



## HEADTEACHER'S REPORT TO GOVERNORS – SUMMER TERM 2023

### Named people within the report:

| Name              | Role / Responsibility                       |
|-------------------|---|
| Chris Bowen       | Curriculum Lead for english                 |
| Patrick Hinsley   | Class teacher (Maths)                       |
| Lana Tolley       | Play therapist                              |
| Jo Hughes         | Teaching Assistant/Family Support Assistant |
| Bev Bailey        | Family Welfare Officer                      |
| Dr Kaul           | School Paediatrician                        |
| Rob Thomas        | Head of school organisation and assets      |
| Steve Davies      | Walsall LA EHCP Manager                     |
| Martin Hawkes     | Assistant Head                              |
| Lynn Jones        | Careers Enterprise Coordinator              |
| Hashawna Morrison | Education Welfare Officer                   |
| Jane Weldon       | Employment Advisor                          |
| Katie Hughes      | Volunteer                                   |
| Nicole Rose       | Teaching Assistant                          |
| Paul Middleton    | Unqualified Teacher                         |
| Pat Hunt          | School Improvement Partner                  |
| Debbie Bailey     | Deputy CEO, Forward Education Trust         |

### Introduction:

As I am sure you can appreciate the SuT is a quick paced term with staff focussing on achieving the very best for our Yr11 pupils as well as having another eye on supporting a successful transition from Year 6 to Year 7, in addition to any internal transitions and changes. With transition in mind we have successfully transitioned a Year 9b pupil into the Elmwood Community – this was through a series of discussions with parents and pupils to look at what their presenting need was. It became apparent that we could better support this young man and enable him to see himself as a positive learner, it was also a direction letter from Walsall LA. In addition to this staff have been consulted on the new form groups for 2023-24 and how we are going to integrate our newly appointed Teaching Assistants for September 2023. The consultation is an essential part of our practice as a school and ensures greater buy in of the decisions made by SLT, the academic timetable for AuT 2023 will be consulted upon w/b 19<sup>th</sup> June 2023 following a series of interviews for long term supply w/b 5<sup>th</sup> June 2023.

Despite the focus on the above we have maintained our drive to further build upon the quality of education through staff investment:

- Chris Bowen has completed his PAPPA (Postgraduate Award of Proficiency in Assessment for Access Arrangements) which will support the pupils in securing their rights for access arrangements and, in turn, enable them to be the best version of themselves.
- Patrick Hinsley continues to engage positively within the Maths Hub looking at pedagogical devices and curriculum developments to build upon the strengths within the Maths department (as well as ways of enabling our lower attaining pupils coming through the school).
- Following the successes of Lana Tolley we commissioned an additional CPD for Teaching Assistants (26.04.23) to look at how they can support a pupil post 6, 12 or 24 week in Play Therapy within the classroom setting. This is aligned to the schools work around Trauma Informed Practice and Emotion Coaching.

- Jo Hughes has also continued to develop her skills set within the role of Family Support (seconded) by attending supporting medical conditions and child sexual abuse training. This will offer further challenge and support to Bev Bailey upon her return to work.

In addition to supporting the quality of education we are pleased to see the return of Dr Kaul to Elmwood who has completed two clinics on site with a third occurring on (28.06.23), this has enabled us to effectively signpost as well as a series of overdue medication reviews. This will provide us greater capacity in the new year to focus on our new pupil intake (and their very complex needs).

Following Special Heads meeting (18.05.23) there were some very clear messages delivered by Rob Thomas which does provide SLT and Governors with some thinking as we look at how Elmwood will succession plan and implement a strategic growth of the school. Here are the key messages discussed:

- Appointed a permanent EHCP Manager – Steve Davies, previous experience from Sandwell SEND Team.
- There has been a significant growth (32%) of SEND specialist places over the past 4 years in Walsall. This is higher than national and reinforces the hard work of Special Heads in continuing to support the LA, pupils and families by going significantly over PAN to support.
- There will be an increase of 100 specialist pupil places (through the Specialist Resource Provisions – in Primary).
- There is potential of 32 specialist pupil places for SEMH (11-16) through newly adopted Specialist Resource Provision) by September 2024. This will support Elmwood School with strategic expansion but is still well short of the number of pupils requiring this provision.
- A commitment from the LA to hold off direction letters to Headteacher(s) as acknowledging the work we have done and the need to establish purposeful relationships (legacy direction letters to maintain in place).

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

The next internal data set will commence w/b 19<sup>th</sup> June 2023 which will be an opportunity to see how pupils have built upon their success from the Spring Term 2023 assessment. It will also be the first assessment since implementing the RADY uplift from the Spring Term 2023 progress – this is a brilliant opportunity for Curriculum Leads to re-adjust a pupil’s flight path to support further stretch and challenge.

We continue to work hard with pupils, parents / carers and professionals to secure appropriate Post-16 provisions for our 2023 Year 11 leavers (but this is becoming increasingly difficult) due to external factors. Here are the projections for this cohort for September 2023:

| <b>Destination</b>          | <b>Percentage of pupils / Number of pupils</b> |
|-----------------------------|--|
| College / Training Provider | 68% / 10                                       |
| NEET (but engaging)         | 6% / 1   |
| NEET (but not engaging)     | 20% / 3  |
| Employed                    |  |
| Other                       | 6% / 1   |

Whilst I appreciate how every cohort are different, this will be the schools highest level of NEET since 2012 (which was my first year at Elmwood School). I am optimistic that over the coming month we will be able to shift at least 2 pupils into either a college / training provider or employment which would be an amazing achievement for this cohort.

Broaden horizons and curriculum opportunities this term has included:

- Year 10's attended Dudley for a barge experience to support them with their creative writing (IGCSE preparation).
- Year 8 pupils had the opportunity to complete their Level 1 or Level 2 Bikeability qualification.
- Four reluctant riders also had an intense 1-1 session with the instructor resulting in them being classified as riders.
- KS3 pupils have experienced pond dipping to support the Science and Out and About curriculum. This was also at a local pond so could encourage positive parental engagement during the May half term.
- Pupils are continuing to develop their preparation for adulthood, communication and leadership skills through Funday Friday experiences.
- 1 pupil in 8b has embarked on his cyber choice programme which has been created to teach pupils who may be vulnerable to becoming involved in cyber crime. <sup>1</sup>
- We continue to utilise Heal Hub as a means of supporting a selection of our pupils who are presenting below the level of tier 3 CAMHS or have been unsuccessful in accessing talking therapy with WPH. During SuT One 2023 there have been 8 successful assessments completed – with 5 places being commissioned for SuT Two 2023. This will provide a vital opportunity for pupils to work through their presentational behaviours through play. As a school we have to be conscious that the more pupils that access therapeutic intervention the increased chance they have of being dysregulated between sessions – which can impact negatively on a pupil's behaviour and attitudes. Strategically this is an area that needs to be monitored and assessed against other impact measures.
- Martin Hawkes (and guests) will be launching the Youth Sport Trust "Go Lead Girls" leadership programme. This will support them in their leadership roles and responsibilities within the school community as well as source vital information for their qualifications in the future. We look forward to seeing how this programme supports and empowers the female population within the school.

I have also been analysing the impact of 2022-23 Pupil Premium spending <sup>2</sup> which has also provided the strategy for future spending to support our pupils. The common theme this year will still remain on attendance, as well as supporting the school's environment to further support an accelerated approach to co-regulation (Ofsted feedback); in addition to maintaining a focus on resources to support the quality of education. From 2023 – 2024 financial year, we will be utilising the DfE approved documentation for Pupil Premium.

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

The Deep Dives continue to provide SLT with vital information to share with Curriculum Leads and improve the quality of teaching within that department. This term we have focused on Science<sup>3</sup> and Physical Education (w/b 12.06.23). The key messages are:

What have we seen in action?

- Pupils' engagement to Science is generally good. This is supported by a good variety of practical sessions and experiments that support pupils' learning.
- Lessons are sequenced and learning is connected.
- Pupils are beginning to understand the concept of thinking scientifically.

<sup>1</sup> <https://www.nationalcrimeagency.gov.uk/cyber-choices>

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

<sup>3</sup> Shared with Co-Chair of Governors at Curriculum and Policies Committee.

- Recall tasks are well embedded in practice and routinely used as starter activities.

#### How does teaching support pupils?

- The use of PowerPoints and videos support the learning in Science lessons.
- The addition of a Science Teaching Assistant has undoubtedly added support and confidence to the department.
- Planning shows that lessons are sequenced and highlights key questions that need to be posed. Be mindful that Elmwood pupils may answer these questions using their own phraseology in the first instance – and this should still be celebrated until they master scientific terminology and how to implement it effectively.
- Books are neat and tidy and work is regularly acknowledged by the teacher. Sometimes the quality and quantity of the work produced in books does not equal the content of that seen in the lesson.

Teachers have been sharing their experience of The Writing Revolution (TWR) which will provide future thinking and direction of the school and whether staff are ready for any more information or whether the need for further exploration is required. The following staff comments can be seen:

“Using If / Although / Unless supported quality writing but required additional teaching on how to start a sentence with these words. Will try more in the future”

English Teacher

“Scrabbled sentence starters support SPaG and the revision of the rules”

English Teacher

“Expanded sentences have supported definitions and misconceptions within maths”

Maths Team

“Using pictures has supported writing about similarities and differences within a historical context”

History Teacher

DPD launch

Aligned to our Gateway Progression Diploma and, the work with The Careers Enterprise Company, we have managed to secure a fantastic opportunity for pupils in KS4 Mixed group to have an experience of the many roles associated within DPD – this will involve a launch of the unit called Interview Skills where members of the recruitment team will identify what would be expected on interview within the organisation and how the probation period looks for employees. This will then enable them to also experience an interview / induction within DPD. This has been organised by our Enterprise Co-ordinator Lynn Jones.

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

Martin Hawkes has provided the following report. Moving forward Martin Hawkes will submit end of term reports to FGB to enable a natural time period and clarity when completing comparison. This is a similar process to Bev Bailey and her DSL report on a ½ termly basis.

#### **Here are the key highlights:**

- Pupils within Nurture base have **Good** EMO-Diversity. Behaviour across Transition base is **Satisfactory** and Pathways base is **Good**. Attendance and behaviour expectations have dipped across the two bases (most notably within Transition base) which has resulted in behaviour improvement for the SpT and SuT One.

- Physical interventions remain consistently low within the school despite the increase within Spring Term One and Two 2023. Nurture base account for 93% of physical interventions within the school.
- Conflict resolutions are showing a reduction in repeated friendship related issues within the school.
- Suspensions decreased during SuT One 2023.

### Bullying Incidents

Firstly, a snapshot comparison from Spring Term Two 2022 and Spring Term Two 2023. Secondly we dive into the data sets of Spring Term Two 2023 to Summer Term One 2023 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 termly measures which can be observed in sequent terms within a given period.

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

A note here is that we now record bullying and friendship related incidents. As we can see, there were 4 friendship related incidents in total and only 6 bullying. Out of the 6-bullying half of these were instigated by the same perpetrator in year 7.

|                               | Spring Term Two 2022   | Spring Term Two 2023     | + / - sway |
|-------------------------------|------------------------|--------------------------|------------|
| Bullying/friendship Incidents | 9                      | 23                       | +14        |
| Number of Perpetrators        | 5/9 friendship related | 15/23 friendship related | +3         |
| Number of Victims             | 4                      | 5                        | +1         |

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

How have we supported the perpetrators and victims?

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

### Conflict resolutions

|                      | Spring Term Two 2023 | Summer Term One 2023 | + / - sway |
|----------------------|----------------------|----------------------|------------|
| Conflict resolutions | 10                   | 2                    | -8         |

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

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

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

|                               | Spring Term Two 2023        | Summer Term One 2023           | + / - sway |
|-------------------------------|-----------------------------|--------------------------------|------------|
| Bullying/friendship Incidents | 9<br>5/9 friendship related | 17<br>11/17 friendship related | +8         |
| Number of Perpetrators        | 4                           | 7                              | +2         |
| Number of Victims             | 3                           | 5                              | +2         |

We can see from the comparison of these two data sets that bullying incidents within the school did increase between adjacent terms. As a school we continue to make good progress in how we support the victims and perpetrators of bullying. We can see that there is still a high proportion of incidents that are friendship related and not bullying incidents.

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 17 incidents of Bullying/Friendship 6 of these were related to bullying whereby there was a victim and a perpetrator. The other 11 incidents were solely relationship/friendship issues whereby conflict resolutions were used to support these issues within the group. In particular, within 7a there were 3 perpetrators and one victim, the perpetrators each have a morning out of the community base and 1 pupil was suspended. This group continues to have friendship related issues but no further incidents of bullying have occurred.

### Racist Incidents

As a school we work consistently hard to challenge any form of discrimination towards another member of our school community. Racist incidents have been traditionally low within the school. In the Autumn Term 2022 (18 incidents) we saw an increase in racist incidents. This was mainly seen within nurture base and the words used on the most part have been discriminatory but not directed in the right context. We have seen a significant decrease since Autumn Term 2022 with Spring Term Two 2023 showing 0 incidents.

|                  | Autumn Term 2022 | Spring Term 2023 | + / - sway |
|------------------|------------------|------------------|------------|
| Racist Incidents | 18               | 4                | -14        |

If we look closely at the racist incidents in Spring Term 2023 we can see that there has been a dramatic decrease in incidents since Autumn Term. Pupils are aware of policy and procedures and that the pupils involved completed 1 separate session out of their community base. One pupil also completed a racism pack which is part of his plan to support with his cognition and learning. This pupil now

undertakes a reflection pack following each incident and staff use facial expression to demonstrate their feelings. In Summer Term One we have seen 2 incidents which involved the same pupil towards staff member. 1 suspension was used to support a reduction in future incidents.

|                  |                      |                      |            |
|------------------|----------------------|----------------------|------------|
|                  | Spring Term Two 2023 | Summer Term One 2023 | + / - sway |
| Racist Incidents | 0                    | 2                    | +2         |

### Suspensions

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

| Term                 | Total number of Suspensions | Number of pupils suspended | Total days lost |
|----------------------|-----------------------------|----------------------------|-----------------|
| Autumn Term One 2022 | 4                           | 4                          | 5               |
| Autumn Term Two 2022 | 2                           | 2                          | 2               |
| Spring Term One 2023 | 11                          | 8                          | 12.5            |
| Spring Term Two 2023 | 8                           | 7                          | 17              |
| Summer Term One 2023 | 7                           | 6                          | 8               |

Firstly, we can see from Autumn Term One to Spring Term Two that there was an increase in number of suspensions and number of pupils suspended. Then in Summer Term One we have seen a slight decrease within the suspensions.

We note that out of the 6 pupils that were suspended during Summer Term One 2023, 3 of these were from the year 11 cohort and 3 from nurture base. In particular, the year 11 cohort have been off baseline during Spring Term, which has resulted in higher suspensions. Out of the pupils within pathways base, one of these has had repeated incidents within this term. The other two pupils have responded very positively to the interventions and have not repeated the incident. One of the year 7 pupils was suspended for two days for a physical assault on another pupil which has not been repeated since.

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

- Reflective sessions with SLT
- Isolation from community base
- Conflict resolutions with SLT
- Individual risk assessment in place to support reintegration post suspensions.
- Conflict resolutions
- 1 to 1 timetable support
- SLT search of objects before entry to the school building.

### Use of Force / Physical Interventions

The following data sets show a comparison over the last 2 half terms and a comparison across the entire school year. one a year apart.

| Physical interventions | Autumn Term One 2022 | Autumn Term Two 2022 | Spring Term One 2023 | Spring Term Two 2023 | Summer Term One 2023 |
|------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Low Risk               | 29                   | 14                   | 42                   | 28                   | 6                    |
| Medium Risk            | 1                    | 2                    | 5                    | 3                    | 2                    |
| High Risk              | 1                    | 0                    | 0                    | 0                    | 0                    |
| total                  | 31                   | 16                   | 47                   | 31                   | 8                    |

We can see from the above data set from the whole academic year thus far that, physical interventions have been on a decline since Spring Term One 2023. We can see that from Autumn Term One 2022 to Summer Term One 2023 there has been an overall decrease in PI in total.

It is important to note that High Risk incidents have remained at 0 for four consecutive half terms and Medium Risk remain progressively low within the school.

Currently physical interventions are low within Transition and Pathways bases as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. Currently nurture pupils make up for 93% of all physical interventions for the Spring Term. 67% of all PI within the school are from pupils in 7a and 7c.

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

As nurture base in particular is showing higher risk and amount of physical interventions within the school, the following intervention begun in Spring Term Two to support a reduction in these.

### **Nurture Base Calm Spaces Trial 1.0**

- Purpose: To support pupils to journey through the RULER approach and provide opportunities to Emotion Coach. To provide opportunities to self-regulate and give pupils the tools to do so. To see a reduction in physical interventions within the year 7 cohort.
- Method: Provide calm spaces such as nurture corridor and sensory room space. Pupils use this space when triggered or when staff have noticed they are triggered. The space follows the guidelines listed below. Staff to pre-teach use of the space to year 7 and 8 pupils. Staff to gain ideas from each tutor group of calming activities that pupils would like in the drawers in the spaces.
- Proposed impact: Pupils to use the calm spaces to co or self regulate. A seen reduction in use of reflection room spaces. A seen reduction in physical intervention's within the year 7 cohorts specifically. A return to class in a calm and focused space ready to learn.

Calm Spaces update: currently the calm spaces are showing to be a factor in the reduction in the physical interventions within nurture. Staff and utilising the spaces with the pupils and this is showing less use or over reliance on reflection rooms.

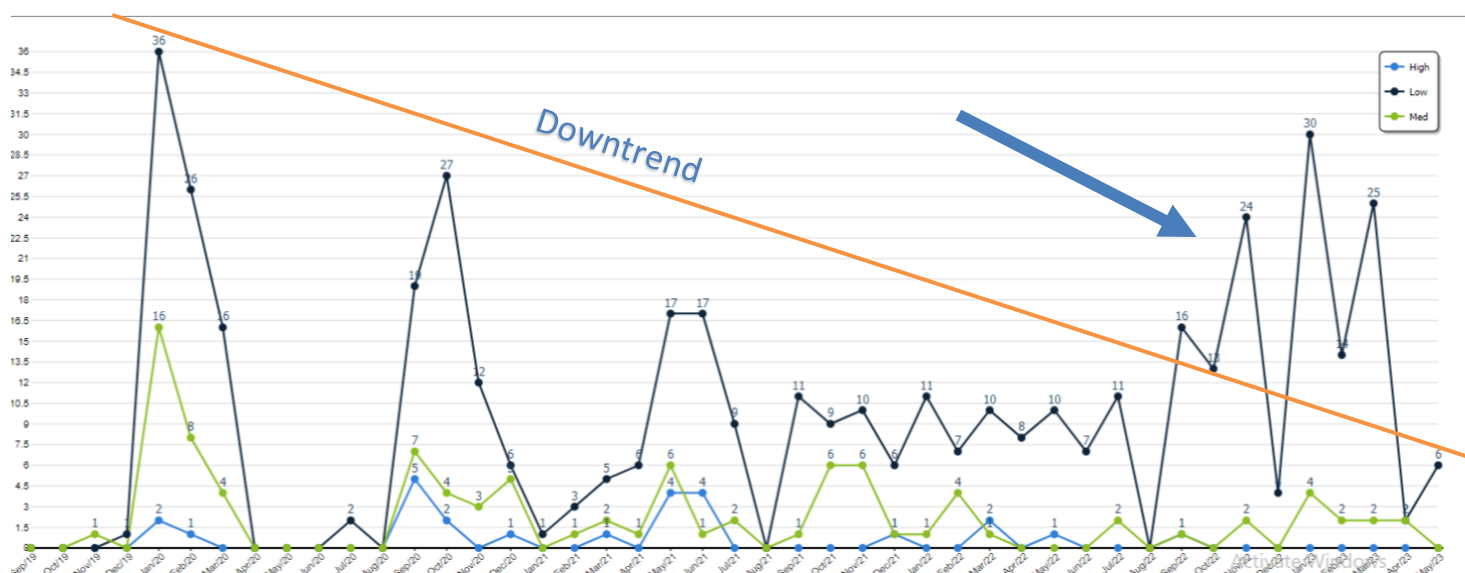
As we see from the table below. Spring Term Two 2023 has shown an increase in PI within the school. As previously mentioned the majority of these PI's are within nurture base and the calm space trial has been brought in to support this reduction.

| Physical interventions | Spring Term Two 2022 | Spring Term Two 2023 | + / - sway |
|------------------------|----------------------|----------------------|------------|
|                        |                      |                      |            |



|             |    |    |     |
|-------------|----|----|-----|
| Low Risk    | 18 | 28 | +10 |
| Medium Risk | 1  | 3  | +2  |
| High Risk   | 0  | 0  | 0   |
| Total       | 19 | 31 | +12 |

Below is the data shown since recording on Iris Adapt. We can see from the arrow that the picture has shown a spike in low risk physical interventions since September 2022, this is still aligned to a downward trend since September 2019 but acknowledges the strategic focus on the RULER approach to better prepare our pupils for life beyond Elmwood.



Emotion and Behaviour monitoring graphs

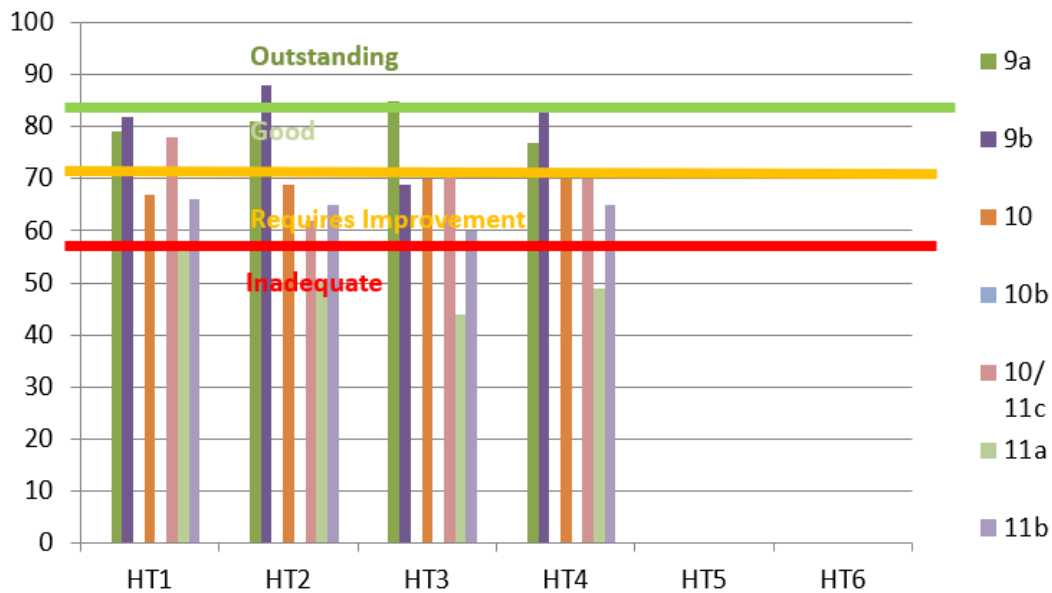
| Spring Term 2 2023 |                   |                          |      |                     |
|--------------------|-------------------|--------------------------|------|---------------------|
| Year group         | Mode Emotion      | Accumulative Diversity % | EMO- | EMO-Diversity score |
| 7a                 | Happy and excited | 45%                      |      | Good                |
| 7b                 | Happy and calm    | 40%                      |      | Good                |
| 7c                 | Happy and calm    | 45%                      |      | Good                |
| 8a                 | Amused and calm   | 45%                      |      | Good                |
| 8b                 | Happy and Calm    | 40%                      |      | Good                |
| Totals             | Happy and calm    | 45%                      |      | Good                |

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

We can observe from the table above that the mode emotion across the nurture base is happy and calm. This would suggest that for the majority of the time during the school day, pupils are happy and calm. Pupils within 7a have a mode of excited and happy which, we can see this during morning check ins and check out.

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

## Cumulative % obtained for behaviour expectations 2022-2023



Pupils from Year 9 at Elmwood are asked to reflect and take responsibility for their own behaviours during three episodes of group discussion a day. The behaviours that are discussed are as follows:

Safe body, Positive mouth, Stay in zone, Respect property, Follow instructions, Finish task.

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

Behaviour for learning within the Pathways base can be judged using a cumulative percentage as **Good** (75%). The judgement within Transition base is **Requires for Improvement** (60%). Thus whole school behaviour (transition and pathways) can be judged as being **Requires for Improvement** (65%). This reduction is aligned to the challenges discussed with the Year 11 cohort.

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**. Therefore, pupils at Elmwood School demonstrate Good behaviour. 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.

**School Attendance: Spring Term Two: 27.02.2023 – 31.03.2023**

| Pupils on Roll | Overall Attendance | Authorised Absence | Unauthorised Absence |
|----------------|--------------------|--------------------|----------------------|
| 77             | 82.42%             | 9.88%              | 7.71%                |

|  | Spring Term Two 2022 | Spring Term Two 2023 | + / - sway<br>Identify the sway and whether its positive or negative. |
|--|----------------------|----------------------|---|
| Overall Attendance   | 89.93%               | 82.42%               | -7.51%  |
| Authorised Absence   | 6.28%                | 9.88%                | -3.6%   |
| Unauthorised Absence   | 3.79%                | 7.71%                | -3.92%  |
| Persistent Absentees (those pupils with 90% attendance or below) | 22 Pupils            | 24 Pupils            | -2  |

Attendance is showing a negative trajectory when comparing across the same point and year apart. This is obviously a disappointing situation for the school community but with so many external factors contributing to this regression in attendance – it is understandable. For instance, we have had pupils returning from Section 20 to re-unification with parents, long term placement break downs resulting in temporary accommodation being sought, awaiting outcomes from the Local Authority regarding parental request for a change of placement and a small percentage who have fallen back into poor attendance habits (due to the many NEU strike days and additional bank holidays). If we look at those pupils classified as Persistent Absenteeism in the SpT One 2023 it equated to 40.26% of the school population this significantly improved to 29.8% of the school population.

**Summer Term One: 17.04.2023 – 26.05.2023 (I have taken 4 days off to align to FGB)**

| Pupils on Roll | Overall Attendance | Authorised Absence | Unauthorised Absence |
|----------------|--------------------|--------------------|----------------------|
| 77             | 77.98%             | 14.31%             | 7.71%                |

|  | Summer Term One 2022 (matched the loss of 4 days for SuT 2023) | Summer Term One 2023 | + / - sway<br>Identify the sway and whether it's positive or negative. |
|--|--|----------------------|--|
|--|--|----------------------|--|

|  |           |           |         |
|--|-----------|-----------|---------|
| Overall Attendance   | 88.45%    | 77.98%    | -10.47% |
| Authorised Absence   | 6.65%     | 14.31%    | -7.66%  |
| Unauthorised Absence   | 4.60%     | 7.71%     | -3.11%  |
| Persistent Absentees (those pupils with 90% attendance or below) | 18 Pupils | 30 Pupils | -12     |

The significant regression in attendance is aligned to the nine Year 11 pupils being placed on modified timetables to support to address the following areas:

- Strategic approach to maintain appropriately named Post-16 providers for pupils.
- Specialist mentoring focusing on transition and change.
- Reduce the need for suspensions and those at risk of permanent exclusions.
- Opportunity to experience a different setting – so pupils are experiencing different expectations when in a different setting.
- Ability for targeted academic support in school (1-1 provision).

As I have previously mentioned the need for a different approach with the current Year 11's was required if we wanted to effectively maintain their placement and achieve success for them and the whole Elmwood Community. Upon looking at the unauthorised absence you can see that this has also increased as we maintain our expectations around suitable evidence being provided by parents / carers for their child being absent. As we build for the future, we have been allocated a new Attendance Officer, Hashawana Morrison, and I am utilising her time differently to ensure a positive working relationship with the school as well as establishing positive relationships with the school community by being part of our team. She will attend weekly at 11 am to spend 15 minutes within a class / base setting engaging socially with pupils, this will enable her to have attendance based conversations weekly with pupils and look at early identification of poor attenders. She will also look at linking with local primary schools (whose pupils are attending Elmwood from September 2023) to introduce herself. Following the pupil interaction there will be a 30 minutes discussion focusing on the requirement of safe and well visits, parental meetings and whether legal threshold for prosecution has been met.

**Notable Absences:**

- A pupil in 7a is still school refusing due to a parental request for a change of placement. This continues to be shared with the SEND Team but no additional consultations have been made.
- A pupil in 7b has been successful in accessing JP Education on a phased transition and will be going on role there in September 2023.
- A pupil in 7c has still not attended Elmwood School and is residing in Wolverhampton. Wolverhampton Local Authority have issued a direction letter (which has been rejected by the Headteacher and Governing Body); awaiting further information but will have to escalate to the Secretary of State if not removed from role by the end of the academic year.

If the above issues were resolved by the LA we would be in a position to work with pupils and their families that want Elmwood School. I can confirm that I have completed two Year 7 visits and have

shared that we can meet their needs – subsequently waiting for the LA to free up some place so we can start the transition during the SuT Two 2023.

- There are three Year 9 pupils whose absence is aligned to illness, which is a shame as their attendance has been showing a positive trajectory throughout the year.
- A pupil in 10 has refused home tuition (since the death of his tutor) and will be working in collaboration with Peak Education to commence full time education from September 2023.
- A pupil in 10 since re-unification with parent's attendance has significantly regressed and is at the level of prosecution but we are unable to progress as still protected due to being a Child in Care. Contact is being made with our Attendance Officer to build relationships as from September 2023 they will no longer be classified as a Child in Care.
- A Year 11b pupil will be commencing a long transition with The Ladder School during July 2023 to support a positive educational provision. They are still school refusing but accesses safe and well visits every 10 days.

#### Volunteers:

We have been working with Jane Weldon (Employment Advisor) to secure a SEND experience for someone who is completing her Phd within Special Education (Katie Hughes), this has provided pupils with an opportunity to work alongside somebody who has additional needs (like them) but is excelling within an academic field. We have also arranged (in collaboration with Phoenix Academy) a current Year 11 leaver to have a week's experience at their old Primary School – this may develop into a placement as part of their Post-16 provision.

#### **Quality of Leadership and Management of Elmwood School:**

#### RAP 2021-22 Review:

#### Curriculum Developments:

##### **Summer Term 2023 Developments and IMPACT:**

- Review of the humanities curriculum offer in Key Stage 3 and resource for 2023-24 academic year. IMPACT: Nicole Rose has continued to support staff in creating suitable PowerPoint presentations and pupil study booklets. This academic year we have completed a Geography and History curriculum offer – the History unit has had to cross over two ½ terms due to the number of days lost in SpT Two and SuT One with bank holidays and NEU strike days.
- Securing opportunities for extended writing across the curriculum using the principles and strategies of The Writing Revolution (TWR). IMPACT: Staff have completed exposure of the TWR principles during the SpT Two and SuT One – these have been feedback to LCr to construct the next stages of training and development on 24.05.23.
- Share the outcome of the Deep Dive in Technologies (Design & Technology, Food Technology and Art). IMPACT: Completed and shared with Curriculum Lead for Technologies. This was positively received and also was supported further through external moderation of GCSE Art.
- Review progress (so far) from the English Deep Dive.
- Instigate a Deep Dive within Science (SuT One 2023) and Physical Education (SuT Two 2023). IMPACT: Science has been complete w/b 01.05.23 for 2 weeks and feedback to Curriculum Lead of Science 22.05.23. Physical Education is being completed on w/b 12.06.23.
- Share practice observed by Teaching Assistants from their "learning from visits" to other SEMH specialist settings (31.03.23). IMPACT: This has been shared by Teaching Assistants to

SLT during the NEU industrial Action where we were able to identify key take home messages and looking to utilise any key points into 2023-24. Teachers fed back during Thinking Drivers to SLT and again what was re-assuring was how much of a focus we have on academic progress and the importance of creating a learning focus (as well as developing their SEMH needs). Letters of thanks and key observations were shared with all host school Headteacher(s) and we are looking at continuing this collaboration on our INSET day on 02.10.2023 as staff felt further attendance in the middle of a term would support them more. This time Teaching Assistants would attend mainstream settings and Teachers specialist settings. In addition to this Elmwood will be offering a week for Teachers / Teaching Assistants to have an immersive experience at Elmwood (similar to what we offer the Primary and Secondary SCITT delegates).

- Share practice observed by Teachers from their “learning from visits” to schools within The Matrix Trust (31.03.23). As above.
- Transition of Year 11 to Post 16 (w/b 5<sup>th</sup> June 2023) and Year 6 to Year 7 (24-25<sup>th</sup> July 2023). IMPACT: Yr11’s commenced their modified timetable w/b 17.04.2023 with real success in providing directed 1-1 intervention in preparation for coursework deadline, examination preparation and improving self-esteem and self-worth. Their study leave will result in individual timetable based on their examination constraints with a minimum on a 1 day p/w in school experience to manage their SEMH needs as well as supporting effective safe and well visits. Primary pupils have received a letter indicating the expectations of their transition days.
- Review of KS4 options based on the needs of the current Year 9 pupils and projection of need from the current Year 8 pupils and the viability of the Cognition and Learning pathway in school. IMPACT: All Yr9’s have completed their option experiences and we have looked at the curriculum offer and viability of said offer. We are able to meet the academic / vocational needs of all Yr9 pupils moving into KS4 whilst maintaining a small Cognition and Learning pathway for next year – in preparation for September 2024.

#### School to School Support:

- Paul Middleton supported Blackwood Primary School with one of their challenging KS2 pupils. This is the second time he has been invited back to support our colleagues at Blackwood Primary.
- Martin Hawkes has supported Walsall Virtual School with an in class observation and feedback report to support teachers / Teaching Assistants at Walsall Academy.
- Lee Cross and Martin Hawkes have supported a variety of local primary schools through an open Team Teach course.
- Lee Cross has completed two School Improvement Visits (with Pat Hunt) of SEMH provisions in Telford & Wrekin and South Staffordshire. This has been supportive and has also increased our contacts over a larger period of time.
- Martin Hawkes and Lee Cross are trialling a different approach to Team Teach in supporting The Ladder School for 2 hours every term to problem solve and also practical application / refresher of the skills and techniques taught in their 6 hour Level 1 course.
- Debbie Bailey (Deputy CEO, Forward Education Trust) is attending school 25.05.23 on how can the school support an SEMH school within their trust in Birmingham.

MR LEE CROSS  
HEADTEACHER