

## Elmwood School 2020 Raising Achievement Plan (RAP) REVIEW

Ofsted Area and overall effectiveness	Quality of Teaching, Learning and Assessment (Requires Improvement; November 2018) Effectiveness of Leadership and Management (Requires Improvement; November 2018) Outcomes of Pupils (Good; November 2018)
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Ofsted Priority:	N/A
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School Priority:	The quality of education is at least good.
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Impact:	<p>Proforma has been tested by the Manor Hall Academy Trust and utilised as part of pre inspection training and inspection within the trust under the new EIF.</p> <p>3 I curriculum strategic and operational document completed for the core and foundation curriculum (as per new structure for September 2020). Feedback from Curriculum Leads has been positive as a working document that enables them to share their thinking aligned to the school's values.</p> <p>Timeline has been amended based on the 90 minute conversation document – Headteacher. This is to factor new appointments and a movement towards faculty approach and new specifications at KS4.</p> <p>Current curriculum plan still requires being shared with the Curriculum and Polices Committee. The plans have been QA by Assistant Headteachers December 2019 and Acting Headteacher January – February 2020.</p> <p>Work Scrutiny within English, Maths and Science shows progress over time and logical approach to teaching and learning (QA by Curriculum Leads SpT1). SLT unable to complete SpT2 due to COVID-19.</p> <p>SpT2 lesson observations were part completed w/b 16th March 2020 with 10 curriculum areas observed, 49 lessons and all staff. The focus during that week was predominantly on (English, Science, PE, PSHEe and Food Technology). It was anticipated that w/b 23rd March 2020 would be 10 curriculum areas, 42 lessons and all staff. The focus during that week would have been (Maths, Art, O&amp;A and SULP).</p> <p>The feedback would have aligned to Ofsted's approach around "deep dives" and the evidence from these observations will be used to support training in Autumn Term 2020.</p> <p>Values are embedded throughout assemblies and have a clear connection to safeguarding themes during the previous ½ term (to meet the needs of the pupils).</p> <p>Chris Pollitt (HMI) identified during phone consult (10.06.20) that he loved "The Elmwood Way" when looking at the schools approach to Mental Health during COVID-19.</p> <p>Values observed again during base observations (SpT1) and again came out as a strength – specifically care for others.</p> <p>LINK Governor document completed and shared with Clerk. The visual representation on Governors identification badges help structure the observations and observable behaviours from staff and pupils. Feedback from Governors and professionals have been positive as it gives them a focus and also opportunity to see "The Elmwood Way" for themselves and challenge Headteacher.</p>
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	<p>A selection of pupils across all 3 bases read out during assembly evidence of when staff have demonstrated care for others (Staff Shout Out). This was well received by pupils and the staff involved.</p> <p>School Ambassadors also met with Dr Emma Thornberry to support pupil voice regarding the EHCP offer. Emma's feedback was positive and she really valued the contribution from pupils.</p> <p>G Francis and M Hawkes completed some pre-reading to support effective CPD on retrieval practice.</p> <p>1 CPD session occurred with a focus around the Cognition &amp; Learning (January 2020). This was supported through direct observations within 9m and 10c group by Headteacher Consultant and Educational Psychologist.</p> <p>M Hawkes trailed some retrieval techniques in collaboration with Barr Beacon Teaching School to support an action based research approach for our setting.</p> <p>A Bullock and G Francis attended 2 TEACH MEETS and shared current practice within PE, Maths and BTEC Sport – this was well received and supported colleagues outside of our school.</p>
Ofsted Area and overall effectiveness	<p>Effectiveness of Leadership and Management (Requires Improvement; November 2018)</p> <p>Personal Development, Behaviour and Welfare (Good; November 2018)</p>
Ofsted Priority:	N/A
School Priority:	To developed a more Trauma Informed Approach (TIA) to managing pupils and staff's behaviours and attitudes.
Impact:	<p>Aligned to the work within the Post Ofsted Action Plan. Governors are confident in the use of force and the presentation of Physical Intervention within their termly reports.</p> <p>CPD was well received during a series of twilights (December 2019 – February 2020) by Dr Victoria Norman. Post training evaluations provided and analysed.</p> <p>85% of staff felt they would use Emotion Coaching in their work / like.</p> <p>75% of staff felt they have improved knowledge and understanding or Emotion Coaching.</p> <p>The use of Iris adapt has enable targeted support to individuals and a review of IBP and specific methods around Emotion Coaching. This has reduced the level of interventions across the school and enabled targeted work around specific individuals. (See Spring Term and Summer Term 2020 Governors Report).</p> <p>Initial observation from the 1st QA by Dr Victoria Norman:</p> <p><b>Strengths:</b></p> <p>Staff have an innate empathetic response to supporting pupils through difficult emotions</p>

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	<p>Staff provide pupils with lots of strategies to solve problems and coach them to find the best solution.</p> <p><b>Areas for Development:</b></p> <p>Develop use of language to help pupils to label their emotions. Be responsive to emotions and not dismissive. When a pupil leaves the room for a pupil request use this moment as an opportunity to learn through the emotion.</p> <p>Spring Term 2020 Physical Intervention: HIGH – 3 (a reduction of 13) MEDIUM – 26 (an increase of 8)</p> <p>When comparing total number across the Aut and SpT we can see that there has been a decrease of 5. Showing positive outcomes of Pupil Requests and Emotion Coaching.</p> <p>Steve Bore (Specialist Social Worker) shared the following during his testimonial: Sensitive approach to teaching and communicating with children. Staff demonstrate attunement. Elmwood School fosters a platform to engagement and holistic development. Each child has the opportunity to align to a safe rhythm, which staff support them through.</p> <p>Effectiveness Document 2019-20 reinforces the positive use of the spend <a href="https://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium">https://www.elmwood.walsall.sch.uk/teaching-and-learning/pupil-premium</a></p> <p>An improvement in attendance within FSM cohort across 3 terms (SuT 2019 – SpT 2020) of 12.14%. Attendance close down figure (pre COVID-19 was 90.48%). NFSM – 95.20%; LAC – 96.22%; FSM – 86.89%</p>
Ofsted Area and overall effectiveness	<p>Effectiveness of Leadership and Management (Requires Improvement; November 2018)</p> <p>Outcomes of Pupils (Good; November 2018)</p> <p>Personal Development, Behaviour and Welfare (Good; November 2018)</p>
Ofsted Priority:	N/A
School Priority:	To signpost the importance of “cultural capital” in developing Elmwood pupils.
Impact:	<p>PSHEe curriculum was delivered through three ½ terms. Review occurred during PSHEe Lead meetings (including LINK Governor).</p> <p>Assessment tracker completed for PSHEe to support curriculum content and understanding per pupil.</p> <p>Pupils are experiencing Voted for School provision during the COVID-19 curriculum (in school and remote).</p>

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31/70=44% of the school population received a Golden Ticket for appropriate social communication.  
 55 tickets were given out between January-March 2020.  
 Variety of professionals involved from Early Help Workers; Social Worker; Doctor; Nurse; Educational Psychologist; Governor; other professional agencies.  
 This Golden Ticket will act as a baseline for further work around communication.  
 93% of staff have completed Domestic Violence Awareness training.  
 Year 11 (2020) EHCP; Careers Pathways completed before January 2020.  
 Year 11 (2019) 79% still in EET, 3 pupils (21%) were at risk of breakdown of placement but through collaboration this was resolved positively.  
 External agencies have work in collaboration to provide “desktop” transition to Post 16 providers.  
 There have been no physical transition visits during COPVID-19.  
 We have a named provision for all Year 11 (2020).  
 Parents have been made aware of the Post 16 placements – but are not confident with the transition and support (during COVID-19).  
 Transition will occur more in September 2020 – school will maintain its level of support.  
 72% of pupils remain as having at least a good self esteem.  
 Maintained the average score of 20 (for Sense of Belonging).  
 EMO-Diversity experience didn't occur due to COVID-19.  
 The above measures still show a virtual improvement due to COVID-19 changing the way we operate (on a day to day basis).  
 Pupils Out & About assessment demonstrates “well rounded” individuals (KS3 and KS4 selected).  
 100% success rate of achieving Mental Health Champions – these will support within Nurture Base in 2020-21.  
 Cultural Capital intent mind map produced signposting clear links to the “wider curriculum”. This will also support staff and Governor training.  
 School signed up to #i will to support social action – part completed for some during lockdown.