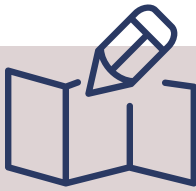


Our INTENT has purpose, the way in which we are IMPLEMENTING it shows at least expected progress towards our IMPACT.

Elmwood School

Headteacher's Short Report













Spring Term 2022



We continue to make progress.

We have continued to make progress within our Curriculum Offer as well as supporting pupils with their Social, Emotional and Mental Health. A massive thanks to all of our external providers who have worked in collaboration this term, it has really enabled our message to be reinforced. We are all excited by the prospect of our Ofsted visit to showcase our progress since the last inspection.



Quality of Education	Behaviours & Attitudes	Personal Development	Leadership & Management
 All departments delivered HOT lessons (based on their own strengths). Enabling departments to review and reflect.	 Bullying incidents continue to regress from AuT 2021 to SpT 2022.	 Attendance significant improvement when compared to SpT 2021. 0.4% regression on AuT2021.	 Big focus on Careers Education, which supports our 100% achievement of 7/8 benchmarks.
 80% of all lessons observed were at least good.	 Conflict resolution is becoming more widely used to support bullying / friendship issues.	 Modified timetables have been supportive in meeting this minority of pupils (improvement in behaviour and attitudes).	 Social Reading Programme and PSHEe overview is mapped to provide greater opportunities to discuss and debate.
 Internal support packages have improved 2/3 = 66% of staff involved.	 Significant increase in Racist incidents (this is aligned to 1 pupil specifically) and appropriate support provided.	 Positive engagement with Careers Education (target group Yr9)	 Curriculum Leads are fully supported through coaching (Instructional rounds)

SLE and Team Teach Training has significantly increased - which has been positive to support Primary colleagues following the COVID-19 pandemic.

COVID-19 The facts! (01/11/21 - 27/02/22)

- 13 positive test results (AuT Two - 2021)
- 28 positive test results (SpT One - 2022)
- 0 class closures.
- This is the most positive cases the school has had throughout the COVID-19 pandemic.

Overall Attendance (up to 18/02/22)



Attendance continues to be broadly in line with historical attendance figures. The yellow circle represents the attendance up to SpT One 2022. This is down 0.13%

Authorised Absence (up to 18/02/22)



The green circle represents AuT 2021 and SpT One 2022 and the yellow circle represents AuT 2021. A regression of 0.35%. This is due to increased COVID-19 isolation cases as well as significant injuries requiring prolonged periods of absence.

Unauthorised Absence



The grey circle represents AuT 2021 and SpT One 2022 and the yellow circle represents AuT 2021. A improvement of 0.22%. Showing the schools rigour in challenging no school attendance.

Curriculum Developments



This section highlights what the curriculum has achieved or is working towards in the future.



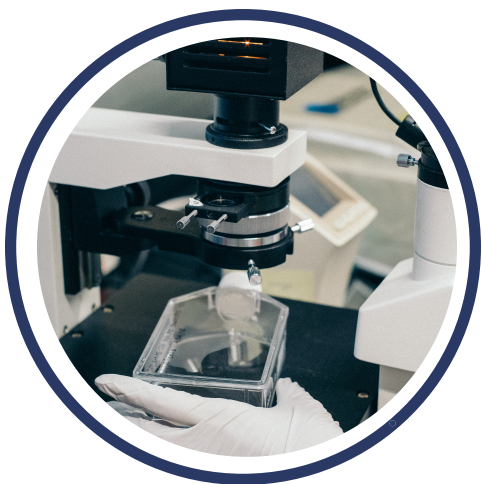
- "Big Write" has had a positive impact on pupil outcomes in KS3 writing.



- Mode emotion with Nurture is indicative of a positive EMO-Diversity. Behaviour remains positive across the school (and purposeful).



- Pupil voice has been secured during the SpT 2022 to support the IMPLEMENTATION of the curriculum in the SuT 2022



- English writing SoW has been re-written at KS3 (based on pupil voice).
- 2e experiences have been embedded and enriching to the core curriculum.



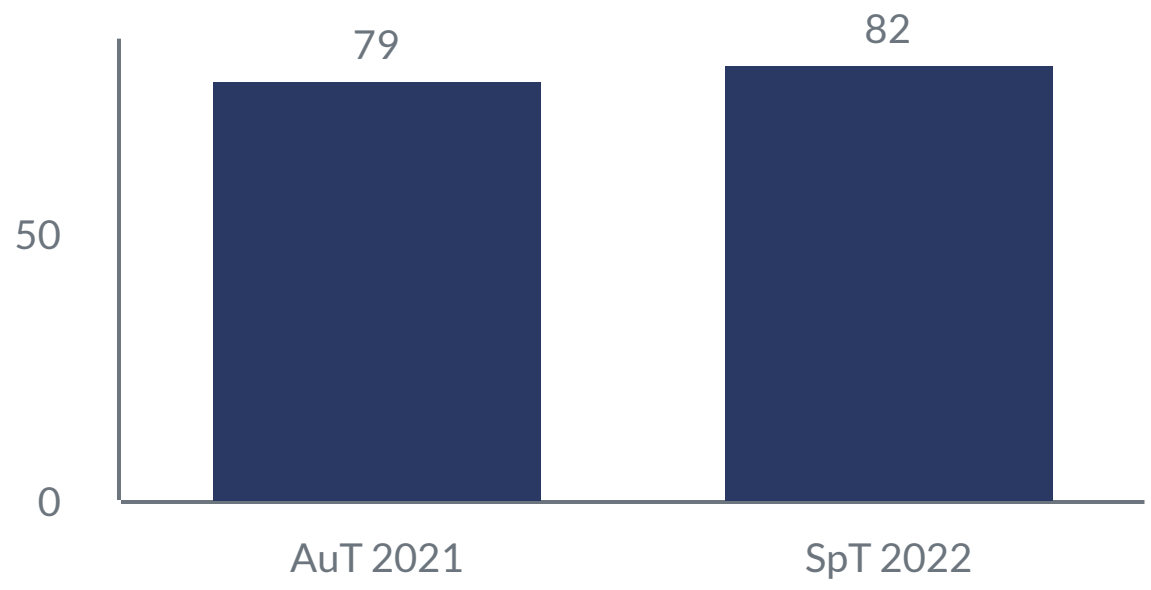
- Social Reading Programme explicit and linked to PSHEe topics. Recommendations from SIP have been actioned.
- Funday Friday is having positive impact on pupils cultural capital (and communication, leadership and preparation for adulthood).



- Critical friend to build and develop the 3i O&A curriculum.

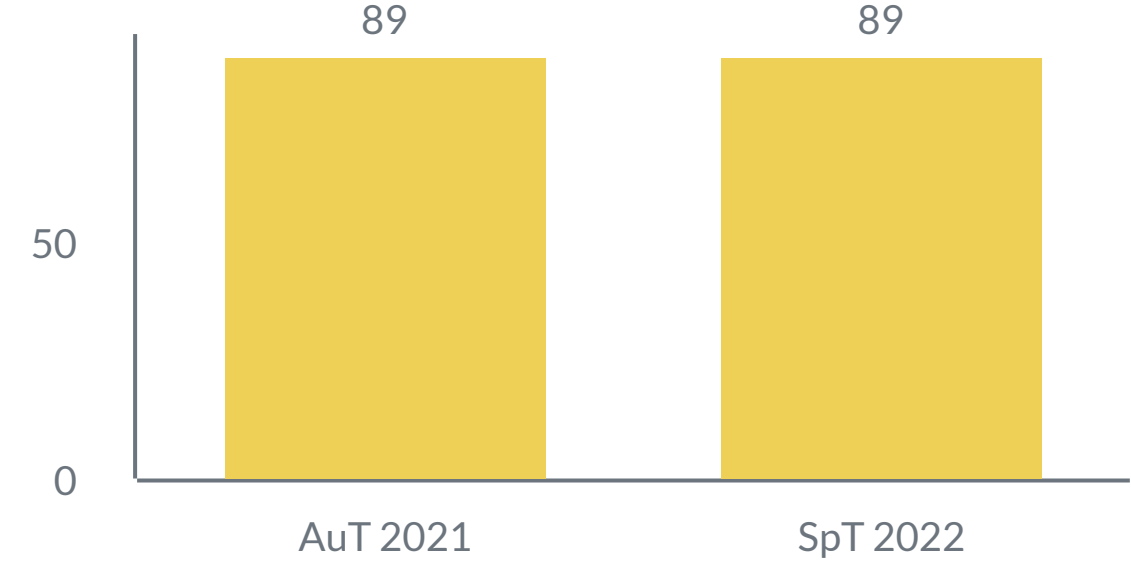
ENGLISH Key Stage 3

Pupils making at or above expected progress from baseline assessment.



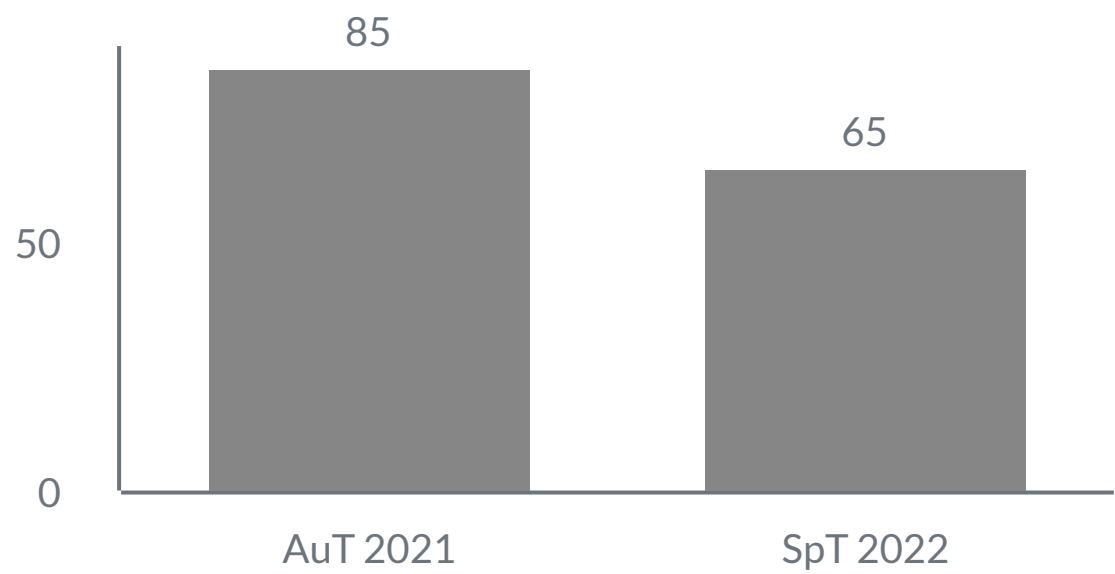
MATHS Key Stage 3

Pupils making at or above expected progress from baseline assessment.



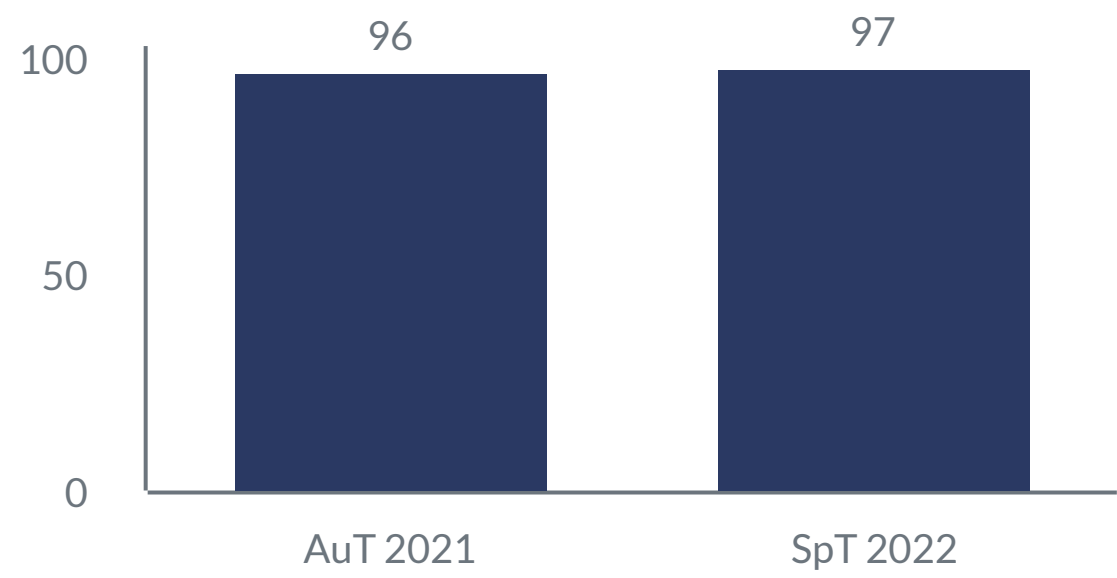
SCIENCE Key Stage 3

Pupils making at or above expected progress from baseline assessment.



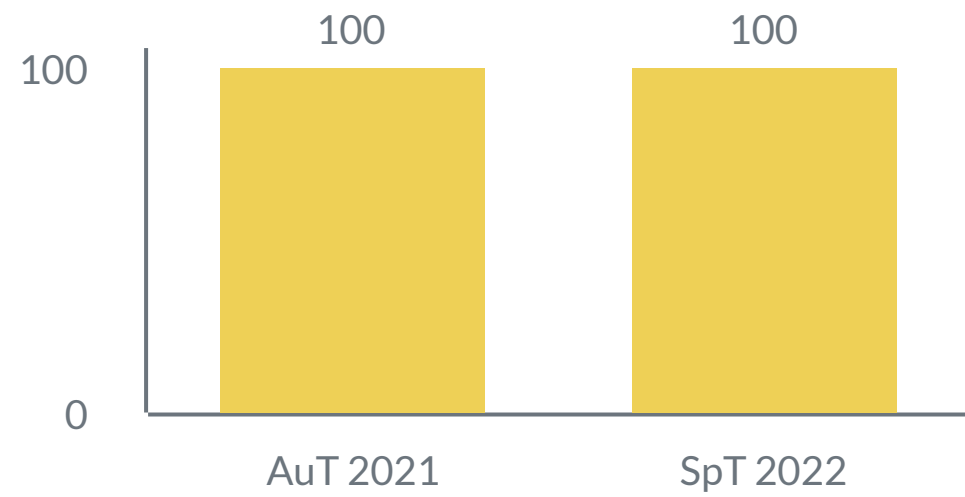
ENGLISH Key Stage 4

Pupils making at or above expected progress from EKS3



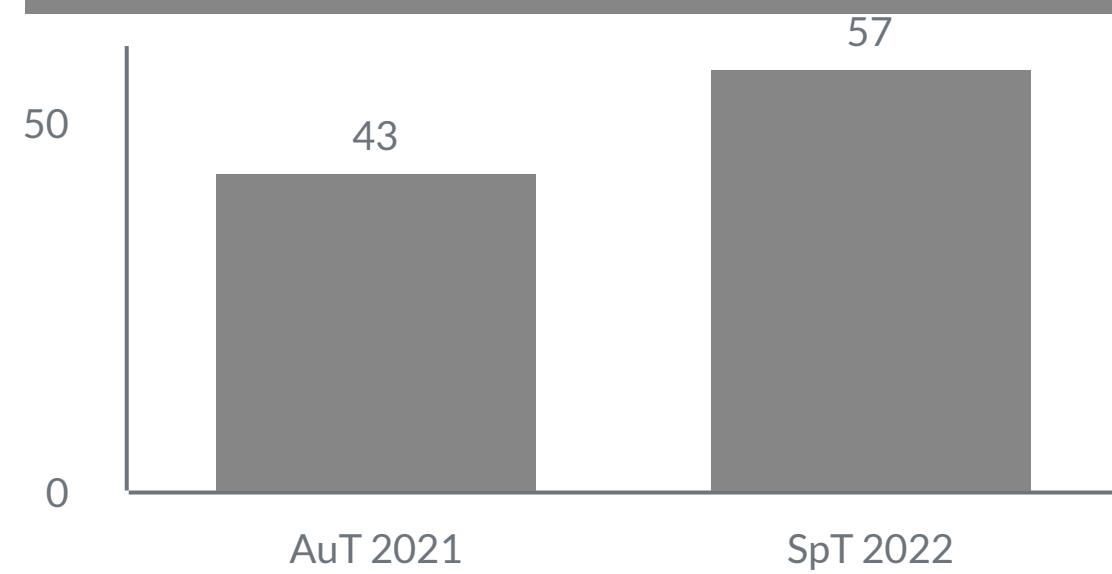
MATHS Key Stage 4

Pupils making at or above expected progress from EKS3



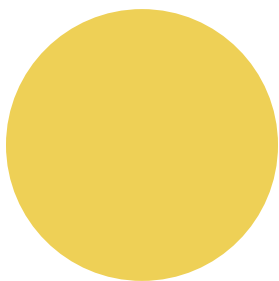
SCIENCE Key Stage 4

Pupils making at or above expected progress from EKS3

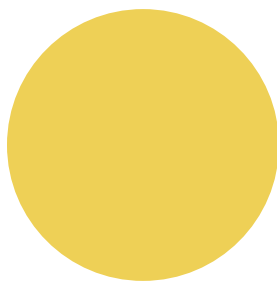
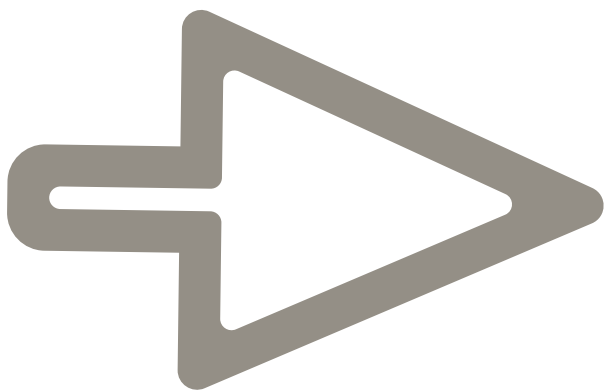


GOVERNORS COMMENTS

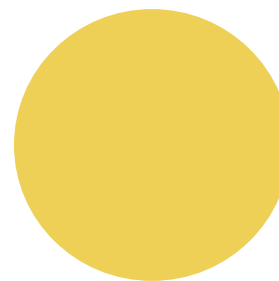
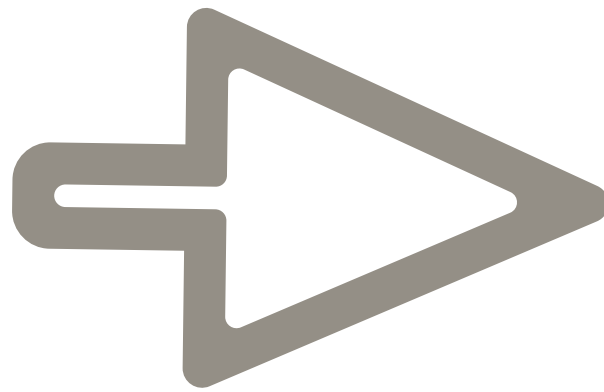
How might we encourage governors to support, challenge and have impact at school? Record your challenges; how you can support and what will the impact be.



Challenges



Support



Impact



Please record your challenges before the meeting