



ACTING HEADTEACHER'S REPORT TO GOVERNORS – AUTUMN TERM 2018

Named people within the report:

Name	Role / Responsibility
Lee Cross	Acting Headteacher / Designated Safeguarding Lead / Designated Lead for LAC's.
Tina Lloyd	Acting Deputy Headteacher / Assistant Head Teacher.
Bev Bailey	Family Support Co-Ordinator.
Lynn Maritza	School Business Manager / Specialist Leader of Education – School Business Management.
Martin Hawkes	Specialist Leader of Education – Behaviour & Discipline
Dan Whittaker	Specialist Leader of Education – Outdoor Curriculum.
James Hawkins	Family Welfare Assistant
Richard Tranter	Caretaker
Julie Burnell	Cleaner and Lunchtime Supervisor
Ashley Holmes	Teacher, Pathways Base
Di Cadman	Teaching Assistant Level 3
Jo Hughes	Teaching Assistant Level 3
Gemma Francis	Lead Teacher of Maths
Ashley Bullock	NQT PE
Patrick Hinsley	NQT Maths
Chris Young	Teaching Assistant Level 3
Jenna Wilkins	Teaching Assistant Level 3
Rebecca Knight	SCITT trainee PE Teacher (Teaching Assistant Level 3)
Dr Victoria Norman	Educational Psychologist

Introduction:

The start of the academic year is upon us and our new starters in year 7 have settled in well, in addition to this we have also welcomed a year 10 pupil and a year 9 pupil who have added to our school community. We currently have 69 pupils on roll and this is looking to further grow with the introduction of our additional year 7 group post October half term where we are projecting to move to 74 pupils – this is a number that we feel we can manage safely and effectively as well as maintaining the schools current curriculum model and the emotional warmth and support currently provided for every pupil within our learning community. After a successful relationship with Evolve Teaching Alliance / Barr Beacon SCITT we were able to enhance our staffing structure with the appointment of two NQT's (Patrick Hinsley – Maths and Ashley Bullock – PE) and two Teaching Assistants (Chris Young – Nurture Base and Jenna Wilkins – Nurture Base) this has also provided leadership capacity and succession planning for 2019-2020. These new appointments have also enabled Rebecca Knight to progress with her aspirations of becoming a Physical Education Teacher through Barr Beacon SCITT – where Elmwood is her main placement, she has settled well into this new role (and so have the children).

The school has faced some challenges¹ since returning in September 2018, which has placed additional pressure on staff, governors and pupils. Our relationships with Hays and Now Education has enabled us to source high quality cover, who share our love and passion for working with our fantastic pupils on a daily basis.

The school has co-operated with all the requests made by the LA and will await the feedback from them on Tuesday 13th November 2018:

Safeguarding Review 9 th October 2018	Seona Baker (Safeguarding Co-ordinator, Walsall) Alan Hassall (LADO, Walsall)
Leadership Review 18 th October 2018	Trevor Sutcliffe (ENTRUST, Staffordshire) Debbie Barnes (ENTRUST, Staffordshire) The above was commissioned by Trudy Pyatt (School Improvement Manager, Walsall)

In addition to this the school has also commissioned the following external reviews (*note the safeguarding Review was already arranged prior to the Local Authorities decision to identify the school as a concern*).

Safeguarding Review 25 th September 2018	Karen Pickering (Safeguarding Manager, Shenstone Lodge SEMH School)
Leadership Support 16 th October 2018	Ms Jacquie Newsome (MATRIX Consultant) and Ms Lyndsey Draycott (Headteacher, Barr Beacon).

The safeguarding review from Karen Pickering is available and will be shared with governors, this has enabled Sallyann Tuckwell-Allen (Safeguarding Link Governor) to have a baseline assessment of where safeguarding is across the school with the addition of the 2016-17 and 2017-18 self-audits to formulate her thoughts. The leadership support report is currently in draft and hasn't been released as of yet. I am confident that this report will not only support our preparation for Ofsted but also go some way to address the outcomes of the Leadership Review by the LA.

The roles and responsibilities document initially agreed to support the phased retirement of Simon Hubbard will need to be reviewed and amended due to Lee Cross now being the Acting Headteacher for 5 days per week (initially agreed for 2 days per week) to enable all aspects of leadership are achieved within a timely manner as well as maintaining an appropriate work life balance for all involved.

The school has completed satisfactory surveys for 2017-18 and these are found in the following place <http://www.elmwood.walsall.sch.uk/news/parents-area/satisfaction-survey> this provides senior leaders with an ammonised views of parents / carers to enable us to work more effectively in educating their children. Elements of this data will be used to ratify the schools effectiveness judgement (but not in isolation).

¹ The school has been identified as a School Causing Concern by the Local Authority, with the intention to work in partnership with Senior Leaders to gain the assurances of effective safeguarding and school improvement within the school.

It is my pleasure to introduce Dr Victoria Norman (Educational Psychologist) who has decided to join the team to deliver some core development work with staff as well as individual pupils who we feel require additional insight into why they are having difficulty with engagement or retention of information. During the Summer Term 2018 and Autumn Term 2018 she has provided clinical supervision for Martin Hawkes as well as delivering the theory behind the use of clinical supervision through “Solution Circles”, she will present evaluations of the impact of these “circles” in December 2018 as well as the recent theoretical models of how to support and challenge pupils with PDA (which was an area that has come out of Teaching Assistant’s Performance Appraisal). Dr Victoria Norman will add great value to the team as she has supported the school for the past 3 years as a member of Walsall EP Traded Service.

Outcomes of pupils at Elmwood School: Current judgement ratified by LA Improvement Partner Grade 2 (July 2018). In addition to this Deb Barnes and Trevor Sutcliffe (ENTRUST – School Improvement Consultants) and Ms Jacquie Newsome (MATRIX Consultant) and Ms Lyndsey Draycott (Headteacher, Barr Beacon Academy) also ratified the SLT judgements around Outcomes of Pupils (November 2018).

The following figures are taken from the close of the academic year 2017-2018. Again, it celebrates the hard work of staff and pupils. The following themes can be highlighted:

- Progress within English remains a strength within the school, and is particularly impressive when you consider the Curriculum Lead for English was absent throughout the Autumn Term 2017.
- Progress within Maths remains within the outstanding judgement but there have been challenges within KS3 progress for two of the year 8 groups.
- Progress in Science has significantly improved (both at KS3 and KS4), this has been down to the Curriculum Lead for Science planning and delivering consistently good lessons that are practical and engaging whilst securing an appropriate curriculum at KS4 to showcase every pupils strengths, resulting in them all achieving a Science qualification at the end of the year. This was an area of concern in 2016-17 as progress and attainment were both judged inadequate.
- Progress across the school is contributing towards the Year 11 attainment and all staff have contributed towards the positive outcomes of our year 11 leavers.

Key Stage 3		
Subject	Progress Descriptor	Progress Judgement
English	90% of pupils are making at or above expected progress from their baseline assessments into school, with 84% of that cohort making above expected progress.	Outstanding
Maths	80% of pupils are making at or above expected progress from their baseline assessments into school, with 53% of that cohort making above expected progress.	Outstanding
Science	77% of pupils are making at or above expected progress from their baseline assessments	Good

	into school, with 60% of that cohort making above expected progress.	
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Key Stage 4 (including Teacher Assessment of Year 11 cohort)		
Subject	Progress Descriptor	Progress Judgement
English	100% of pupils are making at or above expected progress from their baseline assessments into school, with 90% of that cohort making above expected progress.	Outstanding
Maths	90% of pupils are making at or above expected progress from their baseline assessments into school, with 83% of that cohort making above expected progress.	Outstanding
Science	70% of pupils are making at or above expected progress from their baseline assessments into school, with 43% of that cohort making above expected progress.	Good

Year 11 Leavers 2017:

I am pleased to report an increase of average APS since the last inspection (March 2014) further highlighting the drive of the pupils to want to achieve and open up real life opportunities at Post 16 providers:

Academic Year	Average APS points	Improvement
2017-2018	238	+70
2016-2017	168	+2
2015-2016	166	+17
2014-2015	149	+10
2013-2014	139	

The significant APS improvement is partly due to the addition of GCSE Combined Science qualifications; early entry Biology GCSE; GCSE Art and increased number of pupils achieving Level 2 Pass in BTEC Sport and Performing Arts.

This is reinforced by **ALL** year 11's still within training, education or employment and testament to Bev Bailey's commitment and determination in working with other professionals and parents in maintaining those high expectations and the importance of education.

When looking at the progress from baseline entry into school to EKS4 we can securely say there is a judgement of good in English, Maths and Science. This consistent approach has enabled the following attainment judgements for our year 11 pupils: (The following judgements are taken from The National Strategies: Data Set 1, Progression Guidelines). <http://www.elmwood.walsall.sch.uk/examination-information>

Subject	EKS2-EKS4	EKS3-EKS4
English	60% achieved at least a median quartile judgement, of that 100% achieved at least an upper quartile (or better), meaning a judgement of Good .	80% achieved at least a median quartile judgement, of that 63% achieved at least an upper quartile (or better), meaning a judgement of Outstanding .
Maths	40% achieved at least a median quartile judgement, of that 50% achieved at least an upper quartile (or better), meaning a judgement of Requires Improvement .	80% achieved at least a median quartile judgement, of that 100% achieved at least an upper quartile (or better), meaning a judgement of Outstanding .

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

English Gateway Certificate:

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
A	B / 46	N/A	Above Upper Quartile
B	B / 46	Upper Quartile	Above Upper Quartile
C	B / 46	Above Upper Quartile	Above Upper Quartile
D	EL3 / 16	N/A	Below Lower Quartile
E	U / 0	Below Lower Quartile	Below Lower Quartile
F	B / 46	N/A	Above Upper Quartile
G	E / 28	N/A	Upper Quartile
H	B / 46	Upper Quartile	Above Upper Quartile
I	EL2 / 12	N/A	N/A
J	E / 28	Lower Quartile	Upper Quartile
K	E / 28	N/A	Upper Quartile

Maths Gateway Certificate

Pupil	Grade / APS	KS2-4 Quartile Judgement	KS3-4 Quartile Judgement
A	B / 46	N/A	Above Upper Quartile
B	B / 46	Lower Quartile	Above Upper Quartile
C	E / 28	Median Quartile	Upper Quartile
D	E / 28	N/A	Above Upper Quartile
E	EL1 / 9	Below Lower Quartile	Below Lower Quartile
F	B / 46	N/A	Above Upper Quartile
G	E / 28	N/A	Above Upper Quartile
H	B / 46	Above Upper Quartile	Above Upper Quartile
I	EL2 / 11`	N/A	N/A
J	E / 28	Below Lower Quartile	Upper Quartile
K	EL3 / 16	N/A	Lower Quartile

Science OCR GCSE Combined Science

Pupil	Grade / APS	KS3-4 Progress Judgement
B	5 / 40 5 / 40	Above Expected
F	5 / 40 5 / 40	Above Expected

Science OCR GCSE Biology

Pupil	Grade / APS	KS3-4 Progress Judgement
F	C / 40	Above Expected
B	D / 34	Below Expected

Science OCR GCSE (Environmental and Land Based Studies)

Pupil	Grade / APS	KS3-4 Progress Judgement
G	F / 22	Below Expected
H	E / 28	At Expected
J	E / 28	Below Expected
D	F / 22	Above Expected

Science Gateway Award

Pupil	Grade / APS	KS3-4 Progress Judgement
A	E / 28	At Expected
C	E / 28	At Expected

<http://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium> The following document highlights the comparison of those who are classified as disadvantaged. The key findings are:

- Maths progress for FSM & LAC's is behind NFSM within KS3.
- Writing progress for FSM & LAC's is behind NFSM within KS3 (but both groups are achieving within the outstanding judgement).
- Science progress within year 9 has had the largest impact on progress.
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Quality of teaching, learning and assessment in Elmwood School: Current judgement ratified by LA Improvement Partner Grade 2 (July 2018). In addition to this Deb Barnes and Trevor Sutcliffe (ENTRUST – School Improvement Consultants) and Ms Jacquie Newsome (MATRIX Consultant) and Ms Lyndsey Draycott (Headteacher, Barr Beacon Academy) also ratified the SLT judgements around Teaching and Learning (November 2018).

Work continued from the Summer Term 2018 where staff developed their understanding of emotions and how to support pupils in their labelling of them. This became the focus of the Perspective Rapid Feedback observations that occurred w/b 1st October 2018 in addition to how the schools values / ethos is demonstrated in the lesson, strengths and even better if's. The lessons were observed by Lee Cross and Tina Lloyd (with 50% being completed jointly to moderate judgements).

39 Lessons Observed				
	Grade 1	Grade 2	Grade 3	Grade 4
Number of Lessons	8	25	6	0
% of lessons	21%	64%	15%	0%
	85%			

It was agreed that if a lesson was observed as grade 3 then the subsequent two lessons would have to be at least grade 2 to prevent further escalation to pre-capability support. Three members of staff were able to demonstrate this throughout the week, but one member of staff delivered two lessons (both at grade 3). They will commence the pre-capability support plan w/b 12th November with a progress review on 30th November to establish whether it will progress to formal capabilities.

18 Teachers / Unqualified Teachers / Instructors Observed				
	Grade 1	Grade 2	Grade 3	Grade 4
Number of staff	2	15	1	0
% of staff	11%	83%	6%	0%
	94%			

The number of staff delivering outstanding lessons has significantly dropped by 20% (3 members of staff) compared to Spring Term 2018.

Lee Cross and Tina Lloyd have created a Teaching, Learning and Assessment Timetable 2018-19 which provides clear focus during each ½ term what we are looking for as well how the evidence will be collected. In addition to this we will complete two weekly learning walks which will also enable us to shape training needs 2 weekly.

All members of staff have completed the review of 2017-18 Performance Appraisal and set appropriate targets for 2018-19. A teacher and teaching assistant performance appraisal document has been externally moderated with positive feedback how the schools whole school priorities are weaved into every members of staff appraisal meeting giving clarity and direct opportunity for school improvement. Lee Cross' appraisal will occur with Tracy Brandwood supported by Christine Fraser (Headteacher, Castle Business College and National Leader of Education) by 30th November 2018.

Personal development, behaviour and welfare of pupils at Elmwood School: Current judgement ratified by LA Improvement Partner Grade 2 (July 2018). In addition to this Deb Barnes and Trevor Sutcliffe (ENTRUST – School Improvement Consultants) and Ms Jacquie Newsome (MATRIX Consultant) and Ms Lyndsey Draycott (Headteacher, Barr Beacon Academy) also ratified the SLT judgements around Behaviour and welfare of pupils (November 2018).

As part of the re-distribution of responsibilities Tina Lloyd has completed detailed analysis of bullying incidents, racist incidents, exclusions and attendance (supported by Lee Cross and James Hawkins).

Bullying Incidents:

There were 4 incidents of bullying across the Summer Term 2018, and of those perpetrators of bullying behaviour none had demonstrated this behaviour during the Spring Term 2018 or Autumn Term 2017. There has been 3 incidents of bullying so far this term.

96.77% of parents / carers feel that bullying is dealt with within the school, and the same amount felt their child was looked after. Finally though 100% felt their child felt safe within the school.

Racist Incidents:

There were 4 incidents of racist behaviour across the Summer Term 2018, this is an elevated number based on Autumn and Spring Term 2017-18 figures of 1 reportable incident. 3 of the 4 pupils involved had never been involved before with racist behaviours but 1 pupil has repeatedly demonstrated these views over a pro-longed period of time, even after the following work:

- Follow up work in class and through assemblies.
- Withdrawn from the group.
- Contact with parent.
- Verbal warnings.

Any further incidents will result in direct work with Youth Justice Team and possible direct Police involvement.

Exclusions:

Exclusions are continuing to reduce and are only used as a means of exercising the schools high expectations where certain behaviours presented leave us with no other option. The school has developed a number of strategies throughout 2017-18 to reduce the use of exclusions:

- Work around identifying pupil emotions and ways in which pupils can regulate them.
- The introduction of Pupil Requests (within the Individual Behaviour Plan).
- The use of Reflective Practice, giving a process for internal withdrawal.
- Developing Rational, Emotional and Behavioural Therapy through effective mentoring.

Academic Year	Total number of exclusions	Number of pupils excluded	Total days lost
2017-18	32	19 (17.5%)	70
2016-17	67	24 (37%)	157
2015-16	57	24 (45%)	120.5
2014-15	77	30 (57%)	149

As you can clearly see there is clear impact in the manner in which we are working with the pupils at Elmwood and practice has become embedded which has resorted in 79 days gained of education since the last inspection (March 2014) and an improvement of 39.5% pupils remaining within education. This is on the back of a growing school roll from 52 pupils in 2014-15 to 69 pupils in 2017-18.

Since the start of the Autumn Term 2018 there has been 7 exclusions affecting 6 pupils.

Attendance:

The attendance figures for the Autumn Term One 2018 is:

Pupil on roll	Overall Attendance	Authorised Absence	Unauthorised Absence
69	86.48%	5.66%	7.86%

Academic Year	Pupil on roll	Overall Attendance	Authorised Absence	Unauthorised Absence	Persistent Absentee number (below 90%)	Persistent Absentee percentage
2017-18	69	86.21%	4.76%	9.04%	24	34.78%
2016-17	65	84.80%	5.50%	9.7%	25	40.32%
2015-16	53	85.79%	3.13%	11.08%	18	33.9%
2014-15	52	85.77%	4.41%	9.82%	25	48.08%

Attendance has continued to improve and the Attendance Monitoring Document is enabling Tina Lloyd to review and track pupils attendance and work in collaboration with James Hawkins and the Education Welfare Officer to offer support and challenge as a means of encouraging positive attendance and what that means for each and every one of them. Here is a copy of the tracking document:

Elmwood School Attendance Monitoring 2017-18

Pupil Name	Class	Date												Key:	Monitor	
	10A	50%	80%		80%				80%				80%			Home Call / Visit
	11A	52.5%														Pupil Meeting
	10D	75%	80%	87.5%			30%	80%	20%	80%						Parent Meeting
	Year 6	56.7%	50%	20%	0%	60%	40%	25%	0%	20%	40%	40%	40%	60%		First Warning Letter from LA
	7B	50%			75%	60%	80%	75%		80%	80%			60%		Final Warning Letter from LA
	7A	75%			50%		60%							40%	60%	Panel
	10A	75%	80%	80%		80%	80%							40%	80%	AP12 Letter from LA
	Year 5	56.7%	40%	60%	25%	40%	40%	50%	20%	40%	60%	60%	40%	20%		Legal Prosecution
	10A	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	0%	0%	0%		Fixed Penalty Notice
	11a	75%			75%		80%									
	7b	37.5%	30%	30%	37.5%	20%	40%	12.5%	0%	0%	0%	0%	0%	0%	0%	
	11b	75%	60%	80%	50%	60%	60%									
	7A	75%					80%						80%			
	10B	75%		90%						80%					60%	
	11a	75%				90%										
	10a	12.5%	20%	20%	12.5%	20%	10%	0%		20%	20%	20%	20%	20%		
	8b	75%	90%				80%	50%			80%		90%			
	10b	75%	80%	70%		80%							80%	80%		
	8a	75%	80%		75%	80%		75%	30%		80%		60%	80%		
	11b	37.5%	10%	40%	0%		0%									
	8c	87.5%				90%										
	11B		90%													
	11a		80%	80%		80%										

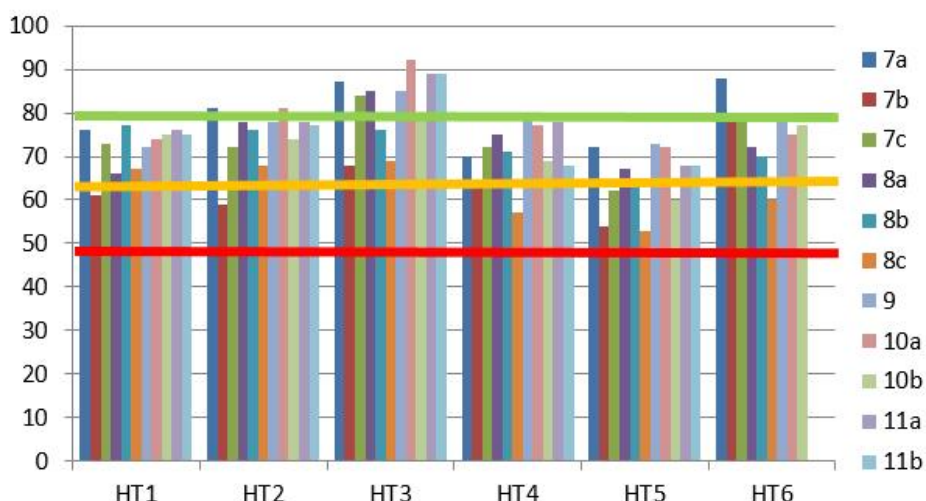
Use of Force / Physical Interventions:

Due to the excellent practice of staff around emotion identification and ways in which a child processes that emotion making it less intense the use of any physical interventions has significantly reduced across all categories of risk (Low, Medium and High). It is also important to acknowledge that this reduction in use of physical interventions hasn't increased the need for other behaviour management techniques i.e. exclusions, poor attendance (as all that secondary data is also improving). During 2017-18 there were 6 incidents of the need to use a Ground Recovery Physical Intervention, this was between 2-3% of the whole school population – there were no Ground Recovery Physical Interventions during the Summer Term 2018. In addition to this we have started to review the number of physical interventions used throughout the academic year (since 2015-16), the findings are again extremely positive and show a school that is in control whilst enabling pupils to self-reflect and choose appropriate behaviours.

Academic Year	2017-18	2016-17	2015-16
Low Risk	171	258	141
Medium Risk	57	145	118
High Risk	26	70	55
Total	254	473	314

This data is not solely an indicator of improving behaviour it is also a driver to suggest that we have the appropriate pupils within the school and are able to meet their needs appropriately; at any time an inappropriately placed pupil could significant increase the need to utilise physical interventions as a means of working within the Use of Force Guidance (2012).

Cumulative % obtained for behaviour expectations 2017-2018



Behaviour across 2017-18 within Nurture can be highlighted as good (75%), Transition can also be highlighted as good (79%) – this was 1% of an outstanding judgement and Pathways can be highlighted as good (76%). If we look at the cumulative judgement across the whole school behaviour can be judged as good (76%). However – if we were to look at individual classes 8c’s behaviour during HT4-6 their behaviour, (all be it improving), is still below the schools expectation of at least good behaviour (65%) this has supported the decision to review the groups using the following models:

- Types of violence.
- Academic ability to support extension and stretch and challenge. Also acknowledging those who have an identified secondary need as Cognition & Learning.
- Preparation for KS4 curriculum – based on potential Post 16 destinations.

These new groups in Transition for 2018-19 have posed challenges but has enabled a good judgement of behaviour (68%) overall, which is positive.

We didn’t have any pupil not achieving a reward trip based on their learning points for the Summer Term 2018, which resulted in a successful and positive return to school and attendance on their reward trip on Friday 7th September 2018.

Work Experience:

The school has adopted WSCB risk assessment for those who will completing work experience at Elmwood School. This showcases the importance of securing references for all those who are applying to support their own studies within our environment and whether they require a DBS (due to involvement in regular activity). We have had a successful placement from a Year 13 pupil from Barr Beacon, who wants to pursue a teaching career within SEND; a 2nd Year trainee nurse, Wolverhampton University 2 week enhancement experience with pupils with SEND and a long term placement from a Year 13 pupil from Walsall College, who wants to work with children through a health and social care background. These experiences also provide our pupils with a wide range of adults and also raises aspirations for them – as trainees are able to provide real life experiences of working at a Post 16 provider.

Health and Safety Training 24th – 26th October 2018:

All staff (including supply teaching assistants) participated in this year's annual Team Teach refresher training. This was the first year that we have reduced the amount of practical content on the course, based on the significant reduction of Ground Recovery Interventions and the schools direction towards emotional coaching model. Lynn Maritza, also attended the training further developing the leadership teams capacity to support colleagues and also be an advocate for the pupils during interventions, also with the change of working hours for Richard Tranter and Julie Burnell it was essential that they also felt safe and able to support colleagues as they are both on site whilst pupils are. The three day training addressed:

- The justifications for using force (aligned to pupil voice and legislation).
- Thinking creatively about Pupil Requests.
- Emotion Coaching.
- Effective recording and reporting.
- The move away, guide away and take away of sharp objects (the 5 angles of attack).
- Prompt, guide and escort using a variety of gradual and gradient holds.
- The use of combination techniques to reduce the need of supporting in a Ground Recovery position.
- The Shield Ground Recovery (with updates from Team Teach) – staff felt this was no longer as effective as previously.

It was decided that we would not re-accredit the use of Front Ground Recovery at Elmwood School as we no longer need that level of intervention, if a situation does arise where staff feel that the risk is that high that a dynamic risk assessment calls for the use of this technique it will be recorded as an emergency response and Lee Cross and / or Martin Hawkes (Team Teach Advanced Tutor) have to be present for the de-brief of the physical intervention to moderate the justification of staff to use that technique. If it becomes clear that there is an elevated risk that this may happen again in house training with specific staff will occur.

Staff also completed fire evacuation, working at heights and manual handling as part of their duties within the school.

Safeguarding / LAC:

Here is a breakdown of the number of LAC pupils within the school (October 2018):

Year	Number of Pupils
11	2 (both Walsall LA)
10	1 (Walsall LA)
9	1 (Walsall LA)
8	2 (Birmingham LA & Staffordshire LA)
7	3 (Staffordshire LA & two Wolverhampton LA)

The school has had an independent Pupil Premium Audit (June 2018) *report and commentary included.*

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. All Virtual School Headteacher's / Leaders have approved the effectiveness document 2018-19 and all have now moved towards the E-PEP as a means of collating information of their LAC's. There are still some teething

problems with the system, especially around who is responsible to chair the meetings and also whether the termly meetings are essential, (or could one be a desk top activity), if the child is progressing well. Also the time in which the meeting occurs and how this effects effective target setting. This has had an increase and duplication of meetings, Lee Cross is therefore expected to attend 3 E-PEP meetings; 2 LAC reviews; 1 EHCP review (6 meetings in total for every LAC) which is a total of 54 meetings across the academic year – this isn't sustainable or necessary as there is a lot of duplication of information at meetings. I am therefore proposing that Lee Cross attends 2 E-PEP meetings (but all data to be submitted termly on the E-PEP); this information is to be shared with the Independent Reviewing Officer at LAC reviews and Lee Cross will continue to lead on EHCP reviews.

2/3 year 7 LAC's have completed their baseline assessments in reading, writing, maths and science (one was refusing to complete their reading assessment, so the data will be taken from their assessment in December 2018), this means that challenging targets have been set to support planning and pupil grouping.

The following data is based on Summer Term 2018 (and doesn't include the current year 7 pupils but does include the year 11 leavers).

Key:

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

Pupil	Reading	Writing	Maths	Science
Year 9				
Year 8c				
Year 7b				
Year 7c				
Judgements:	100% working at or above expected progress.		75% working at or above expected progress.	75% working at or above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> Reading and writing progress from baseline is outstanding. Year 7c pupil writing was below expected progress at the Spring Term 2018, so accelerated progress has occurred. 	<ul style="list-style-type: none"> Year 7c pupil didn't make progress from Spring Term 2018 to Summer Term 2018. This has been allocated as an E-PEP target, in addition to that we have swapped their maths teacher due to a relationship breakdown. Year 8c pupil did make expected progress through Spring Term 2018 and Summer Term 2018 but wasn't able to off-set no progress during the Autumn Term 2017. The pupil was just 1APS off achieving at expected progress.

Pupil	English	Maths	Science
Year 11a			

Year 11a ²			Disapplied
Year 10a			
Year 10b			
Judgements:	75% working at or above expected progress.	75% working at or above expected progress.	66% working at or above expected progress.

Strengths	Areas for Development
<ul style="list-style-type: none"> English progress is outstanding. Maths progress is outstanding. Year 10a pupil science was below expected progress at the Spring Term 2018, so accelerated progress has occurred. Year 10b pupil English was below expected progress at the Autumn Term 2017, so accelerated progress has occurred. 	<ul style="list-style-type: none"> Year 10b pupil did make expected progress through Autumn Term 2017 and Summer Term 2018 but wasn't able to off-set no progress during the Spring Term 2018, due to poor attendance. The pupil was just 1APS off achieving at expected progress.

Quality of leadership and management of Elmwood School: Current judgement ratified by Independent School Improvement Partner and LA Improvement Partner Grade 2 (July 2018). In addition to this Deb Barnes and Trevor Sutcliffe (ENTRUST – School Improvement Consultants) and Ms Jacquie Newsome (MATRIX Consultant) and Ms Lyndsey Draycott (Headteacher, Barr Beacon Academy) also stipulated that the current leadership team are under an immense amount of pressure but have no concerns in their ability to lead the school. (November 2018).

SEND Banding

The LA have delayed the financial model for Special School Funding formula until 2020-2021 as there hasn't been sufficient time for Special Heads to moderate pupil bandings or agree the level of costs based on need across the sector i.e. a child with SEMH Band 1 should receive the same funding across Elmwood School and Phoenix Academy. The projected discussion points prior to the deadline of March 2019 are:

- Ensuring that 'Pupil Led - Top Up' rates (the values that are driven by the direct teaching / support / care staff ratios agreed within the existing funding formula) for each category of need are expressed consistently across different schools.
- Updating the costs that feed in to each individual schools overheads / premises / support costs.
- Where the £10k Place funding multiplied by the designated number does not cover all of the costs identified above, then the LA would look to express the difference (extra funding required) via a new 'Overhead and Premises – Top Up' rate.
- Where the £10k Place funding multiplied by the designated number provides more funding than that required to cover all of the costs identified, then the LA need to agree the process for adjusting or (reducing) this additional funding (potentially via a negative 'Overhead and Premises – Top Up' rate).

² Year 11a was educated within a secure provision from November 2017 – February 2018 and then on their return to Walsall was educated within a semi-secure provision where an education package was supplied as part of the arrangements of the provision from February 2018 – present. Therefore, we have had no educational involvement with this child since Summer Term 2017 (when they were educated through NT&AS in a Staffordshire residential home).

Attendance at these meetings will be essential to safeguard the pupils that attend Elmwood now and in the future, it will also enable us to effectively manage a 3 year projection budget

RAP 2017-18 Review:

Please look at the review of 2017-18 targets and raise challenges at the meeting.

<http://www.elmwood.walsall.sch.uk/ofsted/raising-achievement-plan-rap>

Curriculum Developments:

Summer Term 2018 Developments

- The implantation of the Gateway Award in Science enabled those who weren't able to access a GCSE (within a year) to secure an appropriate qualification within Science and subsequently support entrance into a Post 16 provision.
- Completion of the GCSE Combined Science enabled pupils to access "good passes" and secure the requirements for Post 16 providers. It also enhanced and built upon the GCSE Biology (early entry) knowledge and understanding.
- The inclusion of Food Technology across 5 days (due to the growing size of the school).
- Specialist Leader in Education deployment from Shelfield Ormiston Academy to provide support and challenge to Art department in preparation for higher percentage of pupils being entered for GCSE Fine Art and greater clarity in assessment and organisation of the environment / resources.
- New specification in BTEC Performing Arts and BTEC Sport meaning that 2018-19 teachers will have to teach both specifications across their KS4 group. This is a challenge for staff as well as for the Internal Verifier.
- ASDAN Wider Key Skills are also reviewing their qualification suites so an alternative may need to be considered moving forward in 2019-2020.

Autumn Term 2018 Developments

- The theme curriculum for Autumn Term One had a focus on enhancing basic ICT usage as staff felt that this was taking up a significant amount of their lesson time explaining basic operations within word and PowerPoint. This has maximised in class learning instead of dealing with ICT based questions. In addition to that radicalisation will be the focus during Autumn Term Two (based on challenge from Ms Jacquie Newsome - MATRIX Consultant) questions with school ambassadors about their narrow view of extremist groups (EDL and ISIS) and how radicalisation can occur from many groups. Bev Bailey has sourced detailed lesson plans / resources to support this across the whole school.
- The timetabled session of Stop-Think-Do for identified year 9c group to support with their new group and preparation for KS4 curriculum.

SLE deployment:

Lynn Maritza continue to support the New Leaf Centre – Inclusion Centre for 1 day a week with a review meeting occurring on a termly basis to discuss the strategic direction of this support and the training and development needs for them in the future. This is an integral part of their movement from Special Measures. This is currently adding a 5th of Lynn's salary back into the budget which will support the financial position of the school.

Dan Whittaker completed a successful deployment at Fullbrook Nursery (for the second academic year) as well as supporting another school Tameside, Sandwell as part a bigger team of support. However, due to the nature of Dan's work we haven't been able to allocate SLE time on his timetable but have made a commitment that when he obtains large projects we would secure a Science specialist to release him from his timetable as we acknowledge the impact he has across West Midlands.

Martin Hawkes continues to have allocated time to complete his work, this has resulted in additional work / support at Short Heath Federation; Old Hall Special School; Abbey Primary School; New Invention Infants.

All evaluations of their work can be found here: <http://www.elmwood.walsall.sch.uk/teaching-school-alliances>

The SLE deployments also bring finances into the school which is gratefully received as the majority of involvement is during twilights so not to lose these specialists from their day to day operation at Elmwood.

Continual Professional Development:

Lee Cross and Tracy Brandwood have completed the Safer Recruitment Training, which adds greater leadership opportunities during interview panel. This also supports the phased retirement of Simon Hubbard.

Ashley Holmes has also completed his First Aid at Work, which maintains his ability to deliver safe and effective out and about lessons as well as offering whole school supports alongside Dan Whittaker and Di Cadman (Jo Hughes will also join the team after successful completion of the course in June 2019).

Lee Cross and Martin Hawkes were successful in securing 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.

The school have agreed to part fund Gemma Francis as she embarks on her journey through her MSc in ASD and delivery of Mathematics, as a growing population within the school (46%) this will add massive value to supporting not only our high ability pupils but also those who are working below age expected levels of attainment. (Please see attached letter).

A massive thank you to Governors for their additional guidance and counsel during this difficult half term and to Roland Roberts for his support to myself and Tracy Brandwood. As a school community we have really lived and breathed one of our school mantras of:

“Every day is a new beginning”

And by doing this we have maintained our schools high standards of behaviour, engagement and the safeguarding of all.

MR LEE CROSS

ACTING HEADTEACHER