



HEADTEACHER'S REPORT TO GOVERNORS – AUTUMN TERM 2024

Named people within the report:

Name	Role / Responsibility
Kate Adams	School Admission Officer, Walsall
Matt Webb	Drama Teacher
Lana Tolley	Play Therapist
Patrick Hinsley	Maths Teacher
Gemma Francis	Deputy Head, Curriculum Lead of Maths
Pat Hunt	School Improvement Adviser
Lynn Maritza	School Business, Finance and Operations Manager
Ritchie Doidge	Chief Financial Operating Officer, Matrix Trust
Martin Hawkes	Assistant Head
Michelle George	Teaching Assistant
Athena Nicholaou	Teaching Assistant
Hardeep Garcha	Former Teaching Assistant
Reegan Hughes	Supply Teaching Assistant
Reshaun Nero-Wallace	Supply Teaching Assistant
Charlotte Clarke	English Teacher
Laura Askins	Art Teacher
Alan Price	Curriculum Lead of Science
Paul Middleton	Unqualified Teacher - SULP
Caroline Bratt	Cleaner
Julie Burnell	Cleaner
Bev Bailey	Family Support Worker/DSL

Introduction:

This report is in addition to the earlier Governors meeting held on 26th September 2024 where I presented the schools successes for the 2023-24 academic year as well as our progress towards the outcomes within the Operational Achievement Plan and Strategic Achievement Plan; it was also a brilliant opportunity to share the successes of the Year 11 leavers (2024). The school continues to be a shining light regarding their Quality of Education including outcomes for pupils and this was evident through the comparison document and pupil aspiration assembly. I was also able to share the schools Embedding Outstanding practice for 2024-25 academic year and how this will establish our world class environment and drive to be an outstanding school by our next inspection in September 2025 (even though the inspection framework would have changed by then).

The autumn term is always a challenging start to an academic year, this year specifically as we welcomed our largest ever Yr7 cohort as well as maintaining the high expectations of our established cohorts. I am pleased to share that the Yr7's have settled well into the Elmwood Way, reinforcing the importance of their transition days as well as instilling a high regard to attendance – which for some has been a culture shock (as only ever experiencing a modified timetable within their primary education), this is reinforced by no Yr11 being classified as persistent absentees.

Elmwood School is increasing its status within the borough and externally as parental choice for their child, we continue to see a breadth of mainstream and specialist primary schools approaching Elmwood – we are also seeing a significant academic breadth of the pupils attending Elmwood which is placing additional pressure of the curriculum Leads and their team ensuring an appropriate

curriculum offer. There are a higher percentage than ever of pupils entering Elmwood working at pre-key stage educational levels, and whilst we are used to supporting academic gaps to ensure Level 1 and Level 2 qualifications by EKS4, this level of learning will require a more specialist curriculum offer. This is something that Curriculum Leads are discussing and sourcing external contacts to establish appropriate ways of supporting SEMH pupils who have previously failed within the usual interventions.

The school continues to work in collaboration with the Local Authority regarding potential expansion of Elmwood. These conversations have continued to bring more questions around the validity of an expansion, as well as the ethical aspects around ensuring a broad and balanced curriculum, and the capacity for leadership to ensure a smooth transition to a larger school intake. In principle we are able to increase to above 100+ pupils – but this needs careful consideration by all stakeholders as to whether we want to expand to this size. I have many concerns around whether the financial planning at the Local Authority can match the rapid growth indicated by the Access and Arrangement Team – disconnecting at this level will have a detrimental impact on school finance, effective running of the school and educational outcomes (all of these are non-negotiables for me as Headteacher of Elmwood

Quality of Education at Elmwood School

The last *internal data* set was taken from July 2024 which identified many strengths regarding pupil progress (especially within the core subjects) but more importantly enables some insights into components of the curriculum that will shape the schools drive for further improvement. The initial themes are:

- Looking at interventions and understanding a child’s deficit and the impact this has on whole group interactions.
- Continue to focus on pupil presentation of work, which has resulted in designated staff time every half term to ensure pupil work is appropriately presented and celebrated (during Progress & Achievement and governors’ meetings).
- Explicit opportunities for extended writing across the curriculum.
- Development of engagement and assessment of new inclusions to the curriculum.

Pupil assessment commenced w/b 11th November 2024 (including Yr7 baseline assessment) which will provide us with a clear rationale to review pupils flight paths in our aspirations to not only have outstanding judgements for progress but also narrowing that gap towards pupils achieving Age Related Expectations (where possible).

Year 11 Leavers 2024:

I have maintained a strong focus and discussion on this cohort through previous Governors Reports but what is even more pleasing is how they have compared to other pupils within different setting / LA’s. Through my work with other SEMH schools I was able to produce valuable data for all stakeholders on 26th September 2024 including pupils on 13th September 2024.

The colour codes are making reference to the average grade when compared to Elmwood.¹ As you can see from this simple comparison there is a significant disparity in the number of pupils within each of

¹

	Above the average grade boundary as Elmwood
	Same average grade boundary as Elmwood
	Below the average grade boundary as Elmwood

the cohorts (with Elmwood having a significantly larger cohort than most, in most cases 50% or more). This is still a positive outcome with all the identified shared schools in receipt of at least a GOOD from an Ofsted Inspection.

As you can see from the table below there was a significant improvement on the Year 11 leavers (2023) and the most successful average APS the school has ever had across the 14 years I have been at Elmwood.

Year	Av. APS points	Av. APS (In School Cohort)
2023-24	238	288
2022-23	158	218 (without C&L group) 196 * includes the C&L pathway.
2021-22	221	279 (without C&L group) 232* includes the C&L pathway.
2020 - 2021	199	269 (without C&L group) 225* I have included the school's first year having a specific C&L pathway at KS4.
2019 – 2020	236	260
2018 – 2019	176	212
2017 – 2018	179	238
2016 – 2017	133	168
2015 - 2016	138	166
2014-2015	111	149
2013-2014	96	139
2012-2013	92	However, if looking at actual cohort plus AWO & CMI. The Av. APS points scored is 122, significantly higher than in previous year 11 cohorts over the three years.
2012-2011	99	
2010-2011	96	

Academic Year	Average APS points (In school cohort)	Improvement
2022-23	158	218 (without C&L group) 196 * includes the C&L pathway.
2021-22	279 (without C&L group)	+10 (without C&L group)

	232* includes the C&L pathway.	+7* includes the C&L pathway.
2020-2021	269 (without C&L group) 225* I have included the school's first year having a specific C&L pathway at KS4.	+9 or -35
2019-2020	260	+48
2018-2019	212	-26
2017-2018	238	+70
2016-2017	168	+2
2015-2016	166	+17
2014-2015	149	+10
2013-2014	139	

This cohort are a similar performance as 2016-17 which is indicative of the complexities that they also presented us as a school community.

As at September 2024 we are able to state the following for Year 11 (2024 Leavers):

Destination	No of Pupils	% of Pupils
College / Training Provider	10	66.66667
NEET (but engaging)		0
NEET (but not engaging)	1	6.666667
Employed		0
Other		0
Total	11	73.33333

The pupil who is a NEET, was actually offered a placement at NOVA, but has just not attended the provision so we are working with parent and pupil to establish either securing another training provider or employment.

If we look at the Year 11 (2023 Leavers) based on SuT 2023 information

Destination	No of Pupils	% of Pupils
College / Training Provider	6	40
NEET (but engaging)	4	26.66667
NEET (but not engaging)	2	13.33333
Employed	2	13.33333
Other	1	6.666667
Total	15	100

Of the 5 pupils who are not a NEET, we are having positive conversations with other providers to secure a placement within the AuT Two 2024. We are confident that we can shift 3/5=60%. This is evident of the hard work of the staff and relationships we have with external providers.

The school continues to use "The National Strategies: Data Set 1, Progression Guidelines"² to enable us to make an **external judgement** on our year 11 attainment (based on their EKS2 and EKS3 starting points). The table below highlights the attainment judgements across English and Maths.

Subject	EKS2-EKS4	EKS3-EKS4
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² The following explains how attainment and progress are defined
<https://www.elmwood.walsall.sch.uk/examination-information>

English	7/10 pupils (70%) are within the median quartile (or above), with 7/7 (100%) of that population achieving at least an upper quartile judgement with 3/7 pupils (43%) achieving above upper quartile. Therefore, a judgement of good .	9/11 pupils (82%) are within the median quartile (or above), with 6/9 (67%) of that population achieving at least an upper quartile judgement with 6/6 pupils (100%) achieving above upper quartile. Therefore, a judgement of outstanding .
Maths	80% (8/10 pupils) achieved at least median quartile judgements, of that 7/8 pupils (88%) achieved at least an upper quartile (or better), of that cohort 7/18 (88%) achieved above an upper quartile judgement. This equates to a judgement of outstanding .	9/11 pupils (82%) achieved at least median quartile judgement, of that 9/9 pupils (100%) achieving at least an upper quartile (or better), with 9/9 pupils (100%) of those achieving above upper quartile judgement, meaning a judgement of outstanding .

If we look at progress from baseline entry into the school to EKS4, we can securely say that the judgement is outstanding / above expected progress in science, and good / at expected progress in English and Maths (both subjects 1 pupil away from an outstanding / above expected progress judgement).

Here is a table highlighting the GCSE's (or equivalents) achieved by our year 11's:

English Gateway Certificate:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
1 *	Grade 5 / 46APS	Upper Quartile	Median Quartile
2 *	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
3	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
4	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
5	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
6	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
7	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
8	Grade 2 / 28APS	N/A	Median Quartile
9	Grade 2 / 28APS	Lower Quartile	Median Quartile
10 – Flexi Schooled	Working towards Level 1 / 28APS	Below Lower Quartile	Below Lower Quartile
11 – Alternative Provision	Working towards Entry Level 3 / 16APS	Below Lower Quartile	Below Lower Quartile

English IGCSE:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
1 *	Grade 2 / 28APS	Below Lower Quartile	Below Lower Quartile
2 *	Grade 3 / 34APS	Above Upper Quartile	Above Upper Quartile
4 *	Grade 4 / 40APS	Median Quartile	Median Quartile
5	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
6	Grade 6 / 50APS	Above Upper Quartile	Above Upper Quartile

Maths Gateway Certificate and / or GCSE:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
1 *	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
2	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
3	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
4	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
5 *	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
6 *	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
7	Grade 2 / 28APS	Above Upper Quartile	Above Upper Quartile
8	Grade 2 / 28APS	N/A	Above Upper Quartile
9	Grade 2 / 28APS	Median Quartile	Above Upper Quartile
10 – Flexi Schooled	Working below the level of the assessment / 0APS	Below Lower Quartile	Below Lower Quartile
11 – Alternative Provision	Working towards Entry Level 3 / 16APS	Below Lower Quartile	Below Lower Quartile

Maths Gateway Certificate GCSE:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
1 *	Grade 3 / 34APS	Lower Quartile	Median Quartile
4 *	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
5 *	Grade 4 / 40APS	Above Upper Quartile	Upper Quartile
6	Grade 1 / 22APS	Below Lower Quartile	Lower Quartile

Science Gateway Award, City & Guilds Land Based Studies and / or GCSE:

Pupil	Grade / APS	Baseline to KS4 Progress Judgement

1 *	Grade 5 / 46APS	Above Expected Progress
2 *	Grade 5 / 46APS	Above Expected Progress
3 *	Grade 5 / 46APS	Above Expected Progress
4 *	Grade 5 / 46APS	Above Expected Progress
5 *	Grade 5 / 46APS	Above Expected Progress
6 *	Grade 5 / 46APS	Above Expected Progress
7 *	Grade 5 / 46APS	Above Expected Progress

City & Guilds Land Based Studies:

Pupil	Grade / APS	Baseline to KS4 Progress Judgement
8	Grade 2 / 28APS	Below Expected Progress
9 *	Grade 2 / 28APS	Above Expected Progress

Science GCSE:

Pupil	Grade / APS	Baseline to KS4 Progress Judgement
1 *	Grade 2 / 28APS	Below Expected Progress
4 *	Grade 3 / 34APS	Below Expected Progress
5 *	Grade 3 / 34APS	Below Expected Progress
6 *	Grade 3 / 34APS	Above Expected Progress

Pupils identified as being disadvantaged are identified within the following document ³ the Summer Term 2023-24 Target Group Monitoring Document (Year 11 Leavers), and whole school within the Summer Term 2023-24 Target Group Monitoring Document These documents have helped shape the Pupil Premium Effectiveness Document for 23-24. The new one will be based on the evaluation of the AuT 2024.

Here are the headline announcements:

- KS3 LAC are making outstanding progress across all core subjects.
- KS3 FSM are making outstanding progress across Reading, Writing and Science.
- KS4 FSM and LAC are making outstanding progress across all core subjects.

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

The whole school CPD timetable has continued to develop form staff feedback, specifically Curriculum Leads who have requested explicit dates, that don't clash with other subjects for joint planning. Thinking Drivers are well established and have a real buzz in celebrating achievements as well as launching new pedagogy. Matt Webb has specifically led one triad well in the absence of other leaders due to training. The main focus of CPD this year is on interventions, specifically aligned to their route cause ⁴, this is aligned to academic and social and emotional domains within the school. We have

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

⁴ Skill / Fluency / Retention / Endurance / Generalisation / Motivation Deficit

utilised Reflections (Walsall CAMHS) and Lana Tolley (Play Therapy) to explore practical strategies to support our pupils when they are outside of their windows of tolerance. This will be quality assured throughout our shallow and deep dives in SpT 2025 and SuT 2025. Patrick Hinsley has also completed his first work scrutiny (supported by Gemma Francis) as he develops his role as KS3 Lead in Maths.

As part of our preparation and readiness to be the best we can possibly be (outstanding) by the end of the academic year, we have already completed a Shallow Dive in Physical Education and a Deep Dive in Out and About. The emerging conclusions will be shared with the Curriculum Leads / Departments shortly and again with the chair of the Curriculum and Policies Committee. The English Department (including Drama and BTEC Performing Arts) will participate in their first Deep Dive since the Ofsted Inspection., which we are all extremely excited to witness with new members of staff and returning members of staff from maternity.

All members of staff have completed their 2022-23 performance appraisal review (w/b 7th October 2024) with 100% of Teaching Assistants, 100% of non-Teaching Assistants and 92% of Teachers / Instructors successfully completing their targets, which meant that of those staff who were eligible for a pay progression (3/4 = 75%) received this. SLT have all commented on the enthusiasm of staff when conducting their 2024-25 appraisal targets. This time provided to staff truly reflects and celebrates their successes, as well as emotionally connecting with SLT, is greatly appreciated.

The Headteacher's appraisal was also completed on 24th September 2024 supported by Pat Hunt.

Behaviours and Attitudes at Elmwood School:

Martin Hawkes has completed detailed analysis of bullying incidents, racist incidents, suspensions and behaviour (supported by Lee Cross).

Glossary

Level of Risk

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

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

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

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

100-80% = **Outstanding Behaviour.**

- There is a calm and orderly environment in the school
- Pupils demonstrate being an active citizen.
- Behaviour and attitudes are exceptional

- Pupils have high respect for others
- Pupils have highly positive attitudes and commitment to education.
- Pupils activity support the wellbeing of other pupils.
- Pupils make a contribution to the life of the school
- Pupils are highly motivated and persistent in the face of difficulties.
- Pupils feel safe within the school.
- Sustained improvement in behaviour (over time).

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

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

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

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

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

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

Emodiversity and Emotion graphs

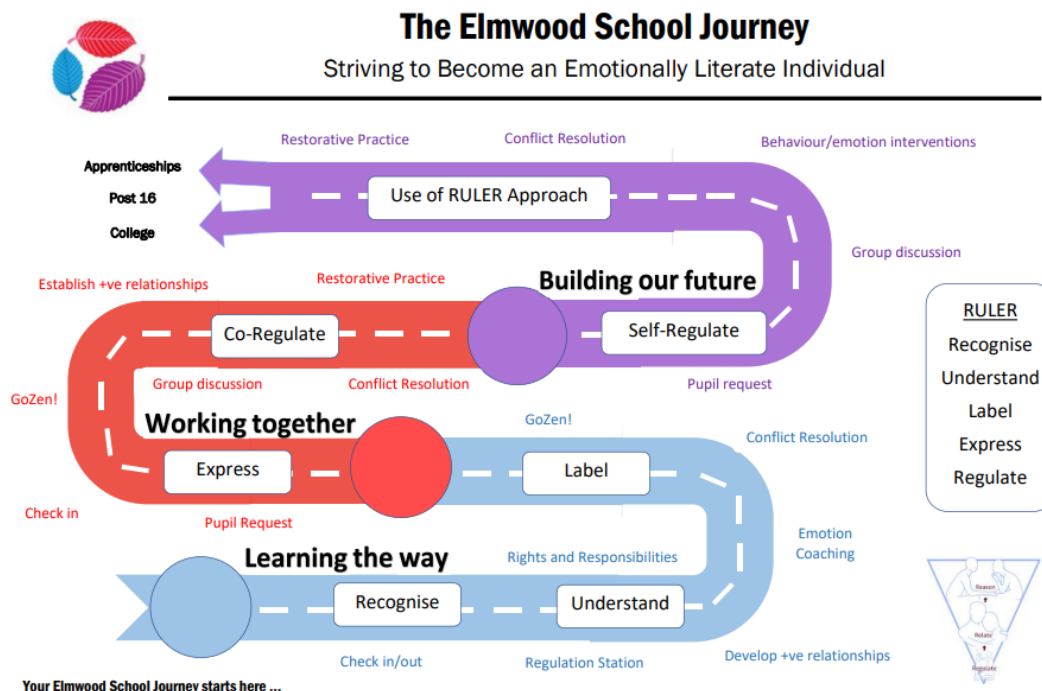
High 60-100%	Experiences a wide range of emotions which are both positive and negative. Is able to self or co regulate.	Staff to use name and tame techniques during group discussion to broaden emotion understanding
Good 40-60%	Experiences a range of emotions which are positive and/or negative. Is able 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

- Behaviour across Elmwood School is **Good**.
- Physical interventions have seen an uptick in Autumn Term 1 with **25%** of them involving just 2 students.
- Friendship related issues within the school have increased with staff being more proactive in this approach.
- Bullying incidents remain low and isolations from the community base show impact to prevent further incidents.
 - Racist incidents have seen an increase in prevalence.
- **Feel Good Friday** Curriculum has been launched in Autumn of 2024 to explicitly teach Social and Emotional skills.

Behaviour learning journey



The Elmwood School behaviour journey strives to support our pupils to become emotionally literate individuals. As you can see within the image at different points in the pupils’ journey, they experience a range of strategies with the intent to support them through each stage of the RULER approach. In Year 7 the end goal is to be able to recognise, understand and label how they feel. Working in

transition the goal is to express and co regulate with an adult and then in pathways they can use the RULER approach to self-regulate and return to learning more effectively.

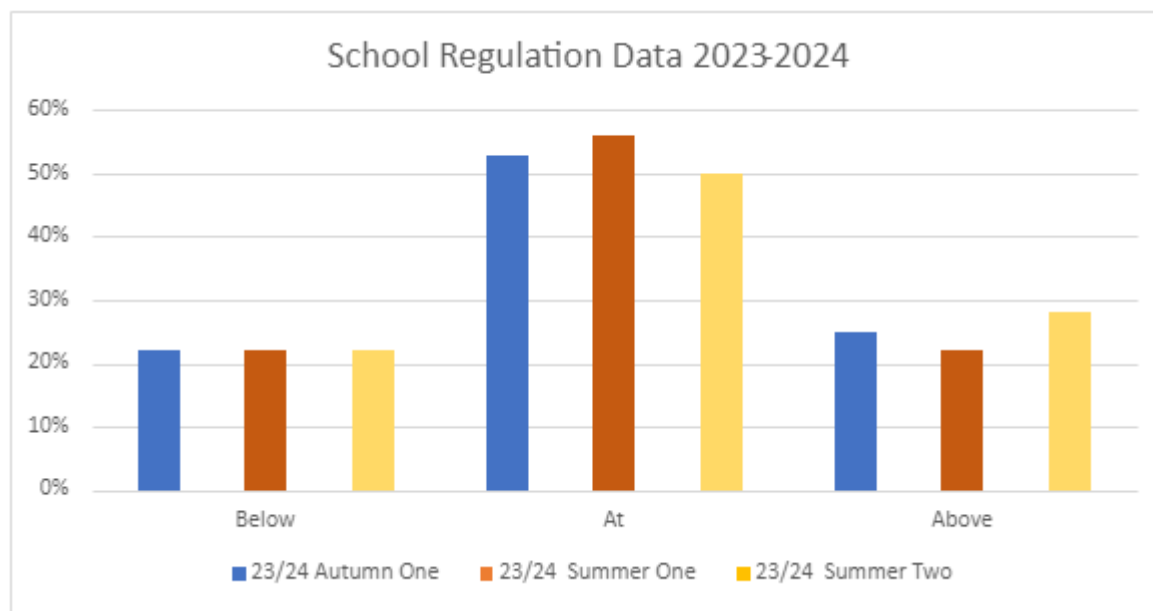
As of the last data collection from summer term 2 2024 we can see that 22% of the school population are working below, 50% at expected and 28% above expected for their age and stage. This is an increase between two data sets of 6% within pupils working about age and stage.

*as a note pupils will be surveyed using the EQ test in autumn term to support these judgments.

23/24 Autumn 2	% Population
Below	22%
At	53%
Above	25%

23/24 Summer 1	% Population
Below	22%
At	56%
Above	22%

23/24 Summer 2	% Population
Below	22%
At	50%
Above	28%



To continue to support those who are working below expected age and stage, a new improved “Feel Good Friday” programme has been implemented across the school. The sessions aim to explicitly teach pupils a range of topics within a Social Emotional Learning pathway. So far in the autumn term pupils within year 7 have begun a nurture programme which supports a foundational understanding of emotions. Whilst upper school of Years 10 and 11 have undertaken a programme around learning, how do we learn, which supports them in their study skills.

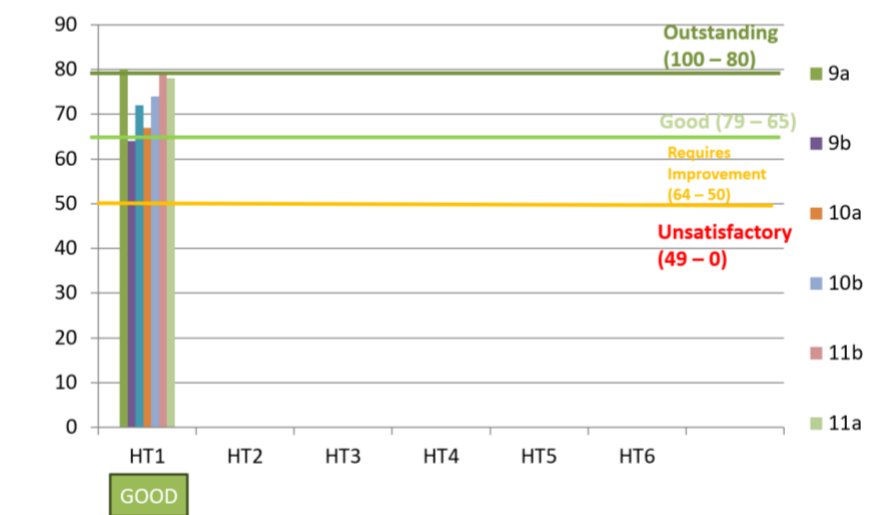
Emotion and Behaviour monitoring graphs

Summer Term 2 2023			
Year group	Mode Emotion	Accumulative Emodiversity %	Emodiversity score
7a	Happy and excited	35%	Low
7b	Happy and Calm	40%	Good
7c	Happy and Calm	35%	Low
8a	Calm	40%	Good

8b	Happy, excited and Calm	45%	Good
Totals	Happy, excited and Calm	40%	Good

- We can observe from the table above that the mode emotion across the nurture base is happy excited. This would suggest that for the majority of the time during the school day, pupils are happy and excited since the start of the school year.
- 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.
- Two groups have entered the school with low understanding of emotions and how to understand them. The Feel Good Friday curriculum is designed to support this understanding and develop this knowledge of the time they are here at Elmwood School.

Cumulative % obtained for behaviour expectations 2024-2025



Pupils at Elmwood are asked to reflect and take responsibility for their own behaviours during three episodes of group discussion a day. The behaviour's 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 **Good** (72%). Thus whole school behaviour (transition and pathways) can be judged as being **Good** (75%).

Combining this data with the emodiversity data we can make a confident judgement to say that,

“At Elmwood School, pupils within Nurture base have **Good** emodiversity 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.”

Bullying Incidents

Firstly, if we look over the data set of Summer Term 2 and Autumn Term 1, we can see that there has been a significant decrease in friendship related incidents and in bullying incidents. There is also an increase in the number of perpetrators between the two data sets.

	Summer Term 2 2024	Autumn Term 1 2024	+ / - sway
Friendship related incidents	15	75	+60
Bullying Incidents	9	12	+3
Number of Perpetrators	6	8	+2
Number of Victims	5	7	+2

A focus on Autumn Term 1 2024, we can see that there were 8 perpetrators out of 12 incidents. It is noticeable that there was 1 perpetrator within Transition Base and 7 perpetrators within Nurture Base. Staff have also been very proactive in recording of any friendship related issue. As a team we have either facilitated conflict resolutions or these have been led by the form staff to prevent further issues within/across groups.

How have we supported the perpetrators and victims?

- Through acting early and using an isolation for perpetrators within nurture/transition base after an incident which occurred in their class
- Isolation from community bases
- A school focus around conflict resolution as a strategy. Below I have listed the conflict resolutions that have taken place.
- Completion of the RULER reflection pack
- FFA to solve conflicts between staff and pupils

In addition to this, pupils who have had a repeated incident of bullying, now complete the anti-bullying pack and resources. This begun in spring term 2 2024 and so far, has provided opportunity for reflection and learning. Pupils complete the anti-bullying pack whilst watching videos provided from the anti-bullying alliance.

Next a comparison of two adjacent half terms of Summer Term 2 2023 and Summer Term 2 2024.

	Summer Term 2 2023	Summer Term 2 2024	+ / - sway
Friendship related incidents	25	15	-10
Bullying Incidents	7	9	+2
Number of Perpetrators	6	6	0
Number of Victims	5	5	0

We can see from the comparison of these two data sets that bullying incidents within the school did increase between adjacent terms but only by 2 incidents. 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. However, in summer term 2 2024 there was a big decrease in friendship related issues.

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. In addition to this due to an increase in incidents training will be provided to all staff during the Health and Safety days to dive deeper in recording and reporting and strategies to support both the perpetrator and victim.

Racist Incidents

As a school we work consistently hard to challenge any form of discrimination towards another member of our school community. Racist incidents have been traditionally low within the school; however we do often see a spike in incidents in Autumn Term as seen in table 2.

	Summer Term 1 2024	Summer Term 2 2024	Autumn Term 1 2024
Racist Incidents	4	3	18
Number of pupils	4	2	13

Autumn term 1

traditionally sees an uptick in racist incidents. Often this is due to a new intake of year 7s coming into the school. Out of the 18 incidents of racism this half term, 75% of them involve pupils within the nurture base. Isolations have been utilised and have been effective to prevent further incidents in some cases. Some have led to suspensions due to the severity of incident.

Autumn Term 1 2023	Autumn Term 1 2024
12	18
8	13

Suspensions

Since the start of the Summer Term One 2024 there has been the following:

Term	Total number of Suspensions	Number of pupils suspended	Total days lost
Summer Term 1 2024	7	7	13
Summer Term 2 2024	3	3	3
Autumn Term 1 2024	6	5	13

Firstly, we can see from Autumn term 1 from Summer Term 2 that there was an increase in number of total days lost. Autumn term 1 has seen one pupil receive a 5-day suspension due to the severity of their actions. Additionally, 3 pupils were suspended due to the level of severity of racist incidents. 2 pupils were also suspended for physical assaults to staff.

We note that out of the 6 pupils that were suspended, 1 of these were from the transition base cohort (two incidents), 2 from Pathways base and 3 from nurture base. One of these pupils has had

two suspensions this half term due to racists incidents during Pl's, suspensions are still part of the policy to prevent further incidents of racism when isolations from base hasn't been effective.

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.
- Working with external agencies such as Prevent

Physical Interventions

The following data sets show a comparison over the last three half terms and a comparison across the Autumn Term 1 of two separate years.

Physical interventions	Summer Term 1 2024	Summer Term 2 2024	Autumn Term 1 2024
Low Risk	31	21	68
Medium Risk	1	1	4
High Risk	0	0	0
Total	31	22	72

The above table shows that Pl's in the school saw a big uptick since the introduction of the new year 7 intake. Summer term saw a low prevalence of Pl's within the school and traditionally in Autumn Term we would see a higher prevalence of Pl's. High risk incidents remain low within the school however there has been 4 incidents of medium risk in the autumn term.

Physical interventions	Autumn Term 1 2023	Autumn Term 1 2024
Low Risk	37	68
Medium Risk	5	4
High Risk	0	0
total	42	72

We can see from the above data set that physical interventions have seen a significant increase between a year apart in data in autumn Term 1. Out of the 72 incidents it is noted that 5% of these

incidents involved pupils in Pathways base. This is seen as a huge positive in that it's a small percentage of the school and suggests that pathway pupils are able to self regulate more effectively. 55% of all P1's are in Nurture base and 40% involving pupils in Transition Base. More importantly 25% of all P1's involve just two pupils who are from Nurture base. We shall present data in the next report to show how we are working to reduce the risk and restraint with both of these pupils.

School Attendance: Autumn Term One – 3rd September 2024 to 25th October 2024 (half term)

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
83	93.18%	5.15%	1.67%%

	Autumn Term One 2022/2023	Autumn Term One 2023/2024	+ / - sway
Overall Attendance	88.96%	93.18%	+4.22%
Authorised Absence	7.19%	5.15%	-2.04%
Unauthorised Absence	3.95%	1.67%	-2.28%
Persistent Absentees (those pupils with 90% attendance or below)	25 (however, this figure includes 3 pupils who are no longer on roll and 1 pupil who has only been on roll for 4 weeks following their induction)	18 (However, this figure also includes 1 pupil who has only been on roll for 3 weeks and another who hasn't started Elmwood following Tribunal)	+6 pupils

Notable absences:

- We have maintained a pupil through into Year 11a as Flexi-Schooled with relative success and an improvement of his attendance and mental health and wellbeing.
- 2 pupils fall within the Persistent Absenteeism category (currently) due to taking an unauthorised holiday during school time. Both these pupils wouldn't historically fall within this category so we are confident that they will have positive shifts as the year progresses.

Whilst there are pupils whose attendance is outside of the school's minimum expectation of 91% - these pupils have made significantly positive movements at the start of this year.

Our allocated Attendance Officer is now established within the school community and whilst they enjoy spending time with the pupils socially within their learning bases following a period of absence, they aren't demonstrating the flexibility of approach required to communicate effectively with parents / carers outside of the LA practice (but still within our school policy).

What is particularly pleasing regarding Elmwood's attendance is that within Walsall Council's Schools Headline data pack our overall attendance improved by 8.5% between 2022-203 to 2023-24, and we are facing continued success from 2023-24 (based on the above data).

In addition to this, in 2023-24 Elmwood was the best performing Special School across the borough with regards to attendance (92.1%). If we consider this against the 19 Secondary Schools within

Walsall, we can say that we were 2.8% above the average attendance and better than 13 Secondary Schools, equal to 1 Secondary School meaning that only 4 Secondary Schools had better attendance than us (Blue Coat Academy, Barr Beacon, Queen Mary’s Girls and Queen Mary’s Boys). This is a phenomenal achievement.

Modified Timetables

We have no pupils accessing a modified timetable (less than 25hrs). However, we do have the following:

- 1/83 = 1.2% are school refusing.
- 1/83 = 1.2% are formally Flexi-Schooled.

Volunteers / ITT’s / Work Experience / Contact with Employees:

The school continues to work across the Barr Beacon SCITT as well as Wolverhampton University / ITAP programme in which 11 ITT’s participated in a day (17/10/24) “real life” experience within an SEMH setting, followed by a further visit organised for 05/12/24. Due to further changes within the Black Country Consortium the school still hasn’t been allocated an Enterprise Adviser, but the school has maintained its Careers Enterprise Co-ordinator (Jo Rasmin) through Walsall Council. This is an area of the curriculum that will need further development / thinking following the closure of Kidzania, London (which was a significant element of the Careers Education Programme). As a school we have continued to utilise the Out & About curriculum 2023-24 to support employee visitors in addition to STEM activities at JCB, MAD Museum, LEGO Birmingham and Silverstone to name a few.

Number of experiences by pupils	Employment Area / Domain
275	Agriculture
130	Retail
13	Tradesman
134	Culture / Museum

This data also reinforces the breadth of cultural capital experiences across the school in turn developing pupils personal development due to a lack of capacity to offer extra-curricular activities.

Safeguarding / LAC:

Here is a breakdown of the number of LAC pupils within the school (November 2024):

Year	Number of Pupils
11	2 (Walsall LA & Derbyshire LA)
10	3 (Solihull LA, Walsall LA)
9 (including 1 age retained pupil)	4 (Derby City LA, Walsall LA, Leeds LA)
8	3 (Walsall LA)
7	1 (Walsall LA)

The school has 13/83 = 15% of the school population identified as LAC (this is broadly in line with AuT One 2023).

The school has completed and has highlighted the strategy and barriers for our disadvantaged pupils clearly on the website and stipulates how this money is going to be spent. However, due to the specific requests for each and every LAC pupil, spending will be based on a pupil need analysis and not whole cohort interventions. This is based on the school’s local offer becoming more aligned to a trauma informed practice so in turn the pupils are receiving a high-quality intervention every day they attend.

This is also an ethical approach by enabling the Virtual Schools to support the “most vulnerable”. There are no Virtual Schools that Elmwood work with who provide termly payments.

The year 7 LAC completed their baseline assessments (w/b 11th November 2024) which will enable for effective target setting and accurate comparison to any EKS2 data held by the DfE.

Quality of leadership and management of Elmwood School:

Governors and stakeholders received an overview of the outcomes achieved against the schools Operational Achievement Plan (OAP) 2023-2025 and how this plan dovetails into the schools Strategic Achievement Plan (SAP) 2023 – 2028. This has shaped the schools direction this year in ensuring we are all collectively responsible in achieving the:

- Connected Curriculum
- Connected Communicators
- Connected Culture

Leaders have been working strategically on the preparation of the DfE Free School Bid (June 2024) and are subsequently waiting for the DfE to share their thinking and select appropriate bids for a formal interview (December 2024). However, due to the change in Government this timeline may be slightly adjusted. In addition to this, leaders have been working with Local Authority designates and architects as part of the Cabinet Report (2024) SEND expansion plan ⁵, this work has impacted on leaders’ time significantly and placed additional pressures on us as a collective team in ensuring the operational aspects of the school are maintained.

Curriculum Developments:

Summer Term 2024 Developments / Review:

- Support opportunities for middle leadership exposure in preparation for AuT 2024, where we will have newly appointed UPS teachers (and subsequently whole school responsibilities). IMPACT: The initial aspiring middle leader within English has decided they would like further time with their young family and remain on 4 days p/w, but has still verbally shared their commitment to further development in the future. Patrick Hinsley, has accepted responsibility to work alongside Gemma Francis to lead KS3 Maths – their presentation to Curriculum and Policies Committee (07/11/24) proved exciting and with a clear focus on how the curriculum can be modified to enable access to pupils who are presenting with fundamental gaps in their knowledge, understanding and application of core maths. We also have additional aspiring middle leaders in our 1st – 3rd year teachers, so this will continue to be a focus for us as a school.
- SLT to continue to be outward facing and securing different views / approaches to SEMH provisions aligned to the schools SAP Priorities. IMPACT: The Learning From visits completed by Gemma Francis and Martin Hawkes have enabled celebrations of our practice as well as opportunities for further improvement i.e. looking at specific sensory games to support regulation as well as increasing curriculum breadth at KS4 i.e. IGCSE Geography pathway.
- Launch the first timetabled Religious Education pilot (40 mins x 6). This will inform the implementation of this curriculum domain for 2024-25. IMPACT: Positive feedback shared with Curriculum and Policies Committee on 7.11.24 and pupils’ perceptions were also positive. This has resulted in Yr7-9 pupils having a visit to a religious place of worship as part of their Friday

Friday curriculum where they will also develop their communication, leadership and preparation for adulthood.

- Training and outcome mapping of the new PSHEe Curriculum through Jigsaw PSHEe Ltd⁶, which has been extremely well received within other SEMH provisions. IMPACT: Staff have supported the new programme and have been utilising the session-by-session assessment tracker as well as the assessment outcomes to show pupil progress to parents / carers. Elmwood has adapted this programme to include a focus on discussion and debate as dovetailing into the SEMH holistic curriculum, Sulp themes and opportunities for journalling / extended writing. We have scheduled a deep dive into PSHEe during SuT Two 2025 following a full year of implementation.
- Finalise curriculum Mapping for 2024-25, taking into consideration the potential enforced growth of the school. IMPACT: Leaders are exploring the curriculum demands of rapid growth for September 2025 whilst maintaining the curriculum breadth and delivery quality. We are currently at capacity with 12 classes in adhering to the principles within the National Curriculum allocation as well as maintaining the additional curriculum offers we feel are vital and successful in developing all of our pupils to “reach their potential”. Any additional curriculum offers will have to carefully aligned to appointment of relevant staff – as we will not offer subject content if the delivery / expertise is poor.

Autumn Term 2024 Developments:

- Curriculum Leads are exploring curriculum enhancement models to support pupils within their groups who are working pre KS or KS1.
- An intensive look at interventions and what they look like within Elmwood – without the need for extraction / social isolation to complete.
- Feel Good Friday as an increased time allocation to further strengthen our SEMH curriculum.
- Mentoring occurs across the week to ensure that those with poor attendance aren’t missing out on this vital interaction with a trusted adult.
- Geography has a designated lesson each week for every group in KS3 and a newly formed IGCSE group for KS4 – based on pupils’ interests shared during their EHCP reviews from Year 8.
- Votes for School has reduced to 15 mins per week all taught at the same time to support impact and whole school discussion / debate on the same topic at the same time. This is also lead by tutor teams – so they can continue to pick up conversations across the week. However, in KS4 the need for greater exposure to “life beyond Walsall” is essential so they have a designated lesson per week on this – it also supports their Gateway Certificate in English (Discussion Skills), maximising English curriculum time to support IGCSE preparation and overlearning / retrieval of information.
- A designated 15 mins per week on “Preparation for Adulthood” to occur across the whole pathways base to enable them to address common themes that have occurred across the base i.e. hygiene or to enhance a curriculum offer i.e. Science revision.

Continual Professional Development:

- Lee Cross and Martin Hawkes commenced (11-13th November 2023) their re-accreditation as Advanced Tutors for Team Teach (Physical Intervention). This continues to support the school by having access to Advanced Tutors on site as well as the expertise to enhance our outreach provision through our area licence for Walsall.
- Leon Donaldson Masters.
- Laura Askins Masters.

⁶ [Jigsaw](#)

- Alan Price, First Aid at Work
- Paul Middleton, Mountain Bike Leaders course
- Carol Bratt and Julie Burnell, H & S training for cleaners
- Bev Bailey, DSL Refresher Training and DSL workshop
- Michelle George and Athena Nicholaou will be delivering (in house training on Ruth Miskins – Fresh Start programme) to support pre-readers within Year 7 (and beyond) to access the English curriculum offer.

Announcements:

- We look forward to interviewing on 18.11.24 for a new Teaching Assistant to join the Elmwood team, following the resignation of Hardeep Garcha⁷
- Reegan Hughes and Reshaun Nero-Wallace (supply staff) have worked extremely hard in establishing positive working relationships with staff and pupils during their period of supply at Elmwood.
- Charlotte Clarke and Laura Askin have successfully completed their ECT2 programme.

We have commenced this academic year with a real sense of purpose and commitment to achieve the highest accolade for the school come our next inspection (September 2025) but this has also been met with extreme fatigue at times with it being such a long autumn term. The staffing body have provided support and solace to each other during this time and have enjoyed their rest and recovery over the October ½ term. A shining light has been the positivity demonstrated by most of the new year 7's who are really buying into the Elmwood Way supported by their peers across the school to make the right choice.

With potential growth and expansion on the horizon it is essential that leaders and governors provide stability for the whole school community as we navigate this significant change for Elmwood.

MR LEE CROSS
HEADTEACHER

⁷ Exit Interview conducted and shared with FGB at the meeting.