

Larwood School

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What we know about ourselves-Children Looked After Report (CLA)

Context

Larwood School is a primary school for pupils with social, emotional and mental health difficulties (SEMH) and all pupils have an Educational Health Care Plan. Pupils are referred to us as part of a panel system organised by Hertfordshire. We have capacity for 60 day pupils. As part of our provision, we are also a residential school and this operates from Monday through until Friday, with pupils returning home at the weekends. We are the only residential (primary) special school for SEMH pupils in the county. Our pupils display the following characteristics:

- *They have all experienced exclusion and at least 1 term away from education.*
- *2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 20 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 31% of the cohort had been at, at least two schools before Larwood.*
- *Although all pupils have SEMH as their designated need, ASD ranged between 50% and 87% in different year groups, and those pupils with 2 or more identified needs within their statement ranged from 50%-83%. We continued to employ a psychiatric nurse, school counsellor, and music intervention specialist to work with some pupils /parents.*
- *In year referrals meant that year groups changed in size by between 5% and 60% increases.*



Additional complex nature of assessing progress/attainment in 2015-16

In 2014, a new set of guidelines were produced which meant that for the first time this year, pupils would experience a different curriculum, new assessment methods and completely revised Standard Assessments Tests at the end of Key Stage 2 (Year 6). It was with great challenge that new initiatives such as assessment and curriculum were both changed at the same time. This caused the following concerns:

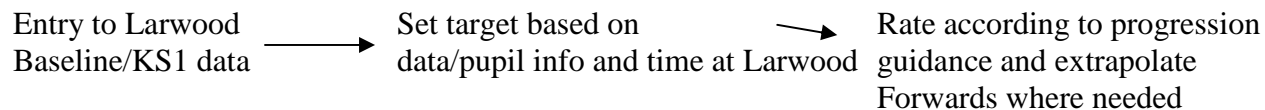
- The cohort leaving in 2016 would only experience 2 years of a new curriculum.
- Staff would only have a relatively short time to implement new curriculum and assessment methods before SATS were taken
- As with any new initiative, resources and experience grow over time. Therefore, for this cohort of pupils, teachers were faced with few resources and tools to use for the benefits of the pupils. This included examples of quality assessment materials.
- Papers and information related to the SATs were leaked and shared online in the approach to the tests in the summer of 2016
- Both the new curriculum and new assessment procedures were known to be more difficult.
- Old results and patterns of performance using a different assessment method, curriculum and tests cannot be directly compared to this new approach.

CLA Pupil Context at Larwood School

Due the nature of 'in year' admissions it is possible to start any year with a no pupils who fall into this category or a range of pupils. However, as with all of our pupils, the pattern is well established that where we have time to work with pupils, we usually have our best success. This is not to say that we are not successful with pupils who stay for a shorter period of time!

Process

Pupils arrive at Larwood at different times during the year and many do not have more than two years with us. It is therefore unreasonable and almost impossible to assess many pupils according to normal progression guidelines and judgments. The key point being that for the majority of Larwood pupils, we do not have them with us for four years between Years 2 and 6 to make comparisons with other primary schools. Where we do, we will and we can, however, for most pupils, this cannot take place. Therefore, the process adopted is as follows:



For the nature of this report, our new assessment method adopted, using Hertfordshire guidance should be noted. Using this system, pupils are expected to make 3 sub levels of progress during any given year, if they were in a mainstream school and compared to other mainstream pupils. We set our standards very high at Larwood, therefore, we also set targets based on the same rate of progress during any year. However, due to the nature of our pupils, some adjustments do need to be made. This includes:

- The nature of their needs. Some of our pupils who are on very high ADHD medication, or have global development delay, and/or have had major gaps in their learning may not actually be able to attain this rate of progress.
- Time spent at Larwood. A large proportion of pupils join Larwood as in year admissions. This affects progress and attainment

	Starting	Read Progress	Write Progress	Math Progress	Finish
Pupil 1	R-A6/W-A3/M-A5	+4 sub levels	+5 sub levels	+5 sub levels	R-B3/W-B1/M B3
Pupil 2	R-A6/ W-A2/M-A1	+6 sub levels	+1 sub levels	+4 sub levels	R-B5/W-A2/M-A5
Pupil 3	R-A6/W-A6/M-A5	+3 sub levels	+3 sub levels	+5 sub levels	R-B2/W-B2/M-B3

Notes:

- All pupils made progress
- Pupils made expected or better than expected progress in all areas apart from one pupil in writing
- Most progress was gained in Maths in line with the rest of the school and all year groups with reading being very close behind
- Two pupils had spent 2+ yeas at Larwood and one had just over a year.
- All pupils started at below age related expectations in assessments
- Pupil 1 made enough progress to be classed as age related in assessments by the end of the year, with the exception of writing
- All pupils received additional support for literacy during the year
- All pupils benefitted from small class groups (max 8 and additional staffing ratio of two adults to each class
- Pupil 1 made slow but good progress with behaviour during the year, ending with gold medal, shirt status and very few incidents
- Pupil 2 made good progress during the time spent at Larwood and had a highly individualised program to assist them make progress
- Pupil 3 presented with some clear issues and a variety of interventions and protocols were put in place to assist. This made some impact with behaviour and socialisation but continued work is vital



Actions:

1. *Consider and apply change to transition process where appropriate. More is better in this scenario! Consult with secondary schools.*
2. *Continue with dedicated and targeted support for pupil progress. This clearly worked as noted above.*
3. *Maintain flexible approach to cater for the demands of current and additional pupils as the year progresses. We are likely to have more pupils in this group as the year goes on that we do not know about at present.*
4. *Ensure that CLA pupils have a high profile amongst SLT and governors via Friday morning meeting with SLT and termly updates to the governing body.*

