



HEADTEACHER'S REPORT TO GOVERNORS – SPRING TERM 2024

Named people within the report:

Name	Role / Responsibility
Frankie Smith	Teaching Assistant
Courtney Martin	Teaching Assistant
Nicole Rose	SCITT Teacher
Michael O'Callaghan	Teacher
Lynsey Draycott	CEO Matrix Trust
Martin Hawkes	Assistant Headteacher
Olivia Appleyard	SCITT work placement
Paulina Kisiechia	SCITT work placement
Steve Bore	Trauma Specialist
Michael Eszrenyi	Barr Beacon, SCITT Director
Simon Moseley	Challenging Education Consultant (Local Authority SIP)
Patrick Hinsley	Teacher (Maths)
Charlie-Anne Barfield	Year 11 pupil
Gemma Francis	Deputy Head
Chris Bowen	Curriculum Lead for English

Introduction:

Following the extremely long Autumn Term 2023 it was refreshing to have a shorter start to the year. This hasn't though prevented the pace in which Elmwood continues to move. We have continued to build upon the successes of the Autumn Term – specifically around recruitment where we have successfully welcomed two new Teaching Assistants to the Elmwood family, Frankie Smith and Courtney Martin, as well as appointed 2 new Teachers. Nicole Rose who will be returning from her secondment to Barr Beacon SCITT where she will return to lead an innovative humanities curriculum as well as support colleagues across PSHEe and Michael O'Callaghan as an English and Drama expert. This means they the teaching vacancies that we had following the resignations in SuT 2023 are now filled with permanent staff (giving real stability as well as a sense of excitement for future curriculum development). This means that we only have 1 current Teaching Assistant vacancy – which we are currently exploring a few options as we prepare for the next term.

This term has been about being thankful to the schools who have supported us with “learning from visits” during 2021 – 2022 and 2022 – 2023 across the Matrix Trust and specialist schools across the West Midlands as we invited Teachers to come and witness the great work we do with our pupils on a daily basis. Following each day, I was able to secure key learning points from their observations:

Day One	Dame Elizabeth Cadbury Smestow Academy Matrix Central Trust	<ul style="list-style-type: none"> Academic challenge was higher than initial anticipated. Behaviour for learning was outstanding (in comparison). Pupils are respectful towards staff and their views.
---------	---	--

		<ul style="list-style-type: none"> • Boundaries are respected by pupils and staff. • Emotional check-in's and check-out's enabled staff to support effectively. • A focus on Learning outside of the classroom was evident. • The behaviour / learning points supported engagement. • Reflection on pupils learning by staff justified their decisions to pupils – so they understood. • Expectations are high for all.
Day Two	Barr Beacon Turves Green Boys School	<ul style="list-style-type: none"> • Curriculum structure is a strength. • Staff are welcoming and supportive. • Emotional check-in's and check-out's enabled staff to support effectively. • Problem solving supports learning and behaviour. • Calm atmosphere, which supported regulated behaviours and learning opportunities. • Anticipated a lot of tension between staff / pupils (but this wasn't evident). • Structure of the day meant that things weren't chaotic (which was what I perceived it would be).
Day Three	Barr Beacon Phoenix Academy	<ul style="list-style-type: none"> • Mindful minute used effectively to break negative behaviours. • Greater use of reflection to support behaviour. • Opportunity to regulate pupils before they transition to the next lesson – is supportive.
Day Four	Smestow Academy Wednesfield Academy	<ul style="list-style-type: none"> • The behaviour / learning points supported

	Kingfisher School	<p>engagement and took responsibility for their actions.</p> <ul style="list-style-type: none"> • Pupil voice within lessons means they understand the decisions made by staff. • Reflection supports regulation and arousal levels of the pupils. • School is acceptant of differing needs. • Positive relationships between staff and peers. Your staff are ace! • Academic stretch /expectations were there (Blood Brothers and Frankenstein in Yr9 English).
Day Five	Barr Beacon	<ul style="list-style-type: none"> • Real sense of confidence in staffs' ability to manage situations and pupils as well. • Strong empathetic language modelled by staff – gets the best out of pupils. • Pupils are seen and heard. They feel valued. • Opportunities are provided to celebrate every interaction / experience.

A thank you letter was also provided by Lynsey Draycott sharing her thanks for this opportunity.¹

Quality of Education at Elmwood School

The *internal data* set from the AuT 2023 continues to show a true picture of pupil progress with the majority of year groups and subject areas making at least expected progress from baseline assessment. Headline data for core subjects is as follows:

Subject	KS3	KS4
English	92% of pupils are making at or above expected progress from their baseline assessments into the school, with 55% of them working above expected progress.	100% of pupils are making at or above expected progress from their EKS3 assessments, with 86% of them working above expected progress.
Maths	91% of pupils are making at or above expected progress from	100% of pupils are making at or above expected progress

¹ Letter shared with Governors.

	their baseline assessments into the school, with 13% of them working above expected progress.	from their EKS3 assessments, with 68% of them working above expected progress.
Science	89% of pupils are making at or above expected progress from their baseline assessments into the school, with 57% of them working above expected progress.	80% of pupils are making at or above expected progress from their EKS3 assessments, with 82% of them working above expected progress.

This year we welcomed back the National SEMH conference: Reinventing Resilience – Pushing through Adversity. This was the first time for a number of our staff to be a part of such a well renowned opportunity to network and look at ways in which they could improve their practice as well as share any practice that could further improve Elmwood’s drive for a Connected Curriculum, Communicators and Culture (staff will be presenting their findings to SLT on 28.02.24).

We have utilised our Educational Psychologist to complete Cognitive assessments on their pupils (as part of their EHCP review). This will formulate our strategic direction to ensure an appropriate Post-16 provision is suitably sourced by the LA, and where the EHCP will become a user friendly document for the potential Post-16 provider in ensuring they can meet the needs of our pupils as well as enabling them to thrive. Parent/Carers have been extremely supportive of this work, as they are naturally worried about life beyond Elmwood. This work has also identified further needs around sensory processing difficulties, which in turn will support our own practice in optimising their environment.

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 Reading, Writing, Maths and Science.
- KS4 FSM & LAC our outperforming KS4 NFSM in Science.
- KS4 FSM & LAC are in line with KS4 NFSM across English and Maths.

This is the first time that KS3 FSM & LAC have outperformed KS3 NFSM across all core subjects and is indicative of the positive work by staff during the AuT 2023.

We can see a similar presentation across foundation subjects, with all FSM and LAC groups performing at least at expected progress from their starting points.

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

This term I am able to report the process and outcomes of the quality assurance approach to teaching at Elmwood (which forms a significant part of the Quality of Education judgement). We have managed during the AuT 2023 to complete a Deep Dive in PE and our first Shallow Dive in English which has occurred one year since the departmental Deep Dive to look at any improvements towards the emerging conclusions as well as towards any areas for improvement raised within the Ofsted report (if applicable). Following this we have just completed the Deep Dive for Maths (w/b 5th February 2024) which has continued to be a strength of the school (reinforced by the strong internal

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

data set). The findings of which will be shared with the Curriculum Lead and the department at their next departmental meeting and will also formulate any departmental actions to support the school's Raising Achievement Plan. As we progress into the SpT Two 2024, it will see the Shallow Dive for the Technologies department (D&T; Art & Food Technology) SLT will have implemented any modifications to the process following our discussions with the Curriculum Lead for English's experience.³

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

³ Deep Dive and Shallow Dive reports are shared with the Chair of the Curriculum & Policies Committee.

- 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.**

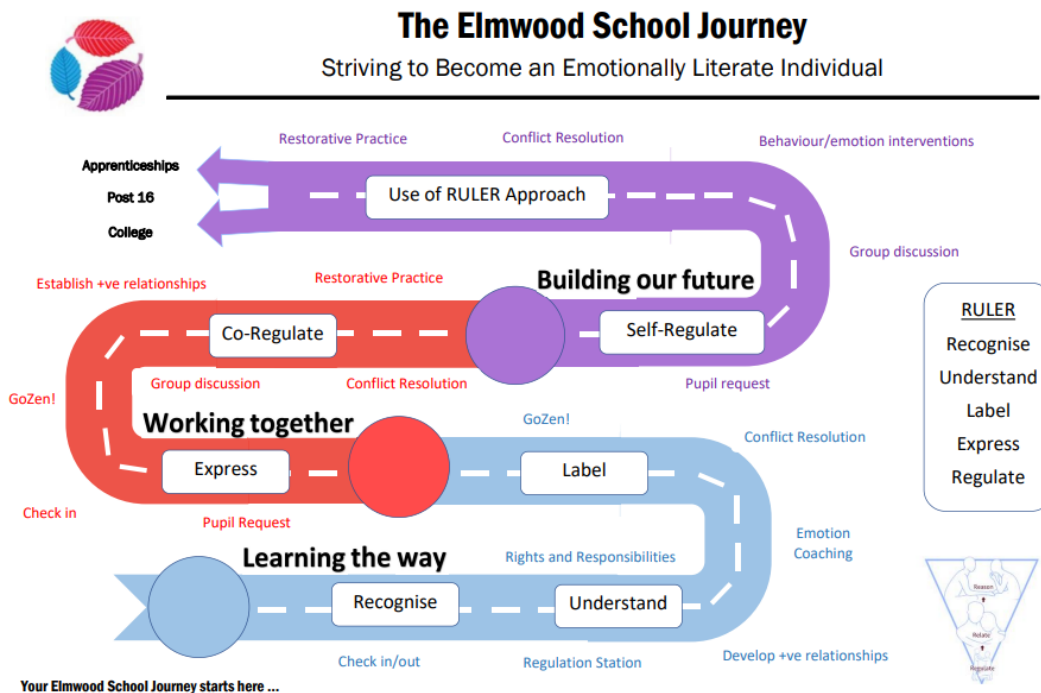
- Pupil's attitudes to learning can be negative.
- Pupils don't show pride in their work or school.
- There aren't significant improvements in behaviour over time.
- There are regular instances of low level disruption within the school
- Pupils struggle to have a level of resilience when faced with challenges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



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 can they use the RULER approach to self-regulate and return to learning more effectively.

As of the last data collection from AuT Two 2023 we can see that 22% of the school population are working below, 53% at expected and 25% above expected for their age and stage. This data will grow throughout the pupils’ journey in the school and will also work to address the outstanding criteria within the EIF 1c “Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.”

AuT Two 2023	% Population
Below	22%
At	53%
Above	25%

To support those who are working below expected age and stage. The following has been launched SpT One 2024:

- 8c begun an Anger Challenge Go-zen.
- 7a and 7b begun an Emotion Intelligence test to prepare them for a regulation 10-week programme during SpT Two 2024.
- 9b class are to complete the Teens programme on Go-zen.

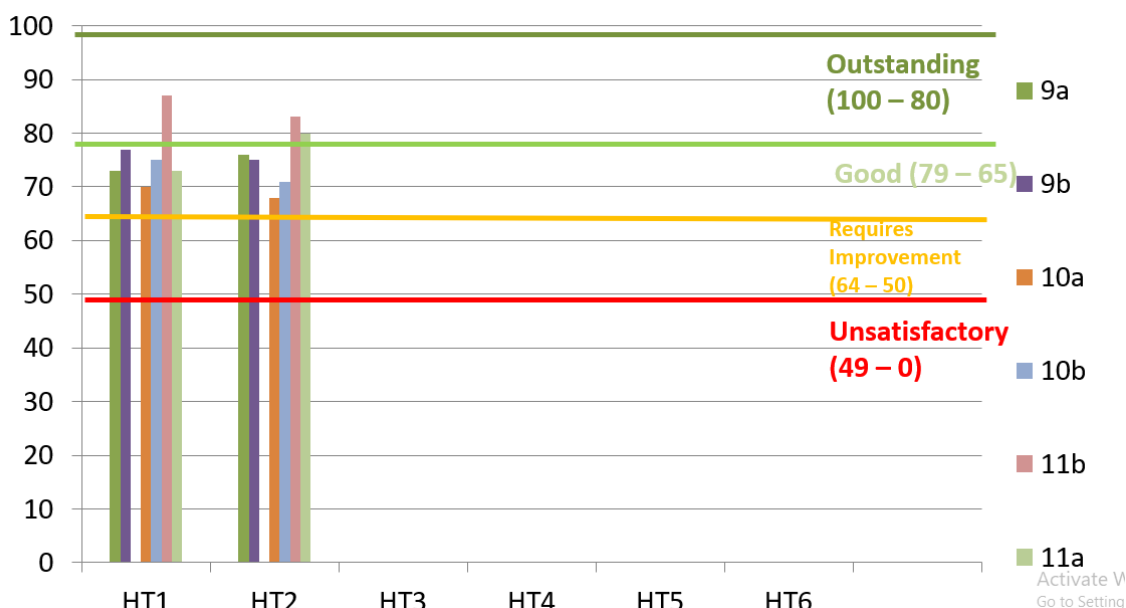
In addition to this, to support the use of the RULER approach in other areas of the school. A conflict resolution RULER approach has been used to support friendship related issues. And, although a new approach feedback from staff has been positive for those who have undertaken so far – further analysis of this data will be shared during the summer term report.

Emotion and Behaviour monitoring graphs

AuT Two 2023			
Year group	Mode Emotion	Accumulative EMO-Diversity %	EMO-Diversity score
7a	Happy, calm and grateful	40%	Good
7b	Happy, excited and Calm	35%	Low
8c	Happy and calm	40%	Good
8a	Happy, Angry and Calm	40%	Good
8b	Happy, Angry and Frustrated	40%	Good
Totals	Happy	40%	Good

- 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. However, we have seen an increase in Anger and Frustration being a common mode within year 8 classes. This is aligned to some individuals who have presented as dysregulated (due to medication changes, following the national shortage of ADHD medication).
- 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 pride and then this becomes the challenge of the tutor group to prompt these feelings within the week.

Cumulative % obtained for behaviour expectations 2023-2024



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 Pathways Base can be judged using a cumulative percentage as **Good** (76%). The judgement within Transition base is **Good** (75%). Thus whole school behaviour (Transition and Pathways) can be judged as being **Good** (76%).

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.”

Bullying Incidents

Firstly, a snapshot comparison from Spring Term One 2023 and Spring Term One 2024. Secondly, we dive into the data sets of Autumn Term Two 2023 to Spring Term One 2024 and look to make a comparison. Through this process of dissecting two separate comparisons, we are able to see the longer term impact measures and short term measures which can be observed in sequent terms within a given period.

Firstly, if we look over the data set of Spring Term One between 2023-2024 we can see that there has been a significant increase in friendship related incidents and a slight increase in bullying incidents. There is also an increase in the amount of perpetrators and victims between the two data sets.

	Spring Term One 2023	Spring Term One 2024	+ / - sway
Friendship related incidents	14	20	+6
Bullying Incidents	6	9	+3
Number of Perpetrators	5	8	+3
Number of Victims	3	9	+6

A focus on Spring Term 1 2024, we can see that there were 8 perpetrators out of 9 incidents. It is noticeable that there were 1 perpetrator within Transition Base, 7 perpetrators within Nurture Base and none within Pathways Base.

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 for nurture students
- A school focus around conflict resolution as a strategy. I have listed the conflict resolutions that have taken place.
- Suspensions due to repeated incidents

Conflict resolutions

	Autumn Term Two 2023	Spring Term One 2024	+ / - sway
Conflict resolutions	4	2	-2

Staff are utilising the model of conflict resolution within bases to prevent further incidents from occurring. Using this model enables pupils to take ownership of solving problems rather than continuing to dwell over issues. It also allows pupils to develop empathy through perspective taking of another. Conflict resolutions can 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. The RULER approach is also being used to support friendship related issues.

Next a comparison of two adjacent half terms of Autumn Term Two 2023 and Spring Term One 2024.

	Autumn Term Two 2023	Spring Term One 2024	+ / - sway
Friendship related incidents	47	20	-13
Bullying Incidents	10	9	-1

Number of Perpetrators	6	8	+2
Number of Victims	8	9	+1

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

We will continue to use the conflict resolution approach to support friendship issues within the bases. As this has shown to be positive to reduce further friendship or bullying issues.

In friendship related incidents we have trailed using a RULER reflection piece to support the emotional understanding of the incident as well as supporting pupils use of language.

Racist Incidents

As a school we work consistently hard to challenge any form of discrimination towards another member of our school community. Racist incidents have been traditionally low within the school. In the Autumn Term Two 2023 (10 incidents) we saw an increase in racist incidents. This was mainly seen within Nurture Base and the words used on the most part have been discriminatory **but not** directed in the right context.

	Autumn Term Two 2023	Spring Term One 2024
Racist Incidents	10	0

Pupils are aware of policy and procedures and that the pupils involved completed 1 separate session out of their community base. In Spring Term One we have seen 0 incidents of racism which is a great move forward from the previous term. This shows that there has been impact of the reflection packs or isolation to reduce incidents.

Suspensions

Since the start of the Autumn Term One 2023 there has been the following:

Term	Total number of Suspensions	Number of pupils suspended	Total days lost
Autumn Term One 2023	9	9	10
Autumn Term Two 2023	5	5	6
Spring Term One 2024	4	4	12

Firstly, we can see from Autumn Term One to Spring Term One that there was a slight increase in number of total days lost. However, the total and number of pupils suspended has decreased. Spring Term One has seen two students receive 5 day suspensions due to the severity of their actions.

We note that out of the 4 pupils that were suspended during Spring Term One 2024, 3 of these were from the Pathways Base cohort and 1 from Transition Base. Out of all the pupils within the school, there has been 1 repeated incident that required a suspension within this term and that was with a year 11 student. The suspensions utilised within the upper part of the school are judged against the severity of the incident as we prepare them for adulthood.

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

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

Use of Force / Physical Interventions

The following data sets show a comparison over the last 3 half terms and a comparison across the entire school year one a year apart.

Physical interventions	Autumn Term One 2023	Autumn Term Two 2023	Spring Term One 2024
Low Risk	37	28	22
Medium Risk	5	2	1
High Risk	0	0	0
Total	42	30	23

Physical interventions	Spring Term 1 2023	Spring Term 1 2024
Low Risk	42	22
Medium Risk	5	1
High Risk	0	0
Total	47	23

We can see from the above data set that physical interventions have seen a decrease during Autumn Term One and Spring Term One. We can see that Spring Term One 2023 has seen an increase in PI's in a comparison to Spring Term One in 2024. This is positive data and shows that PI's have decreased through the academic year and that a comparison on two spring terms there is a significant difference in the amount of PI's.

Pupil name → Year / Incident seve...	Low	Med	Row Totals
Year 8	19	1	20
Year 7	1		1
Year 9	1		1
Year 10	1		1
Column Totals	22	1	23

Currently physical interventions are low within Transition and Pathways bases as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. We can see from the table above that year 8 account for 86% of PI's within the school. What is fantastic to see is that the new year 7 cohorts account for 1 PI within Spring Term which is consistent with previous half terms.

As a note, 52% of all PI's within Spring Term One are within one tutor group in year 8. As a result of this there has been a week's intervention that has taken place in Spring Term One with the intent to change behaviour and attitudes.

School Attendance: Spring Term One: 08.01.2024 – 09.02.2022

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
74	89.22%	6.49%	4.28%

	Spring Term One 2022/2023	Spring Term One 2023/2024	+ / - sway
Overall Attendance	84.10%	89.87%	+5.77%
Authorised Absence	9.17%	5.67%	-3.50%
Unauthorised Absence	6.73%	4.46%	-2.27%
Persistent Absentees (those pupils with 90% attendance or below)	26 pupils	16 pupils	-10 pupils

Another positive trend around attendance when comparing across an academic year, especially regarding the number of pupils classified as persistently absent. Upon further analysis if we were to remove the one pupil who is formally Flex-Schooled the headline attendance would be: **90.40%**

Notable absences:

- 11b pupil engagement and attendance at their alternative provision and work experience has broken down, resulting in school instigating a modified timetable. The pupil is still being supported through CiN with possible escalation due to non engagement.
- 11a pupil despite significant involvement from attendance officer, social worker and attendance mentor attendance remains a significant barrier and is not on track to secure his qualifications in June 2024. He has recently been returned to a foster carer due to parental neglect. This may support an improved attendance picture for the remainder of the academic year.

- 11a pupil continues to work well with the Flexi-Schooled agreement. There does seem to be technical difficulties (at times), but active engagement is evident (through a Deep Dive lesson observation).
- 10a and 9b pupil's attendance is significantly impacted upon medical appointments (within the school day) and parental capacity to transport pupils into school (if they are unwell) continues to be a difficulty despite parental meetings and discussions with the LA Attendance Officer. Potential exploration of Elective Home Education during the 10a EHCP review, parents will be supported by SENDIAS at this meeting.
- 7b pupil parental engagement in regards to adhering to outcomes within the plan is preventing routines and rhythms being established in school. This continues to be discussed at multi-disciplinary meetings (potential ASC diagnosis) and also working in collaboration with dad to secure a positive attendance picture.

We are also awaiting our newly appointed Attendance Officer who will be able to support us with those pupils who are currently between 88-91% attendance during the AuT One 2023.

Modified Timetables

We had no pupils accessing a modified timetable (less than 25hrs). However, due to significant refusal to attend our Alternative Provision we have instigated a modified timetable to focus on re-engaging within a learning environment as part of their Post-16 destination:

- 2/74 = 2.70% are school refusing / severe absence.
- 1/74 = 1.35% are formally Flexi-Schooled.
- 1/74 = 1.35% are on a modified timetable

Volunteers/Work Experience:

We have welcomed Olivia Appleyard and Paulina Kisiechia as part of their Term Two SCITT placement in PE and Maths respectively, both have settled well and are working hard on their contrasting placement before their return back to Barr Beacon for the Summer Term 2024. Recent observations by Michael Eszrenyi has reinforced their progress and the work our subject mentors (Martin Hawkes and Patrick Hinsley) in developing these trainee teachers' further accolade was also provided during the recent feedback from HMI (w/b 5th February 2024) during a Teacher Training Inspection (pending report).

We are also providing an opportunity for a Fine Arts graduate from Wolverhampton University who wants to embark on their PGCE with teaching (specifically SEMH). This 10-week experience will provide a brilliant opportunity for our pupils to work alongside an Art graduate (especially our GCSE cohort).

In addition to this we have also explored the possibility of a current Year 11 pupil (Charlie-Anne Barfield) becoming a Level 3 Teaching Assistant Apprenticeship (specifically within the Technologies Department). This would be something new for the school and will also support the pupil in growing their confidence as they prepare for adulthood – watch out for the newsletter announcement!

Safeguarding / LAC:

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

Year	Number of Pupils
11	1 (Walsall LA)

10	2 (Walsall LA & Derbyshire LA)
9	3 (Sandwell LA, Walsall LA)
8 (including 1 age retained pupil)	4 (Derby City LA, Walsall LA, Leeds LA)
7	2 (Walsall LA)

The school has 12/73 = 16% of the school population are identified as LAC. This number has increased due to a Year 7 pupil being escalated from Child Protection Plan as well as a failed reunification of a Year 11 pupil resulting in then returning to foster carers (within the area) to maintain an educational provision. This number will only increase in SpT Two 2024 due to an introduction of a Year 9 LAC.

The effective use of the Pupil Premium has been shared within the Curriculum and Policies Committee as the school is using the directed DfE documentation to effectively show the spending.

Key:

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

Pupil	Reading	Writing	Maths	Science
9a (Sandwell)				
9a (Walsall)				
9b1 (Walsall)				
9b2 (Walsall)				
8a (Derby)				
8b (Walsall)				
8b (Leeds)				
8a (Walsall) age retained				
7a (Walsall)				
	100% working at or above expected progress from baseline entry. 77% of that cohort working above expected progress.	100% working at or above expected progress from baseline entry. 77% of that cohort working above expected progress.	100% working at or above expected progress from baseline entry. 33% of that cohort working above expected progress.	88% working at or above expected progress from baseline entry. 33% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> Reading, writing, maths and science progress from baseline is above expected (school's judgement of outstanding). No patterns of pupils underperforming across all aspects of the core curriculum. 8 out of 9 pupils achieved at least expected progress (school's judgement of good) across all core subjects. Writing and reading focuses are still having a positive impact. 	<ul style="list-style-type: none"> The 1 pupil working below within Science is aligned to their Cognition and Learning (additional support of Science vocabulary is required).

Pupil	English	Maths	Science
Year 11a (Walsall)			
Year 10a (Walsall)			
Year 10b (Derbyshire)			
Judgements:	100% working at or above expected progress. 100% of that cohort working above expected progress.	100% working at or above expected progress. 66% of that cohort working above expected progress.	100% working at or above expected progress. 100% of that cohort working above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> English and Science progress from EKS3 to EKS4 is above expected (school's judgement of outstanding). 2 out of 3 pupils are working above expected progress across all core subjects. 	<ul style="list-style-type: none"> 1 pupil has found the transition to KS4 Maths more challenging (confidence). 1 pupil's attendance will have an impact on overall progress during the SpT 2024.

Quality of Personal Development of Elmwood School:

Following the success around tracking our pupil enriching experience we are also able to identify how many experiences offers during each half term as well as across the academic year (whole school and pupil led data):

Half Term	AuT One 2023	AuT Two 2023	SpT One 2024	SpT Two 2024	SuT One 2024	SuT Two 2024	Academic Year / Total
Baseline from 2022-23	142	238	151	204	173	258	1166
Total number of experiences	152	259	182				

The initial data is showing an increase in pupil enriching experiences (from an already high starting point). This is an ongoing commitment to address the criteria within the EIF 1c "The school provides these rich experiences in a coherently planned way, in the curriculum and through extra curricular activities, and they considerably strengthen the schools offer."

Quality of leadership and management of Elmwood School:

Upon the school returning to full leadership capacity for the first time this academic year it has enabled us to reflect on the successes of the AuT 2023 and look at readdressing the method of work initially launched with Governors during the AuT 2023.⁴ Our recent category letter (Green) by Walsall LA enabled us to welcome back Simon Moseley to the school for a light touch visit and an opportunity for Leaders to have a safe space to share and learn from his experience around school expansions and developing our leadership capacity and effectiveness. The report reinforced the school's strength within leadership and management and also instigated the following:

⁴ Headteacher shared the Strategic Achievement Plan 2023-2028 and the Operational Achievement Plan 2023 – 2025 (Context / Method / Priorities)

- Headteacher secured a visit to Kingsmead School (SEMH, Derby)⁵ to discuss with SLT how they managed their expansion from 60 to 90 POR. This is a school also identified on the DfE benchmarking document.
- Deputy Headteacher in consultation with a Deputy Headteacher at Warwickshire Academy (SEMH, Thrive Trust⁶) to look at curriculum development and mapping including KS2.
- Deputy Headteacher has been accepted on the January 2024 NPQH pathway as she develops her aspirations of becoming a Headteacher.
- Assistant Headteacher re-contacting the CEO at Endeavour Federation⁷, to explore the potential implications of growing the Emotion Coaching approach across a larger site.

This showcases the schools drive in ensuring that as well as supporting our staff and pupils to be the “best version of themselves”, we are also adding value to our own practice in being better leaders.

During the SpT One Leaders have had a single focus on developing the role and expectations of Teaching Assistants at Elmwood. This was something that came from “Thinking Drivers” in which some Teachers didn’t always find it easy to deploy adults effectively (aligned to the age and expertise of the Teaching Assistant within their class). This has led to leaders (in consultation with Teachers and Teaching Assistants) to launch a Professional Development Pathway for Teaching Assistants commencing SuT 2024.⁸

Curriculum Developments:

Autumn Term 2023 Developments and IMPACT:

- No formalised Cognition & Learning pathways within Year 10 – instead looking at cross mapping across current timetable to the Gateway Progression Certificate. If this isn’t successful an opportunity may occur for 2024-25 to re-institute this pathway based on the current Year 9 cohorts learning needs. IMPACT: EQA visit was completed (01/2024) awaiting report but initially we will remain as a Low Risk centre and will look at exploring claims in February and March 2024 for both Year 11 and Year 10 cohorts.
- Additional science lesson per week for Year 10 cohort to meet aspiration of double Science qualification in 2025. This will also be our Ofsted year, so will show real curriculum breadth. IMPACT: The additional science lesson continues to be an effective use of time – however, due to the KS3 curriculum not aligned to this level of delivery at KS4 we will remain securing the Gateway Level 2 Certificate and register for the Single Science (Biology) but have greater time to teach content with the aspiration of securing higher grades in SuT 2025.
- Developing a more formalised pathway for English Literature (KS3 and KS4) to open up the possibility of English Language and English Literature qualification suite by 2025. IMPACT: Curriculum Lead and additional teachers to attend an English Literacy Conference (IGCSE) to look at specific texts that are required to explore this. Again, a greater focus of achieving the Level 2 Gateway in English to provide additional time to explore this possibility.
- Inclusion of RE for a 6 week block in SuT Two 2024 to enhance our SMSC, Prevent, UNCRC and RE thematic approach. IMPACT: Ongoing and currently still in development. We have launched the 2nd History booklet for the SpT Two 2024 building upon the content curriculum from last academic year.

⁵ <https://kingsmead-derby.co.uk/special-school/>

⁶ <https://www.wa.thrive.ac/>

⁷ <https://myendeavour.uk/>

⁸ Headteacher shared the ppt of this with FGB during the meeting.

- Greater focus on oracy and understanding of where this can be encouraged within the curriculum (SULP, Drama and English). IMPACT: Ongoing and aligned to The Writing Revolution approach, additional training scheduled for SpT Two 2024 – looking specifically within departments. This is also aligned to specific staff's Performance Appraisals.
- Greater opportunities with PE for Leadership at Year 7 culmination into KS4. This is addressing the strengths of the subject but also supports engagement for those who are not naturally performers. IMPACT: Deep Dive completed in AuT 2023 and indicated some real strengths. Opportunities have been taken within delivery of lessons at Little Bloxwich Primary School (SpT One 2024) as well as Year 8 and Year 9 completing Leadership units for one lesson per week. Pupils have found elements of this challenging in Year 8 (aligned to poor relationships within that group, identified within the Behaviour and Attitudes section).

Spring Term 2023 Developments:

- History lessons delivered during SpT Two 2024. This will enable positive engagement for introduction of formal approach to a humanities curriculum from September 2024.
- Refresh and review strategies within a departmental approach to The Writing Revolution (TWR).
- Share the outcome of the Deep Dive in Maths and the Shallow Dive in Technologies (Design & Technology, Food Technology and Art).
- Review progress (so far) from the English Deep Dive.
- Instigate a Deep Dive within Science (SuT One 2024).
- Share practice from the SEMH Conference and include within the Operational Achievement Plan.
- Launch the Teaching Assistant visits from across the 7 schools and 32 participant's w/b 19.02.24.
- Formalise the Teaching Assistant Professional Development Pathway.
- SCITT (Secondary and Primary) SEND experience at Elmwood March and April 2024.
- Induction of new Teaching Assistants.

School to School Support:

- Lee Cross and Martin Hawkes are currently supporting 1 Special School and 1 Secondary Academy through close Team Teach courses.
- Lee Cross is also supporting 1 Primary Additional Resource Provision on Teaching Assistant Development (2 x 2hrs).
- Lee Cross continues to support his skills around School Improvement through working with the YES Trust and Wolverhampton LA in addressing the areas for development following their recent monitoring report (November 2023).

MR LEE CROSS
HEADTEACHER