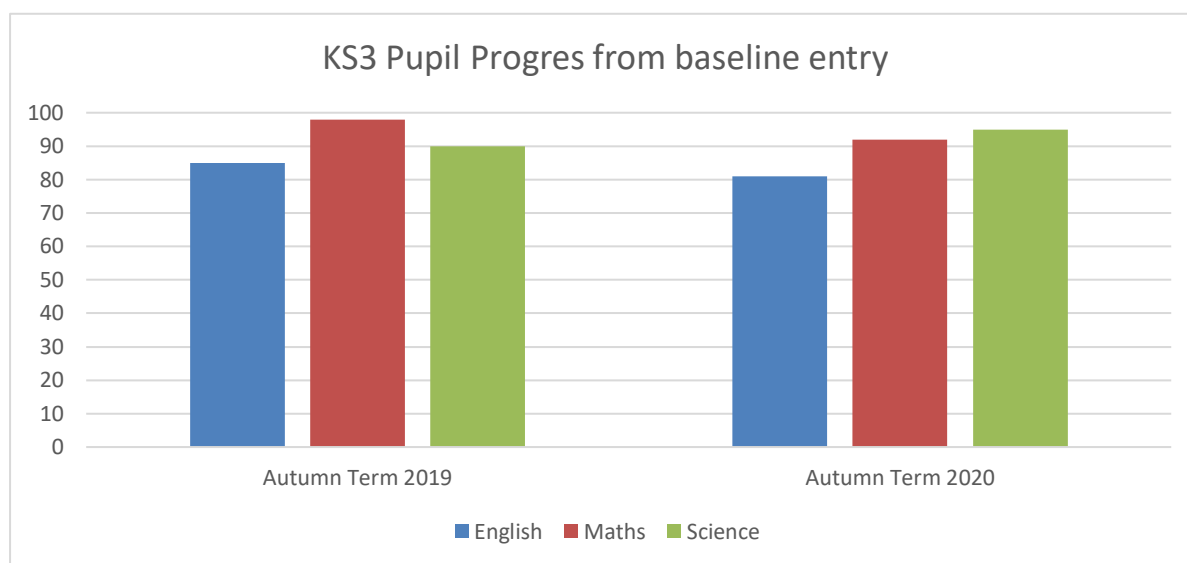
Section 5 and 8 inspections remain suspended throughout the Spring Term (unless there are significant safeguarding concerns). As a school that is a 'Requires Improvement' in the last inspection, it is essential that we are maintaining an eye on the landscape and continue to prepare effectively for a pending inspection from the Summer Term 2021. A lot can change within the realms of education and inspections but it is imperative that we are ready to celebrate and present our journey, as we have all worked extremely hard to implement the recommendations from the previous report. I have had two virtual light touch meetings with the School Improvement Partner (Pat Hunt) and, even though she hasn't been directed to share a formal report, these conversations have been positive and re-assuring that we as a team are not only managing but in fact continuing to drive things forward (in an appropriate and timely manner).

As a Governor myself I know how challenging it can be in securing time with Senior Leaders and to complete LINK Governor visits but I must stress their importance at a time where external quality assurances are very difficult to secure (i.e. visits from other professionals to Quality Assure Teaching, external work moderation, School Improvement Partners and LA designated officers). Please think creatively, picking up the phone to discuss an area of the Raising Achievement Plan 2020-21; communicating via e-mail; asking us to arrange virtual meetings with a representative body of staff or even pupils. All of this is fantastic evidence that triangulates what “we are saying” is happening in the school.

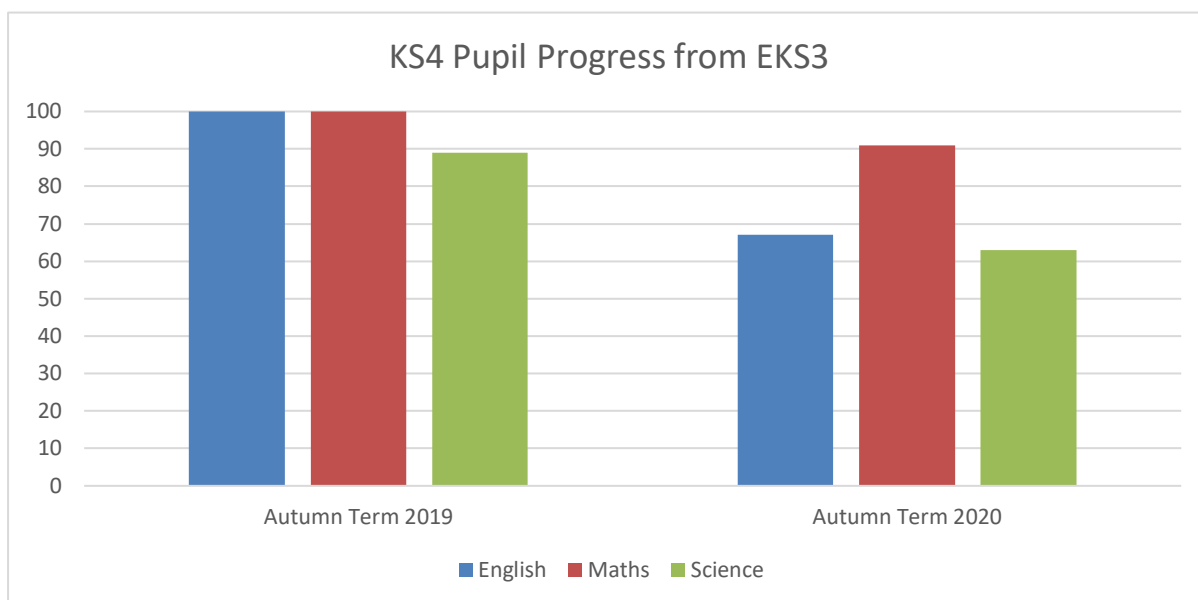
The Headteacher’s briefings led jointly by Public Health Walsall, Special School Headteacher meetings and SEMH Network meetings that are being held virtually, has enabled me to access more and have been invaluable in sharing information from the LA to other senior leaders and also to celebrate our achievements as a school and learn from those experienced leaders who are facing different challenges than us. I am hopeful that a blended approach continues in life beyond COVID-19.

### **Quality of Education at Elmwood School**

As a school we were able to secure teacher assessments from the Autumn Term 2020 which enabled us to establish whether there was any significant academic impact on our pupils following extended periods of not receiving face to face curriculum delivery. In order to show a visual representation of this impact I have compared the Autumn Term data from 2019 and 2020.



Traditionally, progress is strongest across the Autumn Term and we can see from the above that there isn’t any statistical difference within Key Stage 3 which strengthens the school’s justification of our Home Learning Policy and principles on maintaining relationships as central during these extended periods of absence. We actually saw an improvement of progress measures within Science.



Within Key Stage 4 we see a slightly different picture with significant reductions within English and Science. The key justifications to this were:

- Pupils within the Cognition & Learning (English) pathway had lost significant knowledge during the National Lockdown and across the 6 weeks' holiday without that support and guidance from staff.
- Year 10 pupils had limited exposure to the chemistry curriculum content so we are having to catch up with that dovetailed into the Gateway Certificate qualification.
- The transition from KS3 to KS4 was a challenge and some pupil's behaviours were the priority and were in need of support.

Based on these observations curriculum leads have adapted and adjusted their 31 curriculum plans (this is the curriculum document that explains the strategic and operational components of the subject and how they align to the school's values)<sup>1</sup> to support retention and retrieval of prior information which will secure a greater depth of knowledge and enabled effective building blocks for concrete thinking. There have also been some staffing changes to support more effective teaching and clearer accountability.

Moving forward we have decided not to conduct a formal assessment week during the Spring Term 2021 due to not having all pupils receiving on site education – instead we have adopted to use the Challenge Tasks approach where each subject area creates an open ended challenge / question that pupils have to draw upon prior knowledge to answer and solve the problem. This approach doesn't place additional pressure on pupils to complete a cold assessment on content they haven't actually been taught, but what it does provide teachers and parents with is an idea of which assessment belt they are working within which can then be celebrated, and shared with parents, during the Progress and Achievement Event on 31<sup>st</sup> March 2021; as well as focus the teacher to know and understand what elements to focus on during the Summer Term 2021.

At KS4 we have maintained formal assessments alongside Awarding Bodies guidance to create a robust evidence based audit to support the process of awarding qualifications in June / July 2021.

<sup>1</sup> <https://www.elmwood.walsall.sch.uk/teaching-and-learning/curriculum-operational> and <https://www.elmwood.walsall.sch.uk/teaching-and-learning/curriculum-strategic>

This approach has been extremely effective as ALL pupils in Year 11 have achieved their Gateway Certificate (Level 1 and Level 2) in Maths and Gateway Certificate (Level 2) in English. All other Gateway qualifications in Science and Level 1 in English will be completed by May 2021. BTEC Home

Cooking and ASDAN AoPE have also been completed and we are awaiting external moderation. This has reduced the amount of pressure on Year 11 pupils and has also enabled us to work specifically on transition to Post 16 as well as securing additional qualifications at GCSE level.

When looking at the effectiveness of us in narrowing the gap between those identified as FSM & LAC compared to NFSM we can clearly see that the national picture is prevalent at Elmwood too. However, it is also imperative to understand that our NFSM cohort is the lowest that it has been for a number of years and in turn does make it challenging to compare. The following observations can be made:

Strengths	Areas for Development
<ul style="list-style-type: none"> <li>• KS3 LAC progress across all core subjects is above expected (school judgement of outstanding).</li> <li>• KS3 FSM progress is at least expected (school judgement of good) across all core subjects.</li> <li>• KS4 LAC progress across all core subjects is at least at expected (school judgement of good).</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 FSM progress (mainly due to Cognition &amp; Learning cohort).</li> <li>• KS3 FSM and KS4 LAC progress is vulnerable.</li> </ul>

The document <sup>2</sup> gives greater detail around specific groups and also identifies the next steps.

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

Senior Leaders completed a series of rapid lesson observations during the Autumn Term Two with the focus of: To see if staff are implementing the behaviours aligned to the school’s core values and what emotions are being demonstrated within the learning episodes.

The following finding were deduced from said observations:

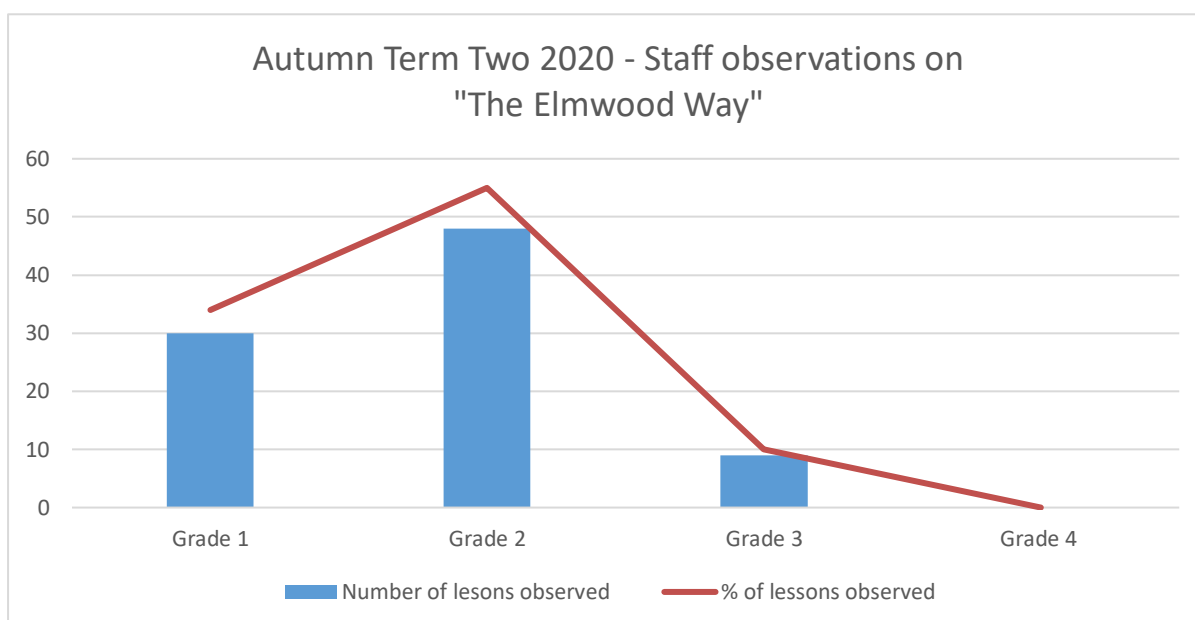
Feelings observed:	<ul style="list-style-type: none"> <li>• The overall feeling experienced during the observations was that classrooms were calm, relaxed and purposeful environments to be in.</li> <li>• The most common emotions experienced were 1<sup>st</sup> calm, 2<sup>nd</sup> excited, 3<sup>rd</sup> happy</li> </ul>
Star Aspects observed:	<ul style="list-style-type: none"> <li>• Pupils are encouraged and emotionally supported when they get stuck which enables them to build resilience.</li> <li>• Pupils are fully supported to problem solve through their difficulties and staff give lots of option points to aid this.</li> <li>• Staff use attention shifts to get pupils back on task or help them to self regulate. e.g. use of objects or humour</li> </ul>
To make this even better:	<ul style="list-style-type: none"> <li>• A theme throughout was that greater empathise needs to put on pupils wearing</li> </ul>

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

	<p>snoods when working close to each other or when working close with staff.</p> <ul style="list-style-type: none"> <li>• Support pupils in labelling their emotions and validate how they feel.</li> <li>• Encourage pupils, to show pride in their work by when you touch base with each student use this as an opportunity to give praise or reinforce what they are doing is correct or ask how they feel about their work</li> </ul>
--	---

The breakdown of the above data was secured through:

	Number of lessons observed	% of lessons observed
Grade 1	30	34
Grade 2	48	55
Grade 3	9	10
Grade 4	0	0



During the Spring Term Two 2021 we have decided to develop staff's pedagogy in preparation for a return to full school opening and preparation for life after COVID-19. This approach was extremely different to what staff were used to as they were provided with a series of retrieval and reflective teaching strategies for them to select and to complete a 3-week evidence based study using the structure of the Plan Do Study Act (PDSA) used across NHS trusts to trial small changes before scaling up to larger organisational changes. This has allowed staff to work collaboratively (either within their department or cross curricular) within a risk free environment. The end goal is to have a substantial amount of PDSA mini-studies for Senior Leaders and Curriculum Leaders to validate and decide whether to adopt, adapt or abandon. This level of ownership within their curriculum and classroom will be built upon during the Teaching and Learning Inset day on 1<sup>st</sup> April 2021 and into the Summer Term 2021 aligned to implementation or impact of their 3I curriculum.

As part of the quality assurances of teaching and learning Senior Leaders will be observing staff deliver these new pedagogical devices, which will also provide additional evidence for their PDSA mini-study. It also provides leaders the opportunity to engage with informal observations and provide light touch feedback.

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

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

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

It is important to note that the data sets that have been presented within this document include data from Autumn Term Two 2020 and Spring Term One 2021. I have not made comparisons to previous data due to the National Lockdown that was imposed during Autumn Term 2.

### **Bullying Incidents**

In a comparison between the last two half terms we can see a decrease in bullying incidents, however we know that there has been a significant decrease in pupils in school.

	Autumn Term Two 2020	Spring Term One 2021	+ / - sway
Bullying Incidents	17	5	+ 12
Number of Bullying Perpetrators	10	3	+ 7
Number of Bullying Victims	6	3	+ 3

If we look deeper into Spring Term One 2021, we can note that there was one perpetrator involved in three incidents with the same victim. It would be important to note that both students have not been within a group setting previously and have found it challenging to develop positive relationships. As a school we wanted to give both students the opportunity to develop these relationships and hope that through more interactions that this improved over this half term.

### **Racist Incidents**

	Autumn Term Two 2020	Spring Term One 2021	+ / - sway
Racist Incidents	4	1	+ 3

Racists incidents show that there were no repeat offenders in Spring Term One 2021.

### **Exclusions**

There were no exclusions in Spring Term One 2021. Again there has been a significant decrease in number of pupils within the school, but this is a positive step forward.

Term	Total number of exclusions	Number of pupils excluded	Total days lost
Autumn Term Two 2020	7	6	12
Spring Term One 2021	0	0	0

In a comparison of the last two half terms, we can see that although the amount of total exclusions increased, we can see that the total days lost has significantly decreased. This is mainly down to a

decrease in the significance of the exclusions and specific pupils now on modified timetables or on alternative provision.

Term	Total number of exclusions	Number of pupils excluded	Total days lost
Autumn Term One 2020	6	5	23
Autumn Term Two 2020	7	6	12
Sway +/-	-1	-1	+11

### Use of Force / Physical Interventions

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

Physical interventions	Autumn Two 2020	Spring Term One 2021
Low Risk	9	1
Medium Risk	7	0
High Risk	0	0
Total	16	1

Moving forward the following will be continuing to build upon the hard work and determination of staff and pupils from the Autumn Term and Spring Term One.

### Emotion Coaching Workshops

We have reintroduced the Emotion Coaching CPD sessions led by Dr Victoria Norman (Educational Psychologist). These sessions are aimed at those staff members who have expressed an interest in Emotion Coaching and would like to develop their own practice in this field. The sessions have diverse focus which included topics such as emotional regulation, emotional intelligence, social stories and atonement. During these session staff are asked to complete a reflective log by which they reflect on when they have used emotion coaching, what the successes were and what could be improved in the future. This is one way, as staff, we can continually develop our practice through instilling reflection in our teaching.

### Health and Safety Days

The health and safety days this year are scheduled for the 29th-31st March. These dates are always important dates in our calendar as it enables us as staff to reflect on our practice in Team Teach and upskill ourselves in behaviour and safeguarding. This year the training is spread over three days to accommodate for first aid training as well as additional behaviour training. We always state that we provide outstanding CPD in school and this year is no exception. Staff will receive practical refresher of intermediate and advanced Team Teach techniques, theory of emotion coaching and behaviour plans, social stories and therapeutic approaches to supporting pupils.

## Daily Wellbeing Debrief

Since the introduction of the wellbeing debriefs, it has been positive to see the change in staff attitudes towards how they reflect on the day. We can see through observations that in smaller base debriefs that staff are more conformable in expressing how they feel on the day. There is some evidence of staff saying how they feel and then how we can support them. More work is needed here on supporting staff to feel confident in expressing feelings and then looking to how we can support. We can also see that staff are being asked to flip the narrative with a focus on "how the

pupil is feeling" rather than what has been negative today. This allows staff to think from the pupil's point of view and then to look towards solutions to supporting them the next day. From my initial observations it is positive to see staff coming up with solutions as a base on how to support their pupils. I have felt that this empowers staff and gives them more responsibility within the base.

## Attendance

### **Whole School Attendance: Autumn Term 2020 (cumulative)**

<b>Pupils on Roll</b>	<b>Overall Attendance 01/09/2020 to 18/12/2020</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>	<b>Pupils Attending Onsite Provision</b>	<b>Safe and Well Visits and Purposeful Activities</b>
76	87.40%	4.77%	7.8%	27%	73%

At the end of Autumn Term Two there was a total of sixteen pupils attending school on site and four pupils attending alternative provision, which equates to 27% of the school population. Safe and Well visits were carried out during the last two weeks of Autumn Term Two to the remaining 56 pupils (73% of the pupils on roll). Some visits were duplicated determined by the pupils' level of need.

During Autumn Term Two, the X code was used for 1223 sessions out of a possible 4097 sessions (29.85%).

### **Whole School Attendance: Spring Term 2021 (cumulative)**

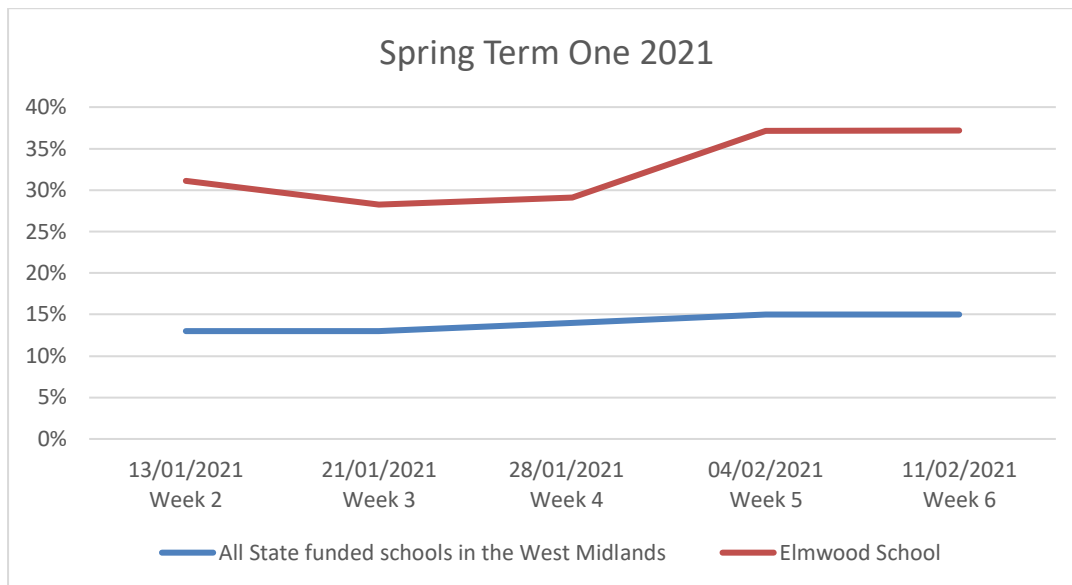
<b>Pupils on Roll</b>	<b>Overall Attendance 01/09/2020 to 12/02/2021</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>	<b>Pupils Attending Onsite Provision</b>	<b>Safe and Well Visits and Purposeful Activities</b>
76	70.04%	24.44%	5.53%	55.2%	44.8%

At the end of Spring Term One there was a total of 42 pupils accessing an onsite education or attending face-to-face alternative provision, which is 55.2% of the school population. Weekly Safe and Well visits, which included purposeful activities, were carried out to the remaining 34 pupils (44.8%), with some visits duplicated due to the pupils' level of need.

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



### Comparison between Elmwood School and the National Average of State-Funded Schools in the West Midlands



*Graph showing weekly attendance during Spring Term One in West Midlands stated-funded secondary schools compared to at Elmwood School*

The graph above demonstrates that, during the third National Lockdown that was implemented by the Government due to the COVID-19 pandemic, Elmwood’s attendance has consistently been above the national average each week in Spring Term One. The most recent data shows an attendance figure of at least 15.06% above State-Funded Schools in the West Midlands, and in the last two weeks Elmwood were 22.18% above. This has been achieved through early communication with parents and carers when a pupil is absent, weekly review meetings with the Education Welfare Officer (EWO) and liaising with multiple agencies to ensure pupils are only absent only when absolutely necessary; this then allows for relevant coding and gives the most accurate picture of current school attendance.

#### Education Welfare Officer

Due to the COVID-19 pandemic, we have made the decision to alter the way we utilise the EWO. During Autumn Term Two and Spring Term One, weekly attendance review meetings have been held over the phone. The EWO is regularly making phone calls to parents and carers and conducting doorstep welfare visits. All legal cases and warning letters can now resume from Monday 8<sup>th</sup> March 2021 and cases can now begin to be built for poor or non-attendance.

#### Attendance Transition Meetings

To support pupils in achieving the best possible level of attendance on their return to school after the current lockdown, we identified pupils that were previously poor attenders and invited them, along with their parents/carers to attend a Transition Back to School meeting. This was an opportunity to

discuss any barriers to attendance and identify ways in which this could be improved on return to school. The meeting was held by myself and Julie Lewis, the EWO from Walsall Council. Nine pupils' parents either engaged in a face-to-face or telephone which supported and alleviated any concerns they had for their child's return to school.

Nine pupils and their parents/carers were invited, however three of the pupils' meetings were deferred due to their family homes being in the postcode bracket at the time of the new COVID-19 South African variant. This is a 66% engagement measure; the remaining 3 pupils will be seen after Easter to re-engage with the importance of attendance.

### School Refusers

There are currently three school refusers:

1. Despite intensive EWO involvement, pupil meetings, parent meetings, home visits, attempted reduced timetable and attendance panel which resulted in a six-week monitoring period, no improvement was made in the pupil's attendance. School and the EWO made a joint decision to proceed with legal action. However, following an appeal from the pupil's parents, legal action was withdrawn by Walsall Magistrates' Court due to current family circumstances and the existing involvement of Social Care. School, Children's Services, CAMHS and Walsall SEN are currently working with the family as they have requested a change of placement.
2. After a meeting with the pupil's parent, CAMHS doctor and nurse, Headteacher and Family Welfare Officer, barriers to the pupil's attendance and ways of moving forward were identified. After a change to the pupil's medication and a monitoring period, the pupil started home tuition. This was withdrawn December 2021 due to non-engagement. School are still liaising with CAMHS to support the pupil and their family. The focus remains on early identification of a Post-16 provision.
3. The pupil attended school for 22 days during Autumn Term Two which was an improvement on the four days of Autumn Term One. The pupil and their family have had input from both the EWO and Children's Services which has previously had a positive impact, however the pupil has refused to attend school during Spring Term One. Interventions such as staff visiting the family home and the involvement of a Family Support Worker from InTouch have unfortunately had no impact on attendance. The pupil is subject to a Child Protection plan; professionals are currently exploring different ways to support both parent and pupil.

For these pupils safe and well checks are carried out every ten school days to these pupils' family homes.

### Persistent Absentees

Persistent absentees will be reviewed at the end of Spring Term Two to get an accurate reflection, as lockdown and coding during the COVID-19 pandemic has affected the attendance data.

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

### Coding during the COVID-19 Pandemic (06/01/2021 to 08/03/2021)

Following DFE guidance, if a parent/carer wished for their child to be absent, Elmwood School would authorise the absence during the national lockdown period and this absence would not be penalised. If a pupil was absent due to an illness that was non COVID-19 related; this would be marked as an 'I'. If a pupil was 'isolating, shielding or quarantining' due to COVID-19 then an 'X' code would be used. If a parent did not send their child into school, then they will be marked as a 'C' code (leave of absence authorised by the school). If a child had a medical appointment, then they would be marked as a 'M' code. Expectations would be that normal attendance procedures are still in operation and our EWO would still be available to assist in supporting both the pupil to attend school and their family. These codes meant that all pupil absence was authorised. However, if the pupil was required to attend school and was absent for a reason that would have been an unauthorised absence before lockdown began, this would be recorded on our SIMS database for reference should the pupil's attendance become a concern in the future. For example, refusing to attend or not attending due to a birthday.

#### Re-engagement Plan (8<sup>th</sup> March – 26<sup>th</sup> March 2021)

Based on the DfE guidance we have been able to offer a re-engagement plan to support pupils returning back into school as well as managing parental / carer anxieties. These identified 22 pupils (29% of school population) are either just attending 1 day a week or an additional day to support them academically and emotionally which means they all have access to 1-1 provision throughout the day and to get used to the schools new control measures; this had proven a successful intervention following the February ½ term with our most anxious pupils, so much so they quickly increased to full time once they had "experienced it". This is also a supportive way of improving attendance. This re-engagement plan will not be in place w/b 19<sup>th</sup> April 2021 with the expectation that we will have won some hearts and minds.

#### SIMs Registration

The transfer from completing paper registers to completing them on SIMs was postponed during the third Lockdown. The transfer would have been impractical at this time due to students being in different classes to those that they would usually be in. It was then discovered that SIMs had not correctly been installed on staff computers and, although the application was showing as installed, it would not open for teaching staff. After discussions with ICT and the SIMs Installation Team, it was evident that two computers needed to be rebuilt; one of these has now been completed. In addition to this, staff permissions need to be linked to individual computers allowing them access to the SIMs application. I have since been to each classroom to allocate the desktop computers to form staff and this information has been forwarded to ICT Services and the SIMs Installation Team. The transfer to SIMs is now scheduled to take place after the Easter holiday.

#### LAC:

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

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

The school has 13/76 = 17% of the school population that are identified as LAC (this remains a high percentage) and there is potentially another pupil that may become a LAC due to Section 20. This would mean further meeting constraints on the Headteacher / Designated Teacher for LACs.

Key:

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

Pupil	Reading	Writing	Maths	Science
9l m (Wolverhampton)				
9e (Walsall)				
9m (Walsall)				
9l f (Wolverhampton)				
8a (Walsall)				
7a (Walsall)				
7b (Walsall)				
7b (Derby)				
	88% working at or above expected progress from baseline entry. 57% of that cohort working above expected progress.	100% working at or above expected progress from baseline entry. 63% of that cohort working above expected progress.	88% working at or above expected progress from baseline entry. 57% of that cohort working above expected progress.	75% 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"> <li>Reading, writing and maths progress from baseline are above expected (school's judgement of outstanding)</li> <li>4 out of 8 pupils achieved above expected progress school's judgement of outstanding) progress across reading and writing.</li> <li>Writing is a strength within the English curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Year 9m below expected progress across 2 core subjects.</li> <li>Good progress in science – but this is below the expectations of other core subjects.</li> <li>9e pupil working below expected progress (even with being included within the 2e community).</li> </ul>

Pupil	English	Maths	Science
Year 11 (Walsall)			
Year 10a (Walsall)			
Year 10a (Birmingham)			
Year 10a (Staffordshire)			
Year 10b (Staffordshire)			

Judgements:	80% working at or above expected progress. 100% of that cohort working above expected progress.	80% working at or above expected progress. 20% of that cohort working above expected progress.	60% working at or above expected progress. 100% of that cohort working above expected progress.
-------------	---	--	---

<b>Strengths</b>	<b>Areas for Development</b>
<ul style="list-style-type: none"> <li>English progress is above expected from EKS3 (school's judgement of outstanding)</li> <li>Maths progress is expected from EKS3 (school's judgement of good). 1 pupil away from an outstanding judgement.</li> </ul>	<ul style="list-style-type: none"> <li>Legacy of poor engagement for Year 11 pupil in science – additional focus of WAVE 3 intervention to support as a requirement for Post-16 destination.</li> <li>Year 10b pupil has struggled with the Chemistry component of the Science curriculum – the rigidity aligned to their ASC compounds this.</li> </ul>

The Pupil Premium and Effectiveness 2020-21 will be reviewed in April 2021 to ascertain the level of impact the spending has had for our LAC population. This will then ascertain the level of intervention for the next financial year. As a school we haven't claimed additional funding from LA's if we are unable to provide some of our identified interventions due to COVID-19 restrictions.

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

#### **SEND Banding**

After consultation with Special Headteachers and a wider group of professionals, the Walsall Right 4 SEND Banding Descriptors document has been approved by Cabinet and the LA Finance Team which has resulted in a new banding system across the borough, across all categories of need, within the SEND Code of Practice. The previous model saw a 3 band system, which has now moved towards a 2 band system (Special Schools only). The financial figures are detailed below:

Band	Annual Figure	Band	Annual Figure
One	£13,101	Six	£16,311
Two	£19,834	Seven	£21,280
Three	£31,014		

Based on pupil numbers this level of funding is extremely positive for us, but I must stress this level of funding also acknowledges the ever increasing complexity of need of our pupils. Lynn Maritza will also be looking at benchmarking against other schools across the West Midlands to project potential trends at a local level but also enables accurate challenge for pupils who are out of borough. There is a risk that if the per pupil cost is significantly higher than other LA's, then the likeliness for LA's to place at Elmwood is reduced (due to the having to pay more than they would within their home LA).

#### **RAP 2019-20 Review:**

This was completed through the Scrutiny Panel and fed back by the Chair of Governors.

#### **Curriculum Developments:**

## Autumn Term 2020 Review

- Theme curriculum has been well received by staff, it has enabled greater discussions and debates and when walking around school, you can hear those mutterings by this week's topic is "International Women's Day". This has also been made available for those who are Home Learning.
- The Technology Department are forging ahead with their cohesive curriculum offer and have developed a shared tracking document and more pupil friendly assessment criteria. James Francis is also developing more cross curricular activities as well as weekly STEM projects for Home Learning<sup>3</sup>
- Due to COVID-19 restrictions the Cognition & Learning cohort have had to be split across two classrooms as they were unable to effectively distance. This is something we will continue to monitor and see if this impacts on the quality of their education.
- The PE curriculum has adapted well to the restrictions and this isn't having an impact on engagement. A massive thanks to Ormiston Sheffield Academy for allowing us to loan their Gymnastics 5 tier box.
- "Feel Good Friday" has been a great focus and end to the week; it has also transitioned well over Zoom for those pupils Home learning.
- Assemblies have been extremely successful (similar to the Votes for School) pupils have a real buzz and are talking about the key messages well after the assembly has finished. This is an area of the curriculum that we have had to loose during the Spring Term 2021.
- Play Therapy hasn't been able to continue due to the member of staff shielding, but weekly calls have occurred for the 10 pupils in receipt of this throughout the Spring Term 2021. The therapist is looking to return after Easer.

## Spring Term 2021 Developments

- Challenge Tasks to assess progress.
- Trailing resources from "The Hacking Lab" at KS4 to make online safety more robust and greater understanding of cyber security.
- Enterprise workshops until the end of the year with the KS4 Cognition & Learning Cohort with our Enterprise Advisor, Rajiv Gunawardana. Initial feedback has been positive and pupils have been excited about their business development plans.
- 10b pupils to complete a 6-week Interactive Work Experience within creative design and market production.
- Pilot with Dev Clever (Virtual Reality)<sup>4</sup> to look at ways of enhancing our careers education package at Year 10 and Year 8. There will be opportunities for us to celebrate our achievements of having such positive remaining in education, training or employment and also showcase our relationships with employers.
- 4-day curriculum and 1 day home learning (to enable us to provide intensive support for the most vulnerable).
- Curriculum Leads (core subjects) have worked collaboratively to implement the principles of RADY (Raising Achievement for Disadvantaged Youngsters) an LA led intervention. This has meant that we have discussed each pupil and provided an uplift to their EKS3 or EKS4 Target which accelerates their flight path towards Age Related Expectation and doesn't place a

---

<sup>3</sup> <https://sites.google.com/view/virtualelmwoodschool/home>

<sup>4</sup> <https://www.devclever.co.uk/experience/>

ceiling on their aspirations. Another example of us providing opportunities for stretch and challenge.

#### Careers Education:

100% of Year 11's has had their EHCP review meetings and I am in weekly contact with SEND Team to establish if they are on target to achieve naming Post-16 destinations by 31<sup>st</sup> March 2021; current figures would suggest 15/17 (88% of the cohort) have been consulted with providers and are awaiting a response. We are approaching a varied array of providers this year (due to location) but am extremely excited that two pupils are applying to mainstream 6<sup>th</sup> form centres as well as new colleges we haven't worked with previously. What is extremely pleasing is that we have enabled year 11's to have a choice about their future and that is a fantastic achievement – we look forward to supporting their transition in the coming months.

We are progressing towards being compliant across all 8 Gatsby Outcomes and, the work with the Black Country Enterprise Company, has been positive in providing those vital contacts as well as professional external challenge about our approach to careers education. This is an area that will be developed on the school website as well clearly identifying our progress and celebrate our Year 11 leavers destination figures.

#### COVID-19:

All stakeholders have been made aware of any amendments to the Risk Assessment and additional control measures being put in place at school. This process is very fluid and is constantly communicated to the Chair and Vice Chair.

I will end by saying that as we progress into the Summer Term 2021 can we do so with appreciation as each and every action we all make is having a positive impact on someone within our Elmwood Community, we must never underestimate this. In addition to this I want to appreciate the work of leaders (and those who directly support them) who are having to be responsive to the demands of many changes at central Government, as well as the expectation of their Headteacher, you are always there to face the challenges when things have gone wrong but very rarely hear the praise of when things go well.

On behalf of the Elmwood Community I appreciate each and every one of you.

MR LEE CROSS  
HEADTEACHER