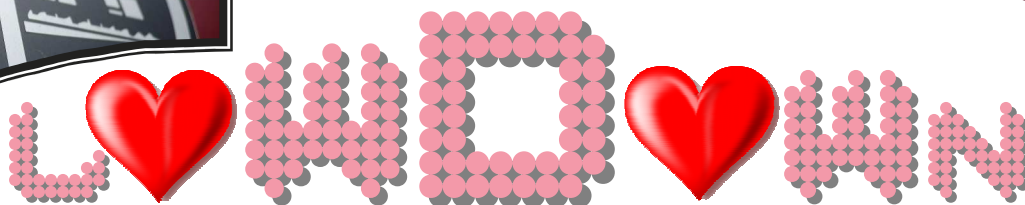




VOLUME: SIX
ISSUE: THREE

NEWSLETTER DATE: FEBRUARY 2018

Larwood



SCHOOL

RESIDENTIAL



TERM DATES

SPRING TERM 2018

HALF TERM BREAK:
MONDAY 12TH FEBRUARY TO
FRIDAY 16TH FEBRUARY
END OF TERM:
THURSDAY 29TH MARCH AT
2:20PM



SUMMER TERM 2018

FIRST DAY OF TERM:
MONDAY 16TH APRIL
MAY BANK HOLIDAY:
MONDAY 7TH MAY
HALF TERM BREAK:
MONDAY 28TH MAY TO FRI-
DAY 1ST JUNE



END OF TERM:
FRIDAY 20TH JULY 1:00PM

SCHOOL STARTS:
9.00AM
SCHOOL FINISHES:
MONDAY — THURSDAY:
3.20PM
FRIDAY: 2.20PM

www.larwood.herts.sch.uk/termdates

****GOOGLE SEARCH BRINGS
UP OLD TERM DATES, USE
THE SCHOOL WEBSITE**

Our Ofsted Residential Inspection:

Outstanding! EXCEPTIONNEL! Hervorragend!
Wybitny! Exairetikí! Eccezionale! Excepcional!

This half term being quite short, has flown by and we have packed in many events. Our own analysis of our data (points for pupils, medals, certificates, incidents, use of restrictive physical intervention etc.) all indicate that we are on track to continue to improve as we would hope, in line with our School Development Plan. Many of your children have demonstrated some key areas of progression during this half term. I am sure you will have noted these during Educational Health Care Plan reviews, or from direct contact via class teachers.

By now you should have received a copy of our residential inspection report, which took place during January. It is with great pleasure that I can report to you, that the team of inspectors from Ofsted, agreed with our self-evaluation, and we continue to be **outstanding in all areas**. They did a very thorough job which included talking to staff, meetings with senior leaders, meeting and joining in with pupils, speaking to a governor and parents, as well as other colleagues who work with us at Larwood. *This is the third year in a row that we have achieved outstanding in all areas*, and we are all very proud of our pupils and staff. Having noted the report, we are already back to our main priority of continuing to review our work and seek out the best possible practice for all of our pupils. Please see this edition for some quotes related to the inspection, but is readily available on our website, by visiting Ofsted, or by requesting a copy of the report via Emma in reception.

You may have heard some of your children mention some new names in terms of staffing? Since the Christmas break we have welcomed Mrs Crocker who is working alongside Miss Rushbrook in POD. We have also welcomed Miss Levin and Miss Harward, both of whom are joining the Learning and Support Assistant team. Finally, at the end of this half term, Mrs McKeever, who has been a long serving member of the Learning and Support Assistant team, will be taking on a different role with us at school. Therefore, she will move on to become the 'waking night' member of staff for the residential team. She has been an amazing member of the day team for many years and I am sure she will now be an amazing member of the residential team!

As always, my thanks for your continued support in making our school such a wonderful place to be part of.

All the best

S D Trimble
Headteacher

Competition Time

Name the countries from the languages above
#Googleit

They all translate the word: Outstanding or language equivalent

Write them down and the first three entries given to Mr Newman; will earn 10 points for their house.



**WORK, WORK, WORK.
WORK, WORK!**

Mrs Williams' Class

Mrs Williams' class have been learning about sound. We made cup phones and discussed the various vibrations and could feel them travelling through the string into the cup. We altered the length of the string to see if it made a difference. We found that it did.



Mrs Williams' class have been lucky enough to do horse riding with the RDA at Todds Green. For most of the children this was their first time on a horse. They are now becoming more confident and doing different manoeuvres to improve their balance.

Mrs Osborne's class

Our topic this term is 'Our School and the Local Area'. Children have been looking at our school and the way in which different rooms are used. In Geography, we have made a plan of our room and used the book Rosie's walk to make a plan of a farmyard. Design Technology lessons have provided us with the opportunity to learn how to join materials and to create objects. We are using the skills we have learned to create a plan for a playground and to make model playground equipment which we will use to create individual model playgrounds.

In literacy, we have continued to improve our writing, using punctuation correctly and adding adjectives to make our writing interesting. We are now practising at producing longer pieces of work and some pupils are trying to work independently.

Children have enjoyed the Big Write this term and have produced work about a Time Capsule and some creatures in the courtyard.

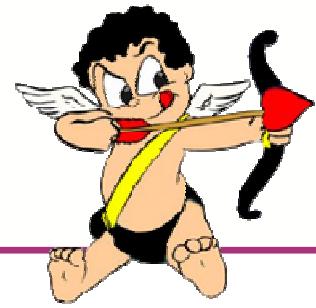
In science, we have been learning about materials and sorting them into categories of man-made and natural. We have also been talking about the properties of magnets and exploring materials that are attracted or repelled to magnets.

This half term, we have taken part in 'Speed Cricket', competing with other schools in Stevenage. The children came third and were delighted to receive medals.





BuSy



Mrs Kamene's Class

In cooking skills, Mrs Kamene and her group cooked a dish of the Cameroon called **Poulet DG** which is a dish of chicken, plantains and vegetables. In this session, the children applied their chopping, peeling, cutting and knife skills. For most of them, plantain was a novelty, but they enjoyed the meal.

For their 'What's The Big Idea?' planning, the children in Mrs Kamene's class organised their creativity around an invasion of snakes at Larwood School. All the Larwood children had to produce a non-chronological report after visiting the area in which the snakes had been found.



In cub this half term our focus has been the season of Winter. We have been learning about the type of clothing we wear in the colder months. We made stain glass window mittens using tissue paper. Also, hats with cotton wool to make them look extra cosy.

We tried a new technique in sewing to help develop our fine motor skills. We used paper plates with guide lines on to create a snowflake. The children persevered with the sewing as it was very challenging. We are very proud of them!





SPRING IS COMING!



Miss Kimpton's Class

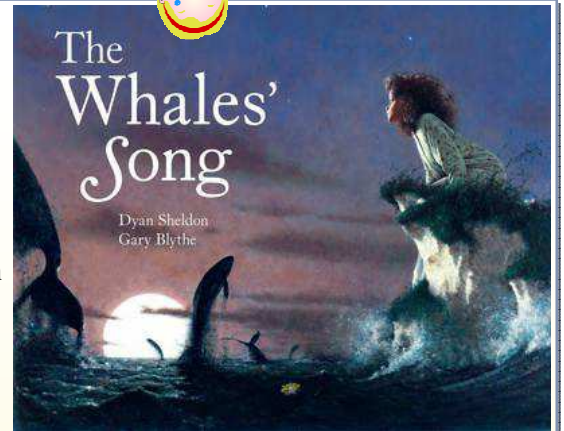
In class we have been reading *The Whales' Song* by Dyan Sheldon in literacy and completing work connected to it. We have written about gifts we would like to give to the Whales just like Lilly in the story. We had many ideas, such as: a pebble, sea shells, daffodils, red roses and sunflowers. Many descriptive words were used. We have also written about whales - we discovered many facts about them, such as: They are caring, they sing, they are good singers and they protect humans.

We have enjoyed looking at this book and whales, we are now writing our own version with different animals.

Please check www.pobble.com for our work. Two pieces based upon this work have been published and we plan to publish our stories.

In skills Curriculum Art this half term, we have been looking at landscape art. We have looked at Tanzania through a window where we looked at different landscapes in Tanzania. We then thought about the different windows we can look through. We used water colours to make out pictures.

We also looked at cityscapes. Using orange paper and black paper we created a collage of major cities. We did New York, Amsterdam, Sydney and London. We have enjoyed looking at different cities of the world and creating art work to represent it.



LONDON





*An opportunity to win
£100 of Supermarket
Vouchers*

**SEPTEMBER 2017
TO
JULY 2018**



*100% pupil attendance could
win you £100 of supermarket
vouchers*

*98% + pupil attendance could
win you £50 of supermarket
vouchers*

*95%+ pupil attendance could
win you £25 of supermarket
vouchers*



**family
lives**

**LISTENING, SUPPORTING AND
NON- JUDGEMENTAL**

Family Lives operates a free 24/7 telephone helpline offering advice, information and support on any aspect of parenting and family life as well as extend-

ed support for complex and difficult issues. There is also an option to chat online with a parent support worker.

HELPLINE: 0808 800 2222

WEBSITE: www.familylives.org.uk

The website provides advice and a range of resources that aim to ensure that families get the support they need.

STAY CONNECTED

Larwood



Home

#LARWOODLIFE #STAYUPTODATE #CONNECTED



School Website: www.larwood.herts.sch.uk

Telephone Number: 01438 236 333



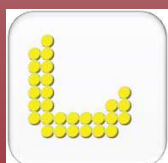
Email: admin@larwood.herts.sch.uk

School App: App Store - e4Education



Facebook: Larwood School Academy

YouTube: Channel - Larwood School



The Larwood Lowdown

effective
communication

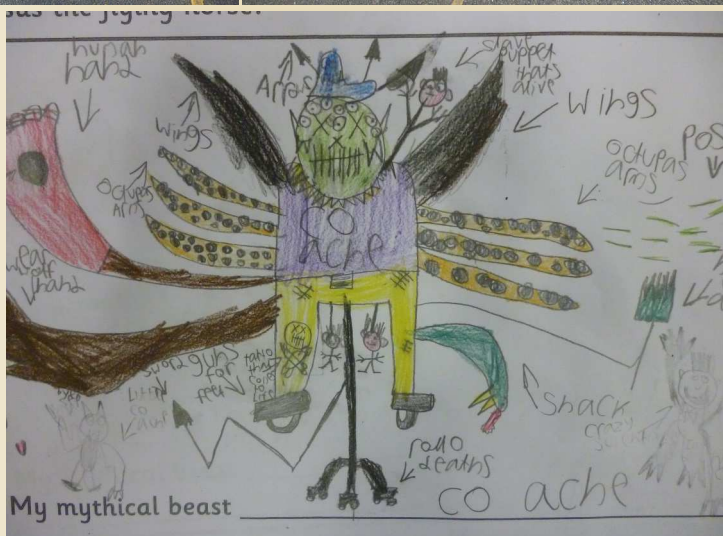


Mr Scales' Class

New Term, New Year, New Topic

A new year and a new term mean a new topic here in Mr Scales' class. During our topic sessions we have been studying the Ancient Greeks. Miss Hipkin has been bringing the learning to life with some sessions that have seen our class creating their own 'Mythical Beasts' and writing about them with Mr Scales in some of the Literacy lessons. Furthermore, we have not only been discovering the differences between myths and legends but also mazes and labyrinths. The labyrinth work has led to the children carefully designing a labyrinth and then enlarging their design on to the playground using chalks. The labyrinths were then attempted by their peers to see who could conquer the labyrinth!

The excitement doesn't stop here though as further in to our topic we have already planned some taste testing, trying out Ancient Olympic sports, Spartan research and many more Ancient Greek related activities.



Keeping our Children Safe

Keeping our Children Safe

Larwood School recognises that the welfare of the child is paramount. The school takes its responsibility to safeguard and promote the welfare of the young people in its care seriously, and is proactive in ensuring this. Governors, staff and volunteers at Larwood understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare. We constantly review the way that we work and look to improve upon this whenever we can.

Our DSP; Designated Senior Person for child protection is Mrs Bianca Osobu: Assistant Headteacher, supported by our other DSP's

Mr Sean Trimble: Headteacher & Mrs Sian Ford: Family Support Worker

Our Safeguarding Governor is Mrs Sandra Barr - Chair of Governors.



Larwood Residential Care

2018 OUTSTANDING

The residential Ofsted Inspection took place, January 9th - 11th. As a school, we are very proud that, for the third year in a row, we have achieved an outstanding rating in all areas. This continues to demonstrate that our own internal self evaluation matches those of inspectors who visit, and through continuous pursuit of best practice, combined with a dedicated staff team, we have maintained our outstanding quality of care.

- Children have the opportunity to succeed both academically and socially in this provision. They make significant progress when using the residential setting.
- The residential provision is exceptionally well run by a highly skilled and dedicated staff team.
- The senior management and the staff consistently strive to improve the residential experience for the children, based on their individual needs. Parents, carers and professionals are extremely positive about the impact that the provision has for the children.
- The children understand the importance of treating everyone with dignity and respect. This runs through the ethos of the whole school.
- Through observations and speaking to the children, they clearly enjoy their time in residential unit, and feel safe. All the children can name members of staff that they would speak to if they were worried or upset.
- There is an established ethos and culture of collaborative working that supports children to progress in the school and the residential unit.
- The children's individual progress is exceptional.
- Parents say that communication between them, the school and residential is excellent, and that they are kept fully updated regarding any issues in relation to their child.
- The children are taught to be polite and kind to one another by staff, who act as positive role models.
- The staff seek feedback from the children using a wide variety of tools. For example, feedback is sought through house meetings, questionnaires, from governors and the independent visitor and through conversations with staff.
- The staff are clearly proud of their school and residential provision and this is replicated by the children. The children are courteous and polite to visitors, and are eager to help show them around. The reception area is bright and welcoming, which puts children, parents and children at ease when they enter the school.
- The children make excellent progress socially, emotionally and academically during their time as residential pupils. They are encouraged to build and maintain positive relationships with their peers which leads to children building, and keeping, friendships outside of the residential provision, thus giving them the same opportunities as their peers.
- The children aspire to having a coloured shirt and are extremely proud when they achieve this. This is presented to them by the headteacher in a school assembly. The children who also achieve, or do something to be proud of, have their photo taken, which is put up in the reception area, with a write-up of what they have done. The staff value the children's individual achievements, and celebrate these with them in a way which is meaningful to the children.
- Leaders and managers have developed a monitoring system which incorporates both the school and residential provision, and incorporates all aspects of a child's school life in order to ensure that the children are progressing. The staff are able to work together to identify patterns and trends, and where extra support is needed on an individual basis.
- Senior managers continue to ensure that they are abreast of developments in research, and share this knowledge with the staff in order to enhance the experiences and progress of children.
- The implementation of the headteacher and head of care completing recorded interviews with the children has expanded. These recorded interviews give the children the best opportunity to share their views and give great insight into how children feel.
- The children engage exceptionally well with a consistent staff team about all aspects of their safety. The staff skilfully implement boundaries and structure to the children's daily routine. The children quickly feel secure in the staff's abilities, enabling them to build good, trusting relationships and share their feelings openly. Parents, carers and professionals spoken with during this inspection were all complimentary.
- The children report that they are listened to and really like the staff. This is due to them having such strong relationships with the staff. A social worker said, 'Staff know the children inside out, what works best for each of the children. I am very happy with the staff, they will do anything to help and support.'





SchoolMoney

We are delighted to inform you that we have recently signed up to the online payment system **SchoolMoney**. This means that you will soon have the facility to make payments for school expenses, such as trips and skills activities, online with your debit or credit card.

This new payment system will benefit both us as a school and you as a parent. Not only will you be able to pay for items from the comfort of your own home but you will also be able to access your account at any time to see if there is anything you need to pay for. **SchoolMoney** will enable us to experience a more streamlined, cost-effective and efficient payment system in a secure and safe environment.

You won't need to sign up to this system as this is done automatically through the school and as long as you have provided us with up to date contact details we will send you a password within the next few weeks. This password will give you access to your **SchoolMoney** account where you can pay for any items we have requested from you.

To log into **SchoolMoney**, visit the website www.schoolmoney.co.uk and enter your mobile number, email address and the password we have sent to you by text. If for any reason you are struggling to log in, it may be because you have not provided us with the correct contact details. Please let us know immediately if either your mobile number or email address changes.

Whilst offering this electronic payment method, you will also still be able to pay by cash and cheque directly to school if you prefer to pay this way. You will then receive an electronic receipt via the **SchoolMoney** system.

We appreciate your cooperation in the early stages of rolling this system out to you. If you have any queries as you begin to use the system, please don't hesitate to call Emma O'Brien, our Receptionist, for help and we'll be happy to talk you through how to use the system.

Yours sincerely,

S D Trimble
Head Teacher.



SchoolMoney

Government legislation introduced in 2014 led to an increased emphasis on promoting British values to all pupils, as part of our spiritual, moral, social and cultural development program. Having placed a strong emphasis on moral values and being a responsible member of the Larwood school community, we had already established a strong base in this area. During the 2014-15, we have reviewed where we believe our strength and weaknesses are within this program and this has helped to clarify what we need to do next, alongside what we need to continue to maintain. Such provision may be via the formal curriculum or via more informal opportunities such as play, lunchtimes, additional events including charity based days and trips and visits.

How we do this, what are our strengths and what needs more development?

Influencing decisions making through democratic processes.

This is promoted via the school structure that enables pupils to have a voice and make choices as part of the day to running of the school, as well as long term change and decisions that may affect them. We do this by:

- Promoting class debate around subjects and choices
- Electing school council members and having pupils speak to members of the Leadership Team/Chair of the Governing Body about ideas and choices
- Pupil opinion is sought regularly and in a variety of ways. This includes how they are taught, what food is available, play equipment, where trips may go to and how they are helped to improve their work and behaviour
- The school curriculum looks at how some people and countries replicate our beliefs and how some don't

We know that we need to continue to develop the idea that although many aspects of change can be managed via opinion, sometimes, a decision has to be made on the evidence available and that lots of people may have differing opinions. This can cause anxiety and confusion during periods of change.

The law and how this protects people, with clear reference to well being and safety

We make it clear that there are laws (rules) that work at school, in the community and across the country. Alongside these there are also consequences and rewards. Again this is embedded via our day to day interactions, as well as assemblies, PSHE, and curriculum. We promote this by:

- Having clear behaviour management policies for staff/parents etc. and ensuring that pupils are clear about our rules and sanctions. The behaviour ladders and reward ladders are displayed throughout the school and referred to regularly.

- Assemblies promote and remind pupils about such values and our points system and consequences are applied fairly and consistently.
- We have an excellent relationship with our local Police and Fire service colleagues. They visit to speak to pupils both during the day and in boarding about general and specific issues.
- The curriculum enhances reference to laws where relevant and helps pupils to understand the rules that they have to follow whilst not at school.

The curriculum enhances reference to laws where relevant and helps pupils to understand the rules that they have to follow whilst not at school.

Individual liberty and mutual respect

This is closely related to law and our ethos and values are driven by the idea of mutual respect that allows us to have the freedom of choice when following rules and laws. We do this by:

- Promotion of rules and laws alongside consequences, that allow schools, communities, families and countries to work, play and enjoy various environments.
- Actions have consequences. Assemblies, lessons, play. Trios and everything that we do is underpinned by a points system that is supported by a culture of working together to get things right.
- Making the right choice can be difficult but rewarding in many ways.

We will maintain our day to day interaction with pupils to reinforce the idea that all people should be respected, that laws are there to serve us all and we all have the right to be safe.

Tolerance of those with different faiths and beliefs

As our intake varies greatly, both during the year, and from year to year, we ensure that curriculum provision, assemblies, PSHE and a range of activities support and extend knowledge and understanding this area. Views are discussed from a historical (For example, World War 2) and topical context. Where views are expressed that need deeper discussion, they take place with support and guidance and visits are arranged to different faiths that help to break down perceived barriers and perceptions.

We continue to be very aware of perceptions that exist with regards to different cultures that may not be particularly prevalent within the Stevenage and North Herts area, as well as maintaining a close eye of the political climate and some view that may be generated via such debates.



MR V - HE DOES PE

On Thursday 1st February, the year 3/4 children attended the Stevenage Sporting Futures annual Mini Olympics at the Leisure Centre in Stevenage. The children took part in a wide range of different activities which were designed to help build up on their skills in the different areas of sport.

The children started the morning with some warm up exercises, and then we went straight into the activities. There was cycling, cheer leading, hockey, rugby, football, basketball, cricket, volley ball, high intensity aerobic workouts, catching and balancing skills. The children really enjoyed themselves, lots of good listening, following instructions correctly, and were a credit to Larwood School. 17 different schools took part in total, with over 650 children. Mr Newman had two people mention how polite and well behaved the children from our school were. Well done! Thank you, to the students from Nobel School, Thomas Al-leyne Academy, and Marriott's School for providing their sports leaders to help our children with the activities.



HOUSE RUNS

TRENT	TRAFORD	HEADINGLY	LORDS
850	850	886	894
3 R D	3 R D	2 N D	1 S T

WELL DONE TO HOUSE:
LORDS

BACK TO SCHOOL: MONDAY, 19TH FEBRUARY

