



HEADTEACHER'S REPORT TO GOVERNORS – SUMMER TERM 2022

Named people within the report:

Name	Role / Responsibility
John Burton	Head of Art, Ormiston Academy
Sandy Barnes	Education Welfare Officer
Rob Thomas	Walsall LA, Strategic Lead
Kate Bargh	Executive Headteacher - Oakwood School
Cathy Draper	Executive Headteacher – Short Heath Junior School
Jo Ramsin	Careers and Enterprise Coordinator
Dave Harvey	Out and About Curriculum critical friend
Nicole Rose	Work experience volunteer
Dan Whittaker	Outdoor Learning Teacher
Ashley Holmes	Skills Development Coordinator
Martin Hawkes	Assistant Head
Gemma Francis	Assistant Head
Alan Price	Curriculum Lead for Science
Chris Bowen	Curriculum Lead for English
James Francis	Curriculum Lead for Technologies
Charlotte Clarke	ECT
Dam Whittaker	Head of Outdoor Learning
James Hawkins	Former member of staff (Attendance Lead)
Craig Williamson	Former pupil

Introduction:

As a school community we have continued to work hard and tirelessly in our drive to be that 1% better each and every day – and we are really starting to see some pupils demonstrate the consistency in their behaviours and attitude towards learning. This is no more evident than with our Yr11 pupils as they plan and prepare for their GCSE examinations and coursework deadlines taking the whole process extremely serious (which has also then led to feelings of being overwhelmed and underprepared).

The school has been working with the Local Authority to approve the appropriate commissioned numbers for April 2022 and September 2022. I am pleased to share that this has been approved at 72 pupils and 77 pupils (respectively). This will take the school up to 14% above the school's Pupil Admission Number (PAN) which I believe is an appropriate number to maintain the high quality on site provision at Elmwood. The school is also still an active member of the SEND Hub working group and will receive a further "scoping" visit by Rob Thomas, Kate Bargh and Cathy Draper on 24th June 2022.

The school has also taken a Year 10 pupil on role (SuT One) which has had a significant impact on attendance for this group – the existing Elmwood pupils are modelling The Elmwood Way, but early presentation is that the pupil is out of routine of any form of learning and in denial regarding the departure of his previous school (still insisting on wearing their full uniform – tie, shirt and blazer).

In addition to this the school are also supporting Walsall Virtual School in securing appropriate evidence to place one of their pupils who was at risk of Permanent Exclusion from another Special

School, Walsall – this is placing additional pressure on our current staffing structure and has placed us over our group size so have requested additional funding to support an additional TA, as well as the following observations, to provide a detailed picture to enable appropriate school placement for September 2022:

- Walsall CAMHS – Emma Osbourne; 7th June 2022
- Specialist Consultant in Trauma Informed Assessment and Interventions – Steve Bore; 6th July 2022
- Walsall Educational Psychology – TBC
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Quality of Education at Elmwood School

Based on the *internal data set* from March 2022 we can state that there has been an improvement in progress within Years 7 and Year 9 within reading showing an impact of greater understanding of the Year 7 cohort and direct intervention and Read Theory every Friday morning. This has also been duplicated within Year 7 writing due to the impact of the Big Write intervention every morning following emotional check-ins. Year 8 progress carries the most weightage from underperforming to now being in line with other cohorts – this is aligned to a shift away from the Poetry writing unit (AuT 2022). Maths continues to build upon the positive progress in AuT 2022 through effective use of lesson time and beautifully marked books – providing really good and pertinent feedback to support accelerated pupil progress (especially in Year 8). 100% of Year 10 cohort (who participate in Science) have made accelerated progress from AuT 2022 showing an impact following support and guidance for the Curriculum Lead of Science – and this rate of progress will bring them more in line with their EKS4 target. The recovery curriculum and breadth within Year 9 Science curriculum hasn't shown the same rates of progress as in Year 10 so the transition to KS4 (Gateway qualification) will commence from SuT 2022 to support the transition and method of work that is required for this qualification suite – pupil engagement also remains a concern so this change in approach may support their learning style and suitably prepare them for KS4.

Curriculum Leads continue to think creatively and reflective with Gemma Francis in adapting their Implementation of the curriculum without losing site of the importance of pupil outcomes at the End of Key Stage. The use of the GROW (Goal; Reality; Options; Will) model to coaching is developing a more positive and effective Middle Leadership Team.

We are still ahead of progress with the Gatsby Benchmarks when comparing to National, with BM1 the only category we are not at 100% - I do have a meeting with Jo Rasmin (Enterprise Co-ordinator, w/b 13th June 2022) where this will be the focus of our conversations. Year 11 projections still remain positive regarding College provisions:

- 15 pupils – confirmation placements confirmed (Walsall College; South Staffordshire College; Dudley College; St Peters Collegiate 6th Form)
- 1 pupil – no named mainstream provision, currently exploring Specialist SEMH 6th Forms.
- 1 pupil – Walsall LA ceased plan due to no longer wanting to remaining in Education, Training or Employment.

Again, this is evident of an appropriate curriculum that meets the needs and aspirations of our learners.

We are progressing nicely through the final external verifications across the suite of qualifications (BTEC, Gateway and ASDAN) with positive verification reports – strengthening the quality assurance

of our KS4 curriculum. A massive thanks to John Burton who gave up his valuable time to external moderate our GCSE Art pupils and provide developmental challenge to James Francis.

Broaden horizons and curriculum opportunities this term has included:

- 100% of 11a attended What career, What Uni?
- 10/14 = 71% of Year 8's completed their Bikeability (Level 1 or Level 2).
- 5 identified Year 7 pupils also completed a Bikeability masterclass to support riding – this has resulted alongside the O&A curriculum with 100% of Year 7's being able to ride a bike.
- 7 pupils (Year 9 – Year 10) have been referred to Heal Hub to support the work of therapeutic invention outside of the medical model ¹ This further strengthens to schools approach to Mental Health and We-being.
- Intensive Child Sexual Exploitation (CSE) and Criminal Exploitation (CE) workshops spanning two weeks for all year groups in the school. This was in direct response to joint working and liaison with Youth Justice Team, Exploitation Team and Street Teams regarding some of our vulnerable Year 10 pupils during the SpT Two.

“Amazing School; Amazing Staff; Amazing Students. Always a pleasure to be here”

“The staff team have a brilliant relationship with students”

B Wheldon, Street Teams

- Year 11 will commence their “Care for Others” timetable 6th June 2022 (to be shared at the meeting).

Pupils identified as being disadvantaged are identified within the following document ² which then looks at providing a clear rational of the strengths and next steps to support this group of pupils.

Headline messages include:

- KS3 FSM & LAC our outperforming KS3 NFSM in Writing and Science.
- KS3 FSM & LAC or broadly in line KS3 NFSM in reading (difference of 2 pupils).
- KS4 FSM & LAC our broadly in line KS4 NFSM across English and Maths.
- KS4 FSM & LAC progress within Science is identified as an area of development, but has improved by 24% since the AuT 2022.
- Significant progress within Writing for KS3 FSM & LAC cohort (improved by 16% since AuT 2022).

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

Developing on the work in Spring Term One where Curriculum Leads had the opportunity to observe HOT elements of lessons within their department and adequately signpost staff to the strengths of the department, through departmental meetings. It was also a valuable resource to support effective coaching between Curriculum Leads and Gemma Francis as we refine the 30 minute conversation proforma and the 3I operational document – proving that the curriculum is ever revolving and adaptive to the situation with specific cohort.

In addition to this during the Spring Term Two Gemma Francis secured the pupils views of subject areas to enable us as a leadership team to embark on deep dives during the SuT One – having this pupil voice also provided additional time and reflection for Curriculum Leads around their perceptions around their subject areas and to subsequently start to rectify.

¹ <https://healhub.org.uk/>

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

The common themes were:

Strengths	Next Steps
<ul style="list-style-type: none"> • Questioning. • Lesson structure. • Appreciative culture. • Clear step by step instructions. • Clear demonstrations / explanations by staff. • SoW followed and pupils know who is delivering what aspect of the curriculum. 	<ul style="list-style-type: none"> • Specific how steps to improve. • How each subject provides feedback to pupils.

SuT One deep dives included the following subject area: Maths, PE, English, Science, Creative (including D&T and Food Technology) and Social Reading Programme. Due to staffing implications Out and About and SULP were not formally reviewed as non-specialist staff were having to operate within the areas and, in turn, the curriculum content had to be modified to match the skill set of staff. These observations have proved invaluable and the information shared with Curriculum Leads will further enhance the provision. The feedback of the deep dives will commence w/b 6th June 2022 and will take on the format of:

Summer Term One 2022 – Deep Dives

Focus:	SLT have visited a variety of lessons looking at evidence to support the key 13 questions to support a deep dive and also build on the pupil views from SpT Two 2022. Lesson selection was based on all members of the team being observed within the subject area, if there were groups that were split taught across the week – these were prioritised to ensure that consistency was achieved in content delivery and if a subject was taught by a non-specialist.
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Strengths:	
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Areas for discussion: <i>To occur with the curriculum lead through a coaching approach.</i>	Evidence: <i>the curriculum lead may be able to provide additional evidence above the observation to address the discussion points.</i>
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Next Steps: <i>Top 3 priorities for the SuT Two 2022</i>	Desired Impact: <i>How will we know it has been achieved – what will it look like?</i>	Evidence to support: <i>What will justify these observations.</i>

Pupil Views Intelligence:

Next Steps:	Desired Impact:	Evidence to support:

This will facilitate and prepare Curriculum Leads for structured conversations with Ofsted and School Improvement Partners as well as maintaining a focus for the SuT Two. The following leaders will hold responsibility for sharing across the following subjects:

Lead: Lee Cross Science (Alan Price) PE (Martin Hawkes)	Lead: Gemma Francis English (Chris Bowen) Creative (James Francis) Social Reading (Charlotte Clarke – ECT)
Lead: Martin Hawkes Maths (Gemma Francis)	

There is one member of staff who is progressing through Formal Capability – this will be reviewed on 16th June 2022 regarding next steps.

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).

EMO-Diversity and Emotion Graphs

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

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.
- Conflict resolutions are showing a reduction in repeated friendship related issues within the school.
- Racist incidents have significantly decreased.
- Total number of suspensions and number of pupils suspended has decreased to 1 in total.

Bullying Incidents

The data set has been organised into two separate comparisons. Firstly, a snapshot comparison from Spring Term Two 2021 and Spring Term Two 2022. Secondly we dive into the data sets of Spring Term One 2022 to Spring Term Two 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 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 2021-2022 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.

What could explain the significant increase between the academic years?

We know that during Spring Term 2 2021 there was a decrease in 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 2 2021	Spring Term 2 2022	+ / - sway
Friendship Incidents	N/A	17	+17
Bullying Incidents	11	9	-2
Number of Perpetrators	7	5	-2
Number of Victims	4	6	+2

If we look under the microscope we can see that there have been 9 bullying incidents and 17 friendship related. This shows that through the more robust nature of recording we are seeing a reduction bullying in incidents within the school.

A focus on Spring Term 2 2022, we can see that there were 5 perpetrators out of 26 incidents. It is noticeable that there were 2 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.

	Spring Term 1 2022	Spring Term 2 2022	+ / - sway
Conflict resolutions	7	11	+4

- It has been really positive to see that staff are utilising the model within bases to prevent further incidents from occurring.
- Using this models 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 students. Although there are still some repeated incidents this process allows pupils to share and solve through issues.

	Spring Term 1 2022	Spring Term 2 2022	+ / - sway
Friendship Incidents	N/A	17	+17
Bullying Incidents	23	9	-14
Number of Perpetrators	6	5	-1
Number of Victims	5	6	+1

We can see from the comparison of these two data sets, that bullying incidents within the school did decrease from 23 to 9 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.

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 26 incidents of Bullying/friendship 9/26 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.

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 Spring Term of 2022 we saw a decrease in racist incidents to 0 incidents. When comparing this to Spring Term 1 2021 we can see a significant decrease in incidents between two academic years.

	Spring Term 2 2021	Spring Term 2 2022	+ / - sway
Racist Incidents	4	0	-4

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 pupil is aware of policy and procedures, 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. This strategy has had a positive impact on this student's behaviour and has been a factor in the decrease.

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

Suspensions

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
Spring Term Two 2022	4	4	5

*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 to Spring Term 1 2022 that there was a decrease in number of suspensions and number of pupils suspended. We did want to make reference to Summer Term One, initial data which shows that there has been 1 suspension so far this half term.

During Spring Term Two, we can see that there has been a decrease in the amount of suspensions. There has been only 1 repeat incident or suspension from Spring Term One 2022 to Summer Term One 2022. This pupil repeated the same incident of going onto the roof in both incidents. However, this pupil has not repeated this behaviour during Summer Term 1 2022.

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 4 half terms and a snapshot Spring Term one a year apart. Firstly, we will look into a comparison between the last 4 half terms.

Physical interventions	Autumn Term One 2021	Autumn Term Two 2021	Spring Term One 2022	Spring Term Two 2022
Low Risk	20	15	18	15
Medium Risk	7	7	5	1
High Risk	0	1	0	2

total	27	22	23	18
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We can see from the above data set from the whole academic year thus far that, physical interventions remain consistently low within the school. We can see that from Autumn Term Two 2021 to Spring Term Two 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 One 2022)
- Individual interventions using GoZen! (begun Spring Term One 2022)

Physical interventions	Spring Term Two 2021	Spring Term Two 2022	+ / - sway
Low Risk	8	15	+7
Medium Risk	3	1	-2
High Risk	1	2	+1
Total	12	18	+6

If we were to look at a comparison between two identical Spring Term Two's across a span of an academic year. We can see that there has been an increase in the number of interventions overall. This we can see is mainly in low risk incidents within the school.

Incident severity / Pupil name → Y ↵	Year 10	Year 11	Year 7	Year 8	Year 9	Row Totals
High	1	1				2
Low	2		6	4	3	15
Med			1			1
Column Totals	3	1	7	4	3	18

Currently physical interventions are low within Pathway base as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. Although the 2 high risk

incidents were within pathways base, work was undertaken during Team Teach Training around how to reduce risk from High risk incidents. Nurture base has 11/18 incidents which makes up for 61% of incidents. 5/11 incidents within nurture are for 1 student and a 1 to 1 behaviour intervention has been put into place to support.

How to support these pupils within Nurture base?

- Targeted intervention to have a staff member working 1 to 1 in class with a specific pupil
- Continue use of GoZen! And individual mentoring.
- Mentoring pack for pupils within base

Emotion and Behaviour monitoring graphs

Spring Term 2 2022			
Year group	Mode Emotion	Accumulative EMO-Diversity %	EMO-Diversity score
7a	Amused	52%	Good
7b	Calm and Happy	42%	Good
8a	Happy and Calm	37%	Vulnerable
8b	Happy and Calm	32%	Vulnerable
Totals	Happy and Calm	40%	Good

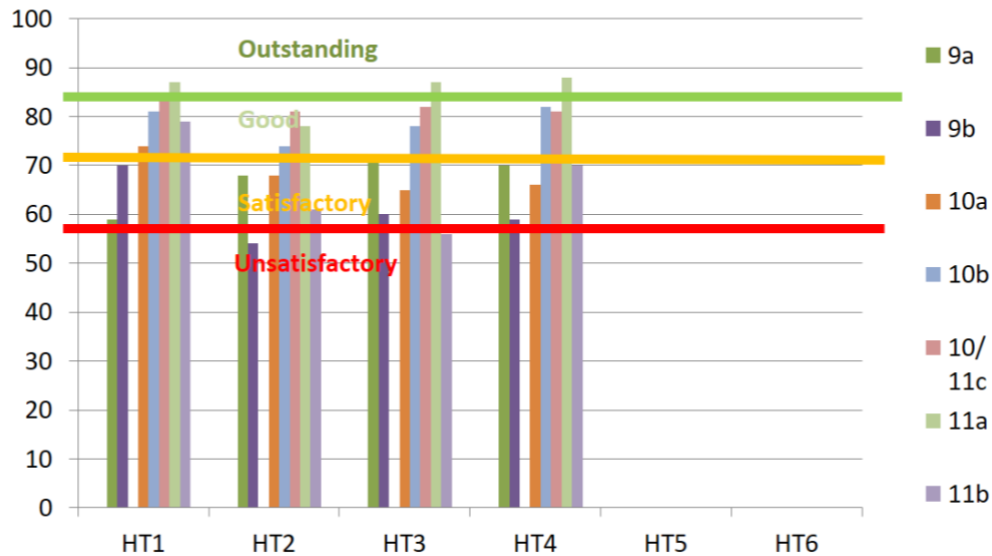
Appendix: Emotion Graphs for 7a, 7b, 8a and 8b.

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 are Amused and we can see that during lessons of high arousal, pupils within this class struggle to contain and manage the emotion of excitement. Pupils within 7b have a mode of calm and happy which, we can see this during morning check ins and check out. 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 times 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
- Anger workshops to broaden to 7b and 8b after half term.
- Appreciative culture strategy to be used within 8a.

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.

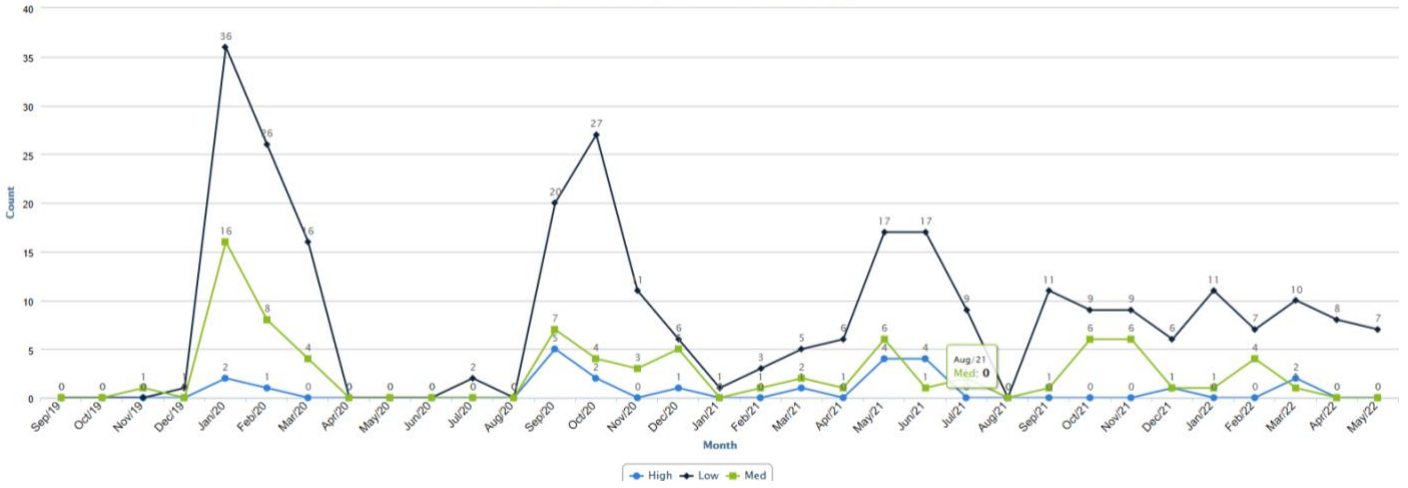
Each group secures a cumulative percentage score over the half term which we can see in the table above. This data shows the following;

Behaviour for learning within the Transition base can be judged using a cumulative percentage as **Satisfactory** (64%). This judgement is also indicative to poorer attendance / punctuality of a few pupils and is also 1% off a **Good** judgement. The judgement within Pathways base is **Good** (77%). Thus whole school behaviour (transition and pathways) can be judged as being **Good** (73%).

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.

Appendix

Positive Handling Incident / Incident severity



Spring Term Two 2021-22 (Class 8A)

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
11	11	11	11	11	11	11	11	Most Common Emotion: Happy	40%	-20%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	2.6.7.8.10.11.13.16.	-15%
11	11	11	11	11	11	11	11	Most Common Emotion: Excited	45%	-5%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	1.2.7.8.10.11.13.14.	10%
10	10	11	10	11	10	10	10	Most Common Emotion: Happy	40%	5%
1	1	1	1	1	1	1	1	Most Common Intensity: 1	3.7.8.10.11.13.15.19.	-5%
10	10	11	10	11	10	10	10	Most Common Emotion: Calm	50%	10%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	6.8.10.11.13.14.15.16.19.20.	

Spring Term Two 2021-22 (Class 8B)

Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Mode 1/2 Term	Emotions Experienced 1/2 Term	Emo Score	% Diff	
11	12	11	11	11	11	11	11	Most Common Emotion: Happy	25%	-25%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	1.8.11.12.16.20.	-10%
10	11	10	10	10	10	10	10	Most Common Emotion: Amused	35%	0%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	7.8.10.11.13.14.	-20%
15	12	15	15	15	15	15	15	Most Common Emotion: Happy	35%	-10%
1	1	1	1	1	1	1	1	Most Common Intensity: 1	6.7.8.11.13.19.20.	
11	11	11	11	11	11	11	11	Most Common Emotion: Calm	35%	-10%
1	2	2	2	2	2	1	2	Most Common Intensity: 2	6.7.8.10.11.13.14.	
10	10	11	10	10	10	10	10	Most Common Emotion: Calm	35%	-10%
2	1	2	2	2	2	2	2	Most Common Intensity: 2	6.7.8.10.11.13.14.	

Spring Term Two 2021-22 (Class 7A)

Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Mode 1/2 Term	Emotions Experienced 1/2 Term	Emo Score	% Diff	
8	7	15	Absent	8	8	8	8	Most Common Emotion: Frustrated	65%	-5%
2	2	2	Absent	3	2	2	2	Most Common Intensity: 2	1.3.7.8.9.10.11.13.15.16.28.20.	-10%
13	7	16	11	11	15	11	11	Most Common Emotion: Excited	50%	0%
2	2	2	2	3	2	2	2	Most Common Intensity: 2	3.4.7.11.13.16.18.19.20.	15%
11	18	13	3	13	10	13	13	Most Common Emotion: Amused	55%	0%
2	2	2	2	1	2	2	2	Most Common Intensity: 2	1.2.3.11.12.13.14.18.19.	
15	13	15	15	15	13	15	15	Most Common Emotion: Calm	60%	0%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	3.7.8.12.13.15.16.18.19.	
10	0	10	8	10	10	10	10	Most Common Emotion: Amused	43%	10%
2	0	1	2	2	2	2	2	Most Common Intensity: 2	3.4.8.9.10.11.12.15.16.18.19.	
10	15	15	15	15	15	15	15	Most Common Emotion: Amused	40%	10%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	8.11.13.15.16.19.	
15	15	15	15	15	15	15	15	Most Common Emotion: Amused	40%	10%
2	2	2	2	2	2	2	2	Most Common Intensity: 2	8.11.13.15.16.19.	

Spring Term Two 2021-22 (Class 7B)											Emotions Experienced 1/2 Term	Emo Score	% Diff			
Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight	Week Nine	Week Ten	Mode 1/2 Term						
10	10	10	10	10	10	10	10	11	10	10	Most Common Emotion	Calm	1	1.3.6.7.8.10.11.19.20	50%	10%
1	1	1	2	2	2	2	1	1	1	1	Most Common Intensity					
10	10	10	10	11	10	10	10	10	10	10	Most Common Emotion	Calm	2	2.2.7.8.10.11.14.16.19	50%	-5%
2	2	2	2	2	2	2	2	2	2	2	Most Common Intensity					
11	11	11	11	11	11	11	11	11	11	11	Most Common Emotion	Happy	1	4.7.8.11.13.19.20	35%	0%
1	1	1	1	1	1	1	1	1	1	1	Most Common Intensity					
11	0	10	13	10	15	11	11	11	11	11	Most Common Emotion	Happy	1			
2	1	2	2	2	2	2	2	2	2	2	Most Common Intensity					
10	0	11	7	10	20	10	10	10	10	10	Most Common Emotion	Calm	1			
2	0	2	2	2	2	2	2	2	2	2	Most Common Intensity					
10	10	10	10	10	10	10	10	Absent	10	Absent	Most Common Emotion	Calm	2	6.7.8.10.11.13.14.19.20	45%	-5%
2	2	2	2	2	2	2	2	Absent	2	Absent	Most Common Intensity					
11	11	11	11	11	11	11	11	10	11	11	Most Common Emotion	Happy	2	7.10.11.13.20	25%	-15%
2	2	2	2	2	2	2	2	2	2	2	Most Common Intensity					

School Attendance: Spring Term One: 04.01.2022 – 08.04.2022

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
73	88.01%	8.20%	3.78%

	Spring Term One 2022 4.1.22-18.2.22	Spring Term Two 2022 28.2.22 – 8.4.22	+ / - sway Identify the sway and whether its positive or negative.
Overall Attendance	86.4%	89.93%	+3.53%
Authorised Absence	9.82%	6.28%	+3.55%
Unauthorised Absence	3.78%	3.79%	-0.01%
Persistent Absentees (those pupils with 90% attendance or below)	28 pupils	22 pupils	+ 6 pupils

School Attendance: Summer Term One 25.4.22-13.5.22

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
73	88.92%	6.19%	4.90%

As we are progressing to the end of the academic year, it is important to take a review of the overall attendance figure (2.9.21 to 13.5.22 equates to 87.53%). This has then enabled school staff to focus our attention towards those pupils (7 identified across the whole school cohort) who have an attendance of 88% - 90% as we look to positively impact on them not

achieving Persistent Absenteeism categories. If we utilise the same data range, we can draw some comparisons as we strive towards our pre-COVID-19 attendance picture.

Academic Year	Overall Attendance
2021-22	87.53%
2020-22	87.14%
2019-20	89.07%

Notable Absences and IMPACT:

- One pupil who has attended an alternative provision since November 2022 – and been extremely successful, has embarked in further risky criminal behaviour resulting in significant input from the Youth Justice Team and re-location to Blythe Bridge, meaning that on site education provision wasn't possible, so work books were provided to maintain progress during SpT 2, as well as twice weekly safe and well telephone conversations. The severity of said criminal activities has come to light and as well as having court bail conditions within Walsall it has been extended to Staffordshire. Currently refusing any form of education so professionals are working in collaboration to maintain at least 3 safe and well visits per week (sport checks).
- 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. IMPACT: We have seen a positive impact on his medication review, there were 9 unauthorised absences during SpT Two compared with 2 unauthorised absences in SuT One. Attendance is an improving picture.
- 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. IMPACT: The provision continues to have a positive impact on their attendance and engagement within education. There have been no unauthorised absences to date since commencing Alternative Provider.
- 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. IMPACT: Conversations have continued to develop with the Virtual School regarding the suitability of the pupils residential setting in supporting positive attendance. The school reviewed and developed a timetable to secure full time provision w/b 25th April 2022 this subsequently broke down due to the pupil receiving a permanent exclusion from his Alternative Provision for selling and distributing cannabis on site. The school are currently struggling to source an alternative provider following this recent behaviour and, in addition to this, the pupil is now refusing to attend there in school provision of 3 days. A placement change is currently being considered by Virtual School.

- 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. **IMPACT:** SpT Two secured 100% attendance, but there has been a notably drop to 60% for SuT One – this is due to illness with the pupil's mother requiring hospitalization and, another bereavement within the family clearly amplifying the pupils separation anxiety from mum. This is still a positive intervention.
- 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 whilst a suitable provision is found. Safe and Well visits are carried out every ten school days. **IMPACT:** Communication with Senior SEND caseworkers is ongoing and being escalated as no educational provision has been sourced by them. Professionals continue to manage the pupils mental and physical health at this time.

We welcome our new Education Welfare Officer to the school, Sandy Baines, to continue on from Jennie Withers hard work and determination as we embark on identifying Year 6 pupils who have a historical poor attendance pattern to work proactively from next year.

Volunteers:

We continue to support colleagues with voluntary placements and in fact we have found them to be an invaluable recruitment tool with Nicole Rose (Psychology graduate) who has been attending one day a week during the Spring Term Two and Summer Term One and, was subsequently successful at the TA interviews on 17th May 2022, meaning she will join our brilliant team of TA's at Elmwood in September. In addition to this we will also be welcoming 2 ITT (Primary BEd) from w/b 6th June 2022 to further enhance our work with Universities and to provide a real insight into Specialist Education. Craig Williamson (Year 11 Leaver, 2021) is still regularly attending to support his Duke of Edinburgh, Gold Award managing this alongside re-sitting GCSE Maths as well as registering at a new College to study BTEC Sport Level 3.

Safeguarding / LAC:

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

Year	Number of Pupils
11	4 (Wolverhampton LA; Staffordshire LA & Walsall LA)
10	5 (Wolverhampton LA; Staffordshire LA & Walsall LA)
9	1 (Walsall LA)
8	2 (Walsall LA & Derby LA)
7	4 (Sandwell LA, Walsall LA)

The school has 16/73 = 22% of the school population are identified as LAC (this is the highest number we have had within the school).

The school has launched its new Pupil Premium 2022-23 strategy based on the barriers identified from last financial year. ³

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.	86% working at or above expected progress from baseline entry. 33% of that cohort working above expected progress.	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)			

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

Year 10a2 (Walsall)			
Year 10b (Wolverhampton)			
Year 10b (Walsall)			
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. 56% of that cohort working above expected progress.	88% working at or above expected progress. 86% 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 an 11b pupil is due to a group change an inability to secure the Level 2 qualification (this has supported the child holistically and doesn't reduce / limit their Post-16 destinations). <i>This has been addressed since March 2022 data set and EQA approval.</i>

Quality of leadership and management of Elmwood School:

RAP 2021-22 Review:

Feedback and internal reviews have occurred of the RAP during the Spring Term 2022, but as a means of effectively managing the work life balance of Senior Leaders and the Governing body scrutiny was deferred until SuT Two where we will present the close down of the plan and look at establishing which areas will be signed off as complete, and which we feel are appropriate to maintain into 2022-23. The Governing Body were extremely supportive of the workload of their leaders and felt they had sufficient knowledge through Headteacher's reports and LINK visits.

Curriculum Developments:

Spring Term 2022 Developments and IMPACT:

- Early identification of pupils' progress in writing from AuT 2021 saw the re-launch of the "Big Write" a daily intervention to support wow words, the skill of crafting and developing structure of extended writing. **IMPACT:** An improvement of 19% of KS3 working at least at expected progress from baseline entry into the school. There is also an improvement of 7% of pupils working above expected progress (showing stretch and challenge).
- Specific focus on pupil voice about all aspects of the curriculum – enabling Curriculum Leads to act upon advice given. **IMPACT:** Pupil voice through shallow dives in the SpT Two has formulated views from pupils about the subject and the deep dives that occurred during SuT One. An action plan to be generated to support teaching and learning within the subject for the SuT Two.

- Providing opportunities for Year 11 pupils to engage with practical college / training provider experiences to reduce anxiety and provide informed choices. IMPACT: 94% of Year 11's have secured a Post 16 provision – the specific experience for 4 pupils at Juniper, Wolverhampton, Walsall and Dudley provided greater choice for them.
- Promoted the opportunity for Year 11 pupils to engage with National Citizenship Service (NCS) during July / August. Initial 50% take up. IMPACT: No further confirmation provided from NCS, this will be reviewed post examination series.
- Developing staffs' awareness around sharing good practice through HOT lessons and how these can be incorporated within practice. IMPACT: A bank of lessons has been able to support curriculum leads with their 3I document and 30 minute conversation in preparation for Ofsted and Deep Dives.
- The Funday Friday curriculum enhancement is now established and providing pertinent data in supporting the 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. IMPACT: The Summer Term allocation will have provided the breadth of experiences to fully assess the impact in improving the 3 domains.
- Greater exposure to enriching activities that support our 2e pupils (Gifted and Talented). IMPACT: Maths and Science have embarked on The Animal Women and Mad Museum with both experiences having a positive impact on attitude towards learning and exposure to science and maths within a different context.
- Careers education has been a focus – big launch aligned to Careers Week. IMPACT: The Year 9 HIP programme is continuing to grow from strength and recent pupil voice with the Enterprise Co-ordinator is identifying many strengths to the experiences and will shape the larger piece of work across the Black Country Consortium (and future experiences within our careers education).
- Review and develop 3I curriculum plan based on adjust and adapt approach. IMPACT: Regular meetings between Curriculum Leads and G Francis is providing opportunities to reflect and adapt regarding the implementation for the half term ahead – based on data.
- Starting to share the Curriculum Philosophy for the future. IMPACT: This is still within the initial stages between L Cross and G Francis but has been shared with SLT and Curriculum Leads (for their reference). We continue to look outwardly for strategic partners to work alongside to better improve our own research and development as a school.
- Social Reading Programme mapped alongside the topics within PSHEe as well as providing pertinent questions for PSHEe teachers to relate back to the text currently being read by their pupils. IMPACT: Deep Dives haven't occurred within PSHEe but we have secured strengths and EBI's for Social Reading. The Staff recording spreadsheet shared last time has the additional books for the SpT Two and SuT One social reading books.
- 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) to meet with Dan Whittaker in ensuring the Out and About curriculum continues to grow and broaden horizons as a truly unique experience. IMPACT: D Whittaker and A Holmes is working from home on some of the recommendations identified within the report which will support further drive upon his phased return to work 06/06/2022.

School to School Support:

- Lee Cross and Martin Hawkes have supported 5 local primary schools, 1 open course for 24 colleagues within Walsall and the staff of Elmwood through their work with Team Teach Ltd.
- M Hawkes has also supported in his SLE and Emotion UK facilitator role a local Secondary Academy and Staffordshire Primary School with Emotion Coaching.
- Martin Hawkes also arranged a learning from visit from a local primary school on our practice around Emotion Coaching and our Group Discussion to support one of their pupils – who is at risk of exclusion.
- Gemma Francis and Lee Cross working in collaboration with The YES Trust on evidence based practice regarding working memory.
- Martin Hawkes establishing best working practice with the Endeavour Trust on the purest view of Emotion Coaching and the impact this has had on Physical Intervention, suspensions and internal suspension data.

As a Leadership Team we are inspired by a Joe Sanfelippo who in a recent “1 minute to walk” tweet⁴ shared this vital piece of information which resonated with me as I try to balance the important work we do to serve our school community and not to justify this to external parties.

“Instead of chasing the fly – chase the smiles of the kids and colleagues we work with”

Have a brilliant Summer and a massive thanks for those who have embarked on LINK Governor visits it really does add quality to the work that we do as leaders at Elmwood.

MR LEE CROSS
HEADTEACHER

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https://twitter.com/Joe_Sanfelippo/status/1525500737018552320?t=LTTKCctkxvppErH6jfVd0g&s=08