



HEADTEACHER'S REPORT TO GOVERNORS – AUTUMN TERM 2023 (2)

Named people within the report:

Name	Role / Responsibility
Gemma Francis	Deputy Head
Pat Hunt	School Improvement Partner
Kate Adams	School Admission Officer, Walsall
Bev Bailey	Family & Multi Agency Liaison Officer
Tracey Pow	Teacher
Rhys Humphries	Casual Play Worker
Lynn Jones	Enterprise Adviser
Jo Rasmin	Careers and Enterprise Coordinator
Martin Hawkes	Assistant Headteacher
Laura Askins	ECT
Olivia Diponio	ECT
Charlotte Clarke	ECT
Patrick Hinsley	Teacher
Chris Bowen	Curriculum Lead for English
Cleo Dudley	Supply teacher
Dan Macnulty	Supply teaching assistant
Hina Patel	Supply teaching assistant
Sunita Lalli	Teaching assistant
Athena Nicholaou	Teaching assistant
Stacey Urmson	Teaching assistant

Introduction:

This report is in addition to the earlier Governors meeting held on 28th September 2023 where I presented the school's successes for the 2022-23 academic year, as well as how we are progressing towards the outcomes identified within the Ofsted Report. It was also a brilliant opportunity to share the successes of the Year 11 leavers (2023) – which has rightly been a focus of discussion between the Headteacher and Governors (due to their complexities and difficulties). 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 (6th October 2023). I was also able to share the schools "Confidence v Expertise" approach for the 2023-24 academic year and how this will shape the thinking around the connected curriculum, communicator and culture (strategic direction for the school).

Autumn Term One has been extremely well led by Gemma Francis, ably supported by other members of SLT and the whole Elmwood Community, without this cohesive thinking and action by our Elmwood Community we would not have been able to continue to drive school improvement. This was also acknowledged by Pat Hunt during her termly visit (7th November 2023) where she was able to witness well-rehearsed routines across the school community, especially evident with our new Year 7 cohort. There were clear examples demonstrated by pupils and staff of living into the Elmwood Values as well as a conscientious drive for improving outcomes for pupils. I was extremely proud to showcase the work of Gemma and the Leadership Team in my absence and my absence hasn't negatively impacted on the school's ability to strive to be that 1% better each and every day.

We have welcomed our most diverse Year7 cohort, with our largest number of pupils from outside of a specialist setting. This is further evidence of the growing SEMH need across the borough and nationally. On the whole, they have settled in extremely well, but what is apparent is their low resilience to challenge within the classroom, looking to opt out of learning. Upon reflection with previous schools and pupils it is apparent that this is very much a learnt behaviour and approach that has been utilised within their previous settings over a number of years.

Specialist Provision – Phoenix Academy (Year 6)	Specialist Provision (Year 6)	Mainstream Provision (Year 6)
6	1	7

During the Macmillan Coffee morning on 28th September 2023, a selection of parents/carers were invited to see their child and their teachers/teaching assistants during a Food Technology lesson and enterprise activity to raise money for a national charity. This provided the new Year 7 parents / carers to share their views about how well we have settled their child into the school. The completion rate for a settling survey¹ was significantly lower than previous years (43%); this is something that we will re-address during the Progress and Achievement event (13th December 2023).

“It was brilliant to see the Year 7 pupils settling in so well to school life, they were extremely welcoming towards me and my family.”

Parent, Yr11 Pupil

The school has engaged with the Local Authority, Kate Adams, regarding potential expansion plans on Elmwood site based on the Net Capacity Assessment completed by the Local Authority and DfE (July – August 2023). What has become alarming is the use of the DfE’s area guidelines for SEND and Alternative Provision (BB104) which doesn’t align to the Local Authority’s SEND Continuum of Need and subsequent financial allocation. If this is the direction of travel by the Local Authority, it will result in group sizes of 8 with some internal spaces being at least halved to ensure maximum pupil allocation. This approach would increase the pupil participation exponentially and have a negative impact on the curriculum breadth. Using this as a desk top analysis would see a PAN for Elmwood between 106-152 pupils (without any major build work). However, conversations with Local Authority representatives have been more realistic as they look at the possible growth within KS3 to support the natural transition to a KS5 provision (Post-16), which I know Governors are supportive of. As with any discussion around school modification and capital build, this will have to be approved by Cabinet members and is part of a larger piece of SEND reform within Walsall. I will continue to involve Governors as strategic partners in these conversations.

You must also be aware of two Independent SEMH Schools opening within the Walsall borough. I am trying to forge positive working relationships with both providers so that we can look at ensuring the right level of support is provided to Walsall pupils. I don’t foresee this having any direct impact on commissioned numbers for Elmwood but do believe it will support those pupils who I have been unable to offer a place during Year 6-7 transition 2022-23 and projected for 2023-24. Again, I will continue to update you with any developments on this matter and the potential impact to Elmwood’s viability.

¹ <https://www.elmwood.walsall.sch.uk/news-and-links/parents-area/satisfaction-survey>

Quality of Education at Elmwood School

The last *internal data* set was taken from July 2023 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 school’s drive for further improvement. The initial themes are:

- Formalising the desired outcomes for our development of the connected curriculum, communicator and culture (3-5 year development).
- Extend the opportunities for extended writing across the curriculum.
- Recruitment and / or retention of teachers to lead curriculum areas (increasing breadth and opportunity).
- Presentation of pupils’ work and developing an understanding around expectations across all subjects.

The systems and culture around reflection, evidence based learning and application in 2022-23 are fully embedded, which will enable leaders the infrastructure to drive school improvement / quality of education from middle leadership and teachers.

Pupil assessment will commence w/b 13th November 2023 (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).

During AuT One 2023 PE was subject to a Deep Dive to triangulate a judgement of the department. This document was shared with chair of Curriculum and Policies Committee (09.11.23). 10 lessons were observed by Headteacher and Deputy Headteacher (2xYr7; 2xYr8; 2xYr9; 2xYr10; 1xYr11 and 1xBTEC Sport) across the following sports (Cricket, Striking & Fielding, Rugby, Games for Understanding, Dodgeball, BTEC Theory); it also involved the school’s annual Mellow Yellow Mile to raise awareness of Mental Health across a 2 week period. The evidence is that the Quality of Education within PE is good, and they have a clear approach to further develop.

AuT Two 2023 (w/b 20th November 2023) will see the first round of our Shallow Dive by the Curriculum Lead of English a year since they received a Deep Dive (and Ofsted focus). This methodology will be reviewed following the implementation and discussion with the Curriculum Lead on its effectiveness ready for the SpT Two 2024.

Year 11 Leavers 2023:

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 settings / LA’s. Through my work with other SEMH schools, I am able to produce valuable data for all stakeholders (including pupils during an aspirations assembly on 06.10.23):

Subject	Elmwood School, Walsall (Cohort size 15)	SEMH Independent School, Staffordshire Moorlands (Cohort size 6)	SEMH Independent School, Stoke (Cohort size 9)	SEMH Independent School, Crewe (Cohort size 2)	SEMH School, Sandwell (Cohort size 5)	SEMH School, Bristol (Cohort size 2)	SEMH School, Redditch (Cohort size ?)	SEMH School, Dudley (Cohort 8)	SEMH PRU, Wolverhampton (Cohort size 15)	SEMH PRU, Cheshire (Cohort size ?)
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Average English APS / GCSE Grade	30APS / Grade 2	28APS / Grade 2	16APS / EL3	19APS / EL3	22APS / Grade 1	28APS / Grade 2		38APS / Grade 3	27APS / Grade 2	
Average Maths APS / GCSE Grade	38APS / Grade 3	35APS / Grade 3	25APS / Grade 1	28APS / Grade 2	13APS / EL2	34APS / Grade 3		37APS / Grade 3	19APS / EL3	
Average Science APS / GCSE Grade	46APS / Grade 5	31APS / Grade 2	14APS / EL2	13APS / EL2	0APS / U	40APS / Grade 4		37APS / Grade 3	27APS / Grade 2	

The colour codes are making reference to the average grade when compared to Elmwood.² As you can see from this simple comparison there is a significant disparity in the number of pupils within each of 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.

However, when making comparisons with historical Year 11 cohorts and APS you can see the real challenge that this cohort presented us in terms of achieving a suitable set of qualifications that will better prepare them for adulthood and life beyond Elmwood.

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) 232* includes the C&L pathway.	+10 (without C&L group) +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.

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

As of September 2023 we are able to state the following for Year 11 (2023 Leavers):

Destination	No of Pupils	% of Pupils
College / Training Provider	11	73.33333
NEET (but engaging)	2	13.33333
NEET (but not engaging)	1	6.66667
Employed		0
Other		0
Total	15	100

Of the 2 pupils who are NEET but engaging there are mitigations:

- 1 pupil completed re-unification with parents in Stoke-on-Trent so unable to attend named provision at South Staffordshire College, Rodbaston Campus. Looking at colleges nearer to home with support from Virtual Schools.
- 1 pupil has had 3 named places but is still refusing them (after brief experiences / inductions). This was an ongoing battle since being allocated semi-independent living in July 2023, which also had a negative impact on relationships in school and examination success.

The other pupil is looking for employment currently (but not successful currently).

If we look at the Year 11 (2022 Leavers) based on SuT 2023 information

Destination	No of Pupils	% of Pupils
College / Training Provider	13	76.47059
NEET (but engaging)	1	5.882353
NEET (but not engaging)	2	11.76471
Employed		0
Other	1	5.882353
Total	17	100

The above is evidence of the robust transition and communication that occurs between Post-16 providers, parents / carers and pupils. Myself, Gemma Francis and Bev Bailey are already making contact with current providers and looking to prevent any potential pitfalls in this coming term.

The school continues to use “The National Strategies: Data Set 1, Progression Guidelines”³ 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
English	9/15 pupils (60%) are within the median quartile (or above), with 9/9 (100%) of that population achieving at least an upper quartile judgement with 1/9 pupils (11%) achieving above upper quartile. Therefore, a	11/13 pupils (85%) are within the median quartile (or above), with 11/11 (100%) of that population achieving at least an upper quartile judgement with 5/11 pupils (45%) achieving above upper quartile. Therefore, a judgement of outstanding .

³ The following explains how attainment and progress are defined <https://www.elmwood.walsall.sch.uk/examination-information>

	judgement of Requires Improvement. <u>Mitigation:</u> ⁴	
Maths	87% (13/15 pupils) achieved at least median quartile judgements, of that 13/13 pupils (100%) achieved at least an upper quartile (or better), of that cohort 12/13 (92%) achieved above an upper quartile judgement. This equates to a judgement of outstanding.	13/13 pupils (100%) achieved at least median quartile judgement, of that 13/13 pupils (100%) achieving at least an upper quartile (or better), with 12/13 pupils (92%) 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 English, Maths and Science – showing how hard colleagues have worked to maintain this positive trajectory from entry into the school.

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

English Gateway Certificate and / or IGCSE:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
1	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
2	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
3	Grade 2 / 28APS	Lower Quartile	Upper Quartile
4	Grade 2 / 28APS	Lower Quartile	Upper Quartile
5	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
6	Grade 2 / 28APS	Upper Quartile	UQ
7	Grade 5 / 46APS	Upper Quartile	Above Upper Quartile
8	Grade 2 / 28APS	Upper Quartile	Upper Quartile
9	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
10	Grade 2 / 28APS	Upper Quartile	Upper Quartile
11	Working Towards Level 1 / 28APS	Below Lower Quartile	Below Lower Quartile
12 – Flex-Schooled	Grade 2 / 28APS	Upper Quartile	Upper Quartile
13 – Alternative Provision	Working Towards Level 1 / 28APS	Below Lower Quartile	Below Lower Quartile
14 – Alternative Provision	EL3 / 16APS	Lower Quartile	N/A

⁴ 1 pupil is awaiting a resit on their Functional Skills (writing component) if this is successful they will achieve 28APS / Grade 2. This would be a LQ judgement.

2 pupils are also completed the enhancement qualification (*) and if we were to include these results it would result in the following:

11/15 pupils (73%) are within the median quartile (or above), with 9/11 (82%) of that population achieving at least an upper quartile judgement with 1/9 pupils (11%) achieving above upper quartile. Therefore, a judgement of **good.**

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 2 / 28APS	Above Upper Quartile	Above Upper Quartile
7	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
8	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
9	Grade 5 / 46APS	Above Upper Quartile	Above Upper Quartile
10	Grade 2 / 28APS	Above Upper Quartile	Above Upper Quartile
11	Grade 2 / 28APS	Above Upper Quartile	Above Upper Quartile
12 – Flex-Schooled	Grade 2 / 28APS	Above Upper Quartile	Above Upper Quartile
13 – Alternative Provision	Grade 5 / 46APS	Upper Quartile	Upper Quartile
14 – Alternative Provision	EL3 / 16APS	Below Lower Quartile	N/A

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
2	Grade 5 / 46APS	Above Expected
3	Grade 5 / 46APS	Above Expected
4	Grade 5 / 46APS	Above Expected
5	Grade 5 / 46APS	Above Expected
6	Grade 5 / 46APS	Above Expected
7	Grade 5 / 46APS	Above Expected
8	Grade 5 / 46APS	Above Expected

9	Grade 5 / 46APS	Above Expected
10	Grade 2 / 28APS	N/A
13	Grade 5 / 46APS	Above Expected

I am confident that regardless of the challenges associated with this cohort (since Year 7), we have secured a positive set of examination results as well as ensuring they are better equipped to meet the demands of their Post-16 destinations. We have already had a number of pupils returning to check in, which evidences that they still very much feel a part of the Elmwood Community and are utilising the appropriate strategies to manage these large emotions.

Pupils identified as being disadvantaged are identified within the following document ⁵ the Summer Term 2022-23 Target Group Monitoring Document (Year 11 Leavers), and whole school within the Summer Term 2022-23 Target Group Monitoring Document These documents have helped shape the Pupil Premium Effectiveness Document for 22-23 (utilising the required DfE documentation).

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

The CPD timetable has been allocated and there is a real thread of key messages across the year, with the opportunity for us to be responsive following any changes in needs / cohorts, for instance the specific training on mushroom and plant foraging for Teaching Assistants so they can support co-regulation more effectively with a selection of pupils across the school. The format of Curriculum Lead group and individual coaching sessions are embedded and purposeful with additional opportunities being provided to aspiring middle leaders to get used to this format, as well as the Headteacher also now completing coaching opportunities for the Deputy Headteacher (in their role as Curriculum Lead for Maths). Curriculum Leaders in English, Maths and Science have completed their work scrutiny for the AuT One with some positive communication identified between teachers and pupils. Tracey Pow's maths books were acknowledged not only by SLT but also Pat Hunt during her visit – her expertise here will be able to support colleagues across the school to improve this aspect of feedback.

All members of staff have completed their 2022-23 performance appraisal review (w/b 2nd October 2023) with 100% of Teaching Assistants, 100% of non-Teaching Assistants and 92% of Teachers successfully completing their targets, which meant that of those staff who were eligible for a pay progression (6/7 = 85%) received this. SLT have all commented on the enthusiasm of staff when conducting their 2023-24 appraisal targets; this has been attributed to SLT refreshing who they appraise, as well as an influx of new staff with new skills, as well as us focussing on longer term targets which shows greater depth in our understanding of the school and its priorities.

The Headteacher's appraisal was also completed on 12th October supported by Pat Hunt. This was ratified at the Finance Committee Meeting on 19th October 2023.

Behaviours and Attitudes at Elmwood School:

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

⁵ <http://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium>

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

- Pupils within Nurture base have **Good** emodiversity. Behaviour across Transition base is **Good** and Pathways base is **Good**.
- Physical interventions remain consistently low within the school despite the increase within Spring Term one/two 2023. Nurture base account for 90% of physical interventions within the school.
 - Friendship related issues within the school have increased. There has been a large proportion of the friendship issues occurring within new year 7s and year 8 students.
 - Suspensions increased during autumn term one 2023.
- Racist incidents have seen an increase in prevalence. Year 7 and year 8 cohorts make up the majority of the incidents of racism.

Bullying Incidents

Firstly, a snapshot comparison from Summer Term 2 2022 and Summer Term 2 2023. This is a breakdown of the end of the academic year of 2022-23. Secondly we dive into the data sets of Summer Term 2 2023 to Autumn Term 1 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 term measures which can be observed in sequent terms within a given period.

Firstly, if we look over the data set of Summer Term 2 between 2022-2023, 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.

	Summer Term 2 2022	Summer Term 2 2023	+ / - sway
Friendship related incidents	5	25	+20
Bullying Incidents	4	7	+3
Number of Perpetrators	4	6	+2
Number of Victims	4	5	+1

A focus on Summer Term 2 2023, we can see that there were 6 perpetrators out of 6 incidents. It is noticeable that there were 2 perpetrators within Transition Base and 4 perpetrator within Nurture 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
- A school focus around conflict resolution as a strategy. Below I have listed the conflict resolutions that have taken place.

Conflict resolutions

	Summer Term 2 2022	Summer Term 2 2023	+ / - sway
Conflict resolutions	3	9	+6

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.

Next a comparison of two adjacent half terms of Summer Term 2 2023 and Autumn Term 1 2023.

	Summer Term 2 2023	Autumn Term 1 2023	+ / - sway
Friendship related incidents	25	40/58 Bullying and friendship related incidents	+15
Bullying Incidents	7	18/58 Bullying and friendship related incidents	+11

Number of Perpetrators	6	11	+7
Number of Victims	5	8	+3

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

We will continue to use the conflict resolution approach to support friendship issues within the bases. As this has shown to be positive to reduce further friendship or bullying issues. 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. In the Autumn Term 2022 (18 incidents) we saw an increase in racist incidents. This was mainly seen within nurture base and the words used on the most part have been discriminatory but not directed in the right context. Historically we do inherit specific use of language when pupils transition to elmwood school and that can be seen in the data of Autumn term 1 whereby we saw 12 incidents. However, on a slightly better note due to the work of the school Autumn term 2 has seen 1 incident so far. We are continuing to use the racism pack and isolation from the community base to support victim and perpetrator.

	Summer Term 2 2023	Autumn Term 1 2023	Autumn Term 2 2023 (to date)
Racist Incidents	7	12	1

Pupils are aware of policy and procedures and that the students involved completed 1 separate session out of his community base. One student also completed a racism pack which is part of his plan to support his cognition and learning. Now this student undertakes a reflection pack on each incident and staff use facial expression to demonstrate their feelings. In summer Term 1 we have seen 2 incidents which involved the same student towards staff member.

Suspensions

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

Term	Total number of Suspensions	Number of pupils suspended	Total days lost
Summer Term 2 2023	5	5	6
Autumn Term 1 2023	9	9	10
Autumn Term 2 2023 (to date)	5	5	6

Firstly, we can see from Summer Term 1 to Autumn Term 2 that there was a slight increase in number of suspensions and number of pupils suspended. Then in Autumn term 1 we have seen a slight increase within the suspensions however.

We note that out of the 9 pupils that were suspended during Autumn Term 1 2023, 4 of these were from the pathways base cohort and 4 from nurture base. Out of all the pupils within the school, there hasn't been any repeated incidents that required a suspension within this term. One of the year 8 students were suspended for two days for a physical assault on member of staff which has not been repeated since.

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

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

Use of Force / Physical Interventions

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

Physical interventions	Summer Term 1 2023	Summer Term 2 2023	Autumn Term 1 2023	Autumn Term 2 2023 (to date)
Low Risk	17	34	37	11
Medium Risk	2	6	5	0
High Risk	0	0	0	0
total	19	40	42	11

Physical interventions	Autumn Term 1 2022	Autumn Term 1 2023
Low Risk	30	37
Medium Risk	1	5
High Risk	1	0
total	32	42

We can see from the above data set from the 4 chosen half terms that, physical interventions have seen an increase during summer term 2 and autumn term 1. We can see that Autumn term 1 2023 has seen an increase in PI's in a comparison to Autumn term 1 in 2022. However High-risk PI's have significantly decreased.

Currently physical interventions are low within Transition and Pathways bases as pupils demonstrate low risk behaviours due to the fantastic work of the staff team within the base. Currently nurture pupils make up for 90% of all physical interventions for the Spring Term.

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

As nurture base in particular is showing higher risk and amount of physical interventions within the school, the following intervention begun in Summer term 2 to reduce risk. Firstly, calm spaces and secondly, the focus on a need based analysis to support the needs to each child in the base.

Nurture Base Calm Spaces

- Purpose: To support pupils to journey through the RULER approach and provide

Physical interventions Academic year 2022-23	Pupil A	Pupil B
Low Risk	31	19
Medium Risk	2	1
High Risk	0	0
total	33	20

opportunities to Emotion Coach. To provide opportunities to self-regulate and give pupils the tools to do so. To see a reduction in physical interventions within the year 7 cohort.

- Method: Provide calm spaces such as nurture corridor and sensory room space. Pupils use this space

when triggered or when staff have noticed they are triggered. The space follows the guidelines listed below. Staff to pre-teach use of the space to yr. 7 and 8 pupils. Staff to gain ideas from each tutor group of calming activities that pupils would like in the drawers in the spaces.

- Proposed impact: Pupils to use the calm spaces to co or self regulate. A seen reduction in use of reflection room spaces. A seen reduction in physical interventions within the year 7 cohorts specifically. A return to class in a calm and focused space ready to learn.

Calm spaces update: Currently the calm spaces are showing to be a factor in the reduction in the physical interventions within nurture. Staff and utilising the spaces with the pupils and this is showing less use or over reliance on reflection rooms. The new year 7s starting this academic year are currently being pre taught how to use the spaces effectively. What has been nice to see is that the new year 7s are having less of a reliance on reflection rooms thus far.

Case study

We will now share two case studies of students who in the last academic year were involved in the most physical interventions. The goal has been to reduce the need for restraint and/or reduce risk. The data below shows the PI's and the risk from the academic year 2022-23.

To reduce the risk and need for PI's with both students a needs based analysis was applied and each student had a plan created for them. This can be seen below:

Pupil A:

8c team are currently running and behaviour modification intervention to reduced risk and restraint, started and trailed as of 27.09.23.

Current risks are 1) significant property damage 2) absconding through windows into quads 3) when in reflection rooms damage to doors and potential harm to staff and self. 4) Verbal disagreements with others leading to roaming and damage within nurture base.

As the majority of his higher risk behaviours are occurring within the reflection area when left to regulate on his own. Staff to ensure that (where appropriate)

- 1) They remain within the reflection room when has gone into after being triggered. This to reduce damage.
- 2) As soon as kicking or damage begins. To support in PI to prevent further escalation of behaviours.
- 3) To support initially in 2 person standing hold such as figure of 4. Use of option points such as red chairs when kicks or spits occur. Attempt to reduce risk of full shield to cradle support to a lower risk support where appropriate *
- 4) 8c team are currently trailing table tennis as a regulation activity, is triggered rather than going to reflection. J Francis trailing use of rewards of table tennis within the day also. Staff to use dynamic risk assessment when choosing whether a walk out of base to table tennis is appropriate at that time.
- 5) if damage in nurture base area give options of table tennis or escort to reflection room as per a dynamic risk assessment.

Pupil B:

Pupil B changed classes at the end of the summer term 2023 this was designed to reduce risk and restraint within the group. In addition to this, specific strategies have been highlighted that reduce the risk, these are as follows.

- 1) Foraging activity utilised when he is triggered or as an allocated slot or on a Wednesday where traditionally there has been higher risk present. Often this activity has been used when they have checked in as angry or upset from home.
- 2) Utilising the 10 minute timer with Mr Cross. This to support the student to self regulate and give the group respite where needed. At the end of the 10 minutes he returns back to class.
- 3) Foraging activity to be utilised around school grounds for lesson times but allocated times are on the school field. Evidence shows us that there is risk of absconding if staff go further away from the school.

This is the data comparing the last academic year and this academic year with both students.

Physical interventions Academic year 2022-23	Pupil A	Pupil B	Physical interventions Academic year 2023-24	Pupil A (since behaviour intervention)	Pupil B
Low Risk	31	19	Low Risk	5 (11)	1
Medium Risk	2	1	Medium Risk	1 (2)	0
High Risk	0	0	High Risk	0	0
total	33	20	total	6 (13)	1

As we can see in the above table Pupil B as drastically reduce the risk and PI's since moving class and with the interventions. Pupil A has also seen a decrease in risk and PI albeit that there is still PI's used to keep them and others safe within the base. We will continue to show progress with these case studies and will present further findings in the next report.

Emotion and Behaviour monitoring graphs

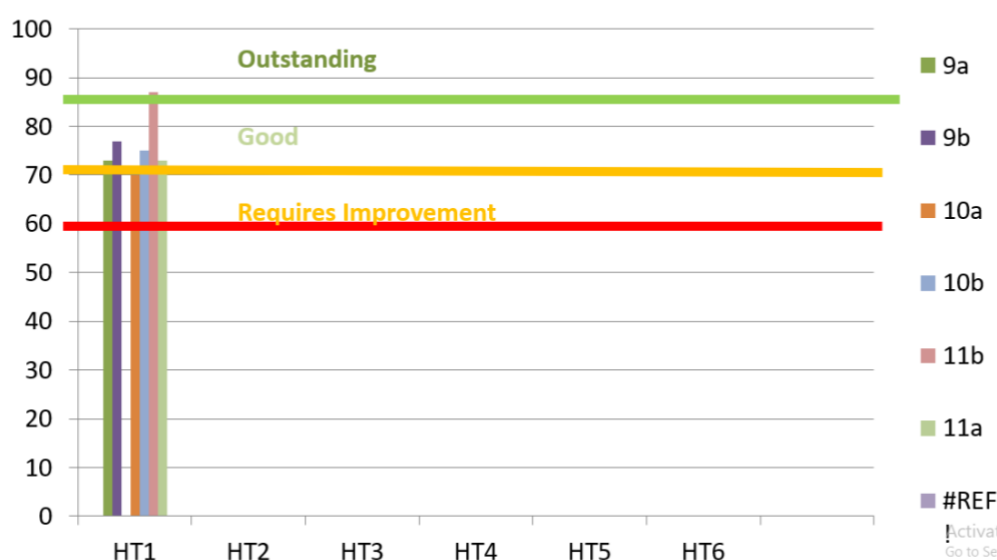
Autumn Term 1 2023			
Year group	Mode Emotion	Accumulative Emodiversity %	Emodiversity score
7a	Happy and excited	35%	Low
7b	Happy and calm	40%	Good
8c	Happy and calm	45%	Good
8a	Amused and calm	45%	Good
8b	Happy and Calm	40%	Good
Totals	Happy and calm	45%	Good

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

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

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

Cumulative % obtained for behaviour expectations 2023-2024



*11b 3 students. HT2 LCI to move across on data. 11a is 60% with CWO included in data but omission made due to attendance

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** (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.

School Attendance: Autumn Term One – 4th September 2023 to 27th October 2023 (half term)

Pupils on Roll	Overall Attendance	Authorised Absence	Unauthorised Absence
75	88.77%	7.17%	4.06%

	Autumn Term One 2022/2023	Autumn Term One 2023/2024	+ / - sway
Overall Attendance	84.76%	88.77%	+4.01%
Authorised Absence	11.01%	7.17%	-3.84%
Unauthorised Absence	4.23%	4.06%	-0.17%
Persistent Absentees (those pupils with 90% attendance or below)	21 Pupils (1 pupil no longer on roll)	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)	+4 pupils

Notable absences:

- 2 pupils have secured alternative education provisions this academic year following a history of poor engagement in 2022-23 which will have a positive impact on our school community and has enabled us to offer these placements to other pupils.
- 1 pupil has also left the school – following a discussion with Pupil Panel Committee and Walsall Virtual School (19.10.23)
- 11a pupil, despite significant involvement from attendance officer, social worker and attendance mentor attendance, remains a significant barrier and has been noted by Curriculum Leads during their progress meetings.

- 11a pupil has embarked on in school staff delivery for Flexi-Schooling. The requirement of mum being present to support technical set up drastically improves attendance and engagement.
- 11b pupil despite an initial positive attendance at their Alternative Provision – this has become significant. Professionals working with the family to establish appropriate routines, but engagement with family and pupil is poor. This will impact on academic and social progress as well as potentially losing their Post-16 provision (due to non-attendance).
- 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).
- 8c pupil has recently had a period of disruption due to homelessness. Return has been positive.
- 7b pupil parental engagement in regard to adhering to outcomes within the plan is preventing routines and rhythms being established in school.

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

- 2/75 = 2.67% are school refusing / severe absence
- 1/75 = 1.33% are formally Flexi-Schooled.

Volunteers:

We have appointed Rhys Humphries (Year 11 leaver 2022) as a casual Play Worker following a successful voluntary position in the SuT2023. Rhys will support the school community (specifically the Physical Education department) when he isn’t required in College and where there is a need within the school. This is also a great way of maintaining a clear positive role model in the school. We have also built upon the success of our “Learning From visits” in 2022-23 and 2nd October 2023 to Specialist settings and Mainstream schools within the MATRIX trust by offering all participating schools the opportunity to send any Teachers for a day experience / CPD on w/b 22nd January 2024 and Teaching Assistants on w/b 19th February 2024, initial interest is positive and I can image a very busy school during those weeks.

Work Experience / Contact with Employees:

Unfortunately, the school has lost its Enterprise Advisor, Lynn Jones due to long term absence. Myself and Jo Rasmin are looking for potential replacements but will keep you informed of further developments. Prior to Lynn’s departure we had organised an induction and visit to the local DPD branch for a selection of Yr11 pupils as part of their Gateway Progression Diploma qualification and we are confident that this final component will be resolved before the end of the AuT2023. In addition to this as part of the Out and About curriculum pupils were able to witness / experience the following employee contacts in 2022-23:

Number of Pupils	Percentage Population	Employment Area / Domain
45	58%	Agriculture
44	57%	Retail
6	8%	Tradesman
41	53%	Culture / Museum

19	25%	Construction
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This was initially developed to support a more robust way of celebrating our Careers Education as well as enhancing our enrichment curriculum (when not possible to support extra curricular activities). Moving forward this data will have greater depth and be aligned to Curriculum activities as well.

Safeguarding / LAC:

Here is a breakdown of the number of LAC pupils within the school (November 2023):

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

The school has 12/73 = 16% of the school population identified as LAC (this remains extremely high for our school population).

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".

All year 7 LAC's have completed a baseline assessment (November 2023) which will enable for effective target setting.

Quality of leadership and management of Elmwood School:

Governors and stakeholders will have the schools strategic plan by 31.12.23 following detailed discussions with Senior Leaders and Curriculum Leaders on the "how" we are going to achieve the school's aspirations for the next 3-5 years under the headings of:

- Connected Curriculum
- Connected Communicators
- Connected Culture

This will formulate the strategic component of the Governing Body in checking progress against these aspirational outcomes and ensuring the future stability of the Elmwood Community – it will be a shift from the scrutiny board in which all aspects of the plan were identified as being "ticked off" but more looking at using our time effectively to ensure that the decisions made by the Headteacher and his team are working in cohesion under the three aspirations for Elmwood.

Curriculum Developments:

Autumn Term 2023 Developments:

- 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.
- 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.
- 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.
- Inclusion of RE for a 6 week block in SuT Two 2024 to enhance our SMSC, Prevent, UNCRC and RE thematic approach.
- Greater focus on oracy and understanding of where this can be encouraged within the curriculum (SULP, Drama and English).
- 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.

Autumn Term 2022 Developments / Review

- Theme has included a formal element of geography and history across Key Stage 3 as a means of supporting the Votes for School curriculum. IMPACT: We have responded effectively to pupil voice and also increased pupil's exposure formally to Geography and History within KS3. This has been developed into 2023-24 with a Yr8 POS opportunities across KS3 as well as an inclusion of RE (SuT2024). The focus is to maintain enthusiasm before formally appointing a Humanities teacher from September 2024.
- The Cognition and Learning pathway have introduced more units to utilise (due to qualification amendments), this has included greater focus on pupil supporting across the curriculum / personalised to their areas of interests. IMPACT: Has resulted in greater opportunities for leadership for pupils in Year 10 (2023) meaning they are ahead of schedule in Year 11 (2024) which reduces external pressure on these pupils.
- Year 11 ASDAN cohort isn't occurring this year and instead are working towards an Entry Level 3 qualification in carpentry, as well as supporting preparation for adulthood. IMPACT: 3/4 = 75% pupils on this pathway secured this qualification within a year but all 4 pupils were able to utilise this to support a successful application to Post-16 provider. 100% of this cohort were not on track to achieve any ASDAN qualification at the start of the 2022-23 academic year.
- Small Animal Care is being taught by Rodbaston College – using City & Guilds framework. This supports transitions to Rodbaston and enables greater identification of working level at Post-16. IMPACT: 100% pass rate in Year 11 (2023) and Year 11 (2024) cohort and has supported 1 year 11 significantly enabling them to fast track to a Level 3 course. This spiral curriculum supports the mixed KS4 approach at Elmwood and has also enabled us to facilitate those who don't have a secondary need of Cognition and Learning to access the curriculum (which supports the Science KS4 outcomes further).
- New provider (Learn Play Ltd) has been approached to support a new need in KS4 around media and media production. They have the specialist knowledge and equipment to enable this small cohort to work through a Level 1 BTEC in Essential Digital Media. IMPACT: 1/3 = 33% initially passed with re-sits scheduled on 16.11.23. Following this we have also secured delivery of ICT Functional Skills (Level 1 & Level 2) for Year 11 (2024). This has been a positive choice for Year 10 this academic year and continues to grow as a provision.

- The use of Zoom to support a Flexi-schooled pupil in year 11 is continuing to prove successful. IMPACT: This pupil secured Level 1 English and Math qualifications. Using this approach with another pupil, who used to be outsourced to Aldridge Tuition Ltd, has also meant a financial saving.
- The use of a tuition provider has also maintained an educational provision for a pupil who demonstrated considerable risk at school and on alternative provision. IMPACT: Positive approach of managing risk but has now transitioned to Flexi-Schooling and being educated via zoom.

Continual Professional Development:

- Lee Cross and Martin Hawkes will commence (15-17th 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.
- We have successfully been approved an area operation licence for Wolverhampton to deliver Team Teach (Physical Intervention) which will be part funding by Ormiston Trust as we have supported a number of their schools in Walsall in 2022-23.
- Staff received Epipen training from a nurse practitioner at New Cross Hospital on 13.11.23 to help support a pupil who had suffered an anaphylaxis shock at home.
- Laura Askins, Olivia Diponio and Charlotte Clarke commenced ECT Year 2 positively and attended their Local ECT Conference (14.10.23):

“Both Olivia and Laura were a credit to you today at the ECT conference.”

Cheryl Heaton, Primary SCITT Manager and Specialist Leader of Education

Announcements:

- Paddy Hinsley, Teacher, is celebrating being a dad again after the birth of his second child, Grace.
- Chris Bowen, Curriculum Lead for English, married his partner, Claire, during the summer holidays.
- Teaching Assistant interviews on 22nd November 2023, with us interviewing 6 candidates.
- Cleo Dudley, Daniel Macnulty and Hina Patel (supply staff) have settled in well to the Elmwood Community.
- Successful appointments of Sunita Lalli, Athena Nicholaou and Stacey Urmston to Teaching Assistants within the school.
- Following a successful application to Newlife Charity for free items of school uniform, the offer of these items to parents/carers will help especially with the current cost of living situation.

We have started this academic year with an initial sense of apprehension due to the number of staff who have moved on to pastures new - but this has also enabled us to revisit and celebrate our school values and what it means to be a part of “The Elmwood Way” with new staff who are on the start of their Elmwood journey. I am confident that we have the right people in the right position to affect positive change as we embark on continuing to be that 1% better.

Thank you to the Governing Body for their support during this term with my injury and also supporting my recovery. I am extremely privileged to work with such great people who share my work ethic and commitment to the pupils and their families of Elmwood.

MR LEE CROSS
HEADTEACHER