

Larwood School

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PERSONAL DEVELOPMENT 2017 - 2018

This report should be read alongside other reports such as:

- Other school self-evaluation reports, in the same series titled-‘What we know about ourselves’.
- The School Development Plan (SDP)
- Ofsted Reports-day and residential (2014-Day, 2015,2016,2017, 2018-Residential)
- Autism Accreditation report - Feb 2018
- Hertfordshire Improvement Partner reports (HIP reports)

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 64 day pupils, but finished the academic year with 66 pupils on roll. The additional pupils were inducted due to the crisis that Hertfordshire has with too many pupils without suitable placement, and recognising that our school could cope with such demands. Please note that we had already agreed to move to 68 as our designated day school number for 2018-19.

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. This aspect of our provision underwent full review and strategic discussion during the year and it culminated with a full consultation process. Please see the website/associated letters for more information in relation to this matter. Our pupils display the following characteristics:

- **They have all experienced exclusion and at least 1 term away from education.**
- The vast majority of pupils arrive at Larwood having been **receiving part time education**. One hour a day quite often being the norm.
- **2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 19 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 36%**



of the cohort had been at, at least two schools before Larwood. 1 pupil had been permanently excluded from both mainstream and specialist provision.

- Although all pupils have SEMH as their designated need, ASD ranged between 50% and 80% in different year groups, and those pupils with 2 or more identified needs within their statement **ranged from 50%-83%**.
- In year referrals meant that, the size and dynamics of every year group changed during the year. This varied from the lowest amount of change for **Year 6 with 13%, Year 5-40%, Year 4-11%, Year 3-85% and Years 1 and 2-50% of pupils were new during the year.**
- 26/66 pupils were new to the school at the start of the academic year, which equates to **40% of the school population.**

It is appropriate to state that all of our pupils have experienced the challenges and issues that any officially designated pupil premium pupil may have.

Please note there are specific characteristics of this cohort which include family related breakdown including pupils witnessing violent incidents, legal proceedings, medication issues, family upheaval/displacement, and drug and alcohol related issues.

This information read alongside other documents included in the 'What do we know about ourselves' section on our website, particularly the school context information.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2017 - 2018

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	1-100%	Boy	0%	0	100/0/0
2	5-50%	All boys	60%	0	60/20/20
3	13-85%	12 B 1G	54%	0	85/15/0
4	9-11%	All boys	44%	5-56%	78/12/0
5	19-40%	17B 2G	63%	9-47%	74/16/10
6	16-13%	14B 2G	75%	8-50%	80/15/5

RESULTS

The discussions progress throughout the year and this is an accumulative result. This is the first year that we have measured personal progression in this way and therefore we have no comparative.

62 children in all were completed and it gives a very positive picture of where the children feel they are within their personal development. The children are honest with their feelings, discuss at length the reasons for their choice and can identify that they need to continue to progress in certain areas.



SAFETY

Overall this is a positive picture towards the children's perception of their ability to keep themselves safe. Many of the children recognise that they find following rules hard but as a whole they are fairly consistent at this.

BEING HEALTHY

The children have an excellent understanding of healthy and unhealthy food choices. Most recognise and know how important sleep is and can explain how they feel when they don't get enough sleep. Some are able to explain why they don't get enough sleep.

62/63 children felt that they are active at school.

There is a rise in the children who do not understand the difference between good and bad drugs.

Most children know that 'I shouldn't be using computers/games and gadgets for too long' but some admit that they do spend too long on their gaming devices.

Improvements are needed within the section 'About me' and 'My personal behaviour'. Many more children fit into the Fairly consistent box. These are areas that we constantly revisit on a daily basis and the children are very aware of their strengths and weaknesses.

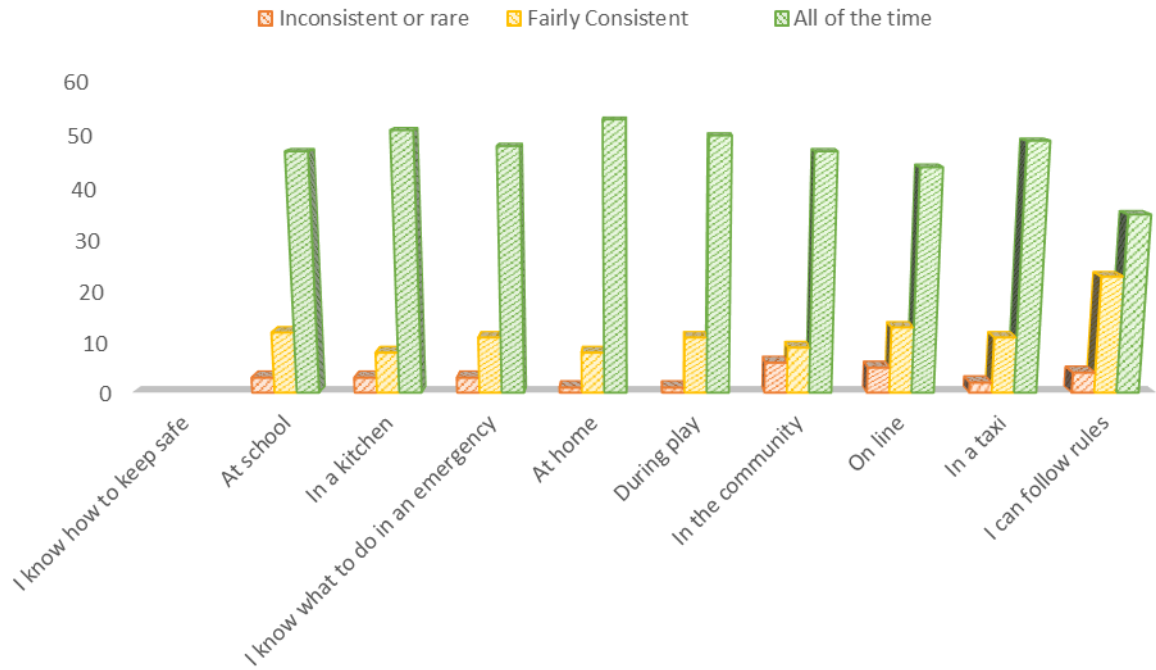
PERSONAL BEHAVIOUR

This is the area where the children recognise that they are more inconsistent. Although the majority of the children realise that they are able to be consistent in most of these criteria, some areas can be developed such as 'I can save money', 'Representing my school' and 'Respecting other's opinions'.

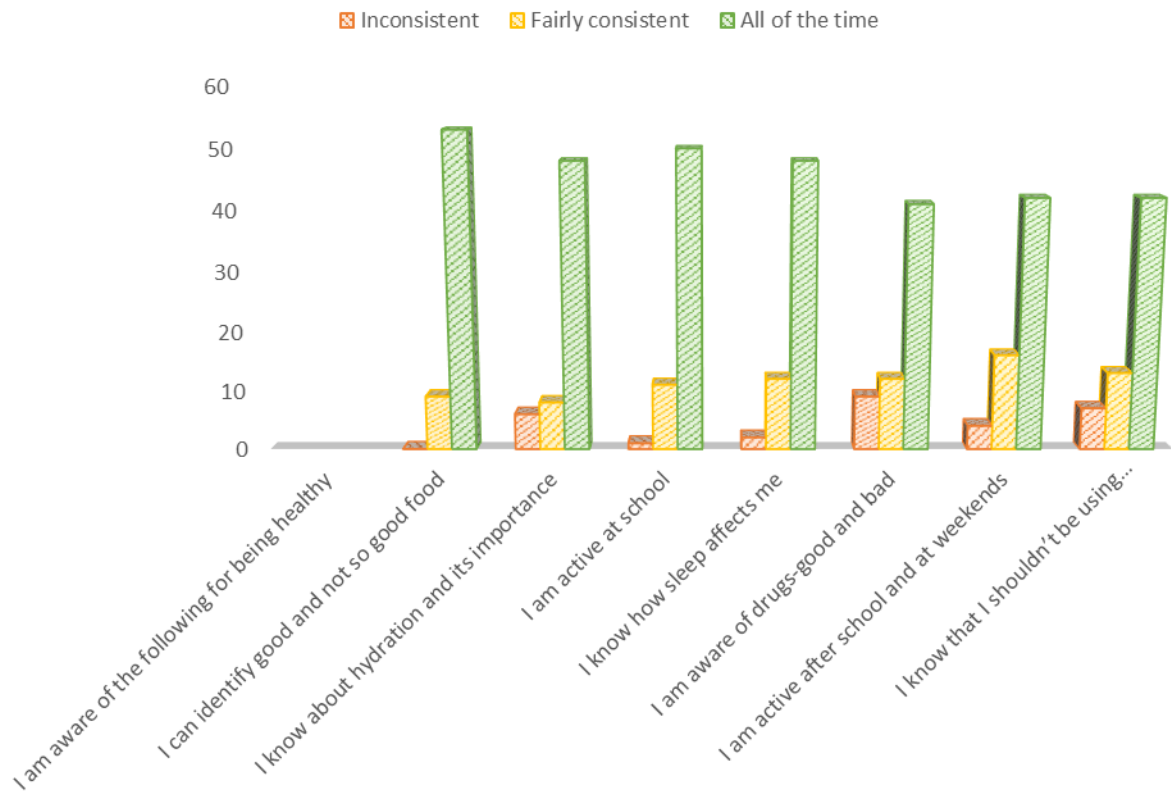
61 children felt that they could be trusted and 60 felt that they knew who to go to if they had a problem.



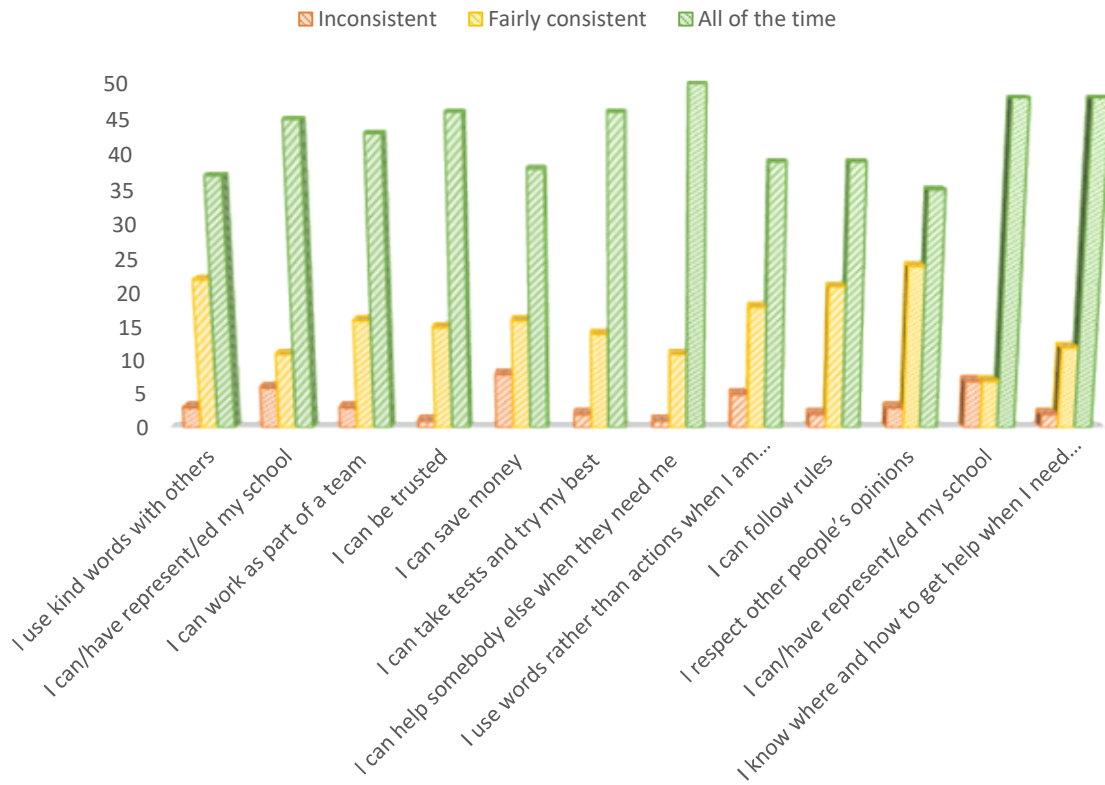
SAFETY



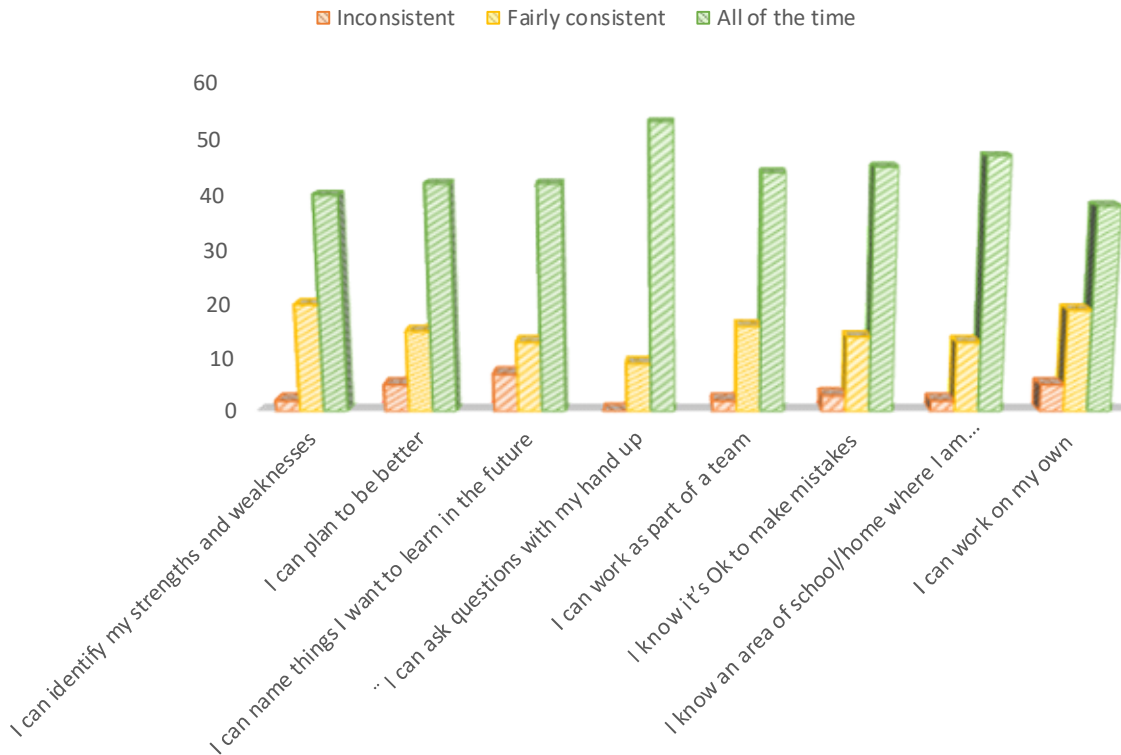
BEING HEALTHY

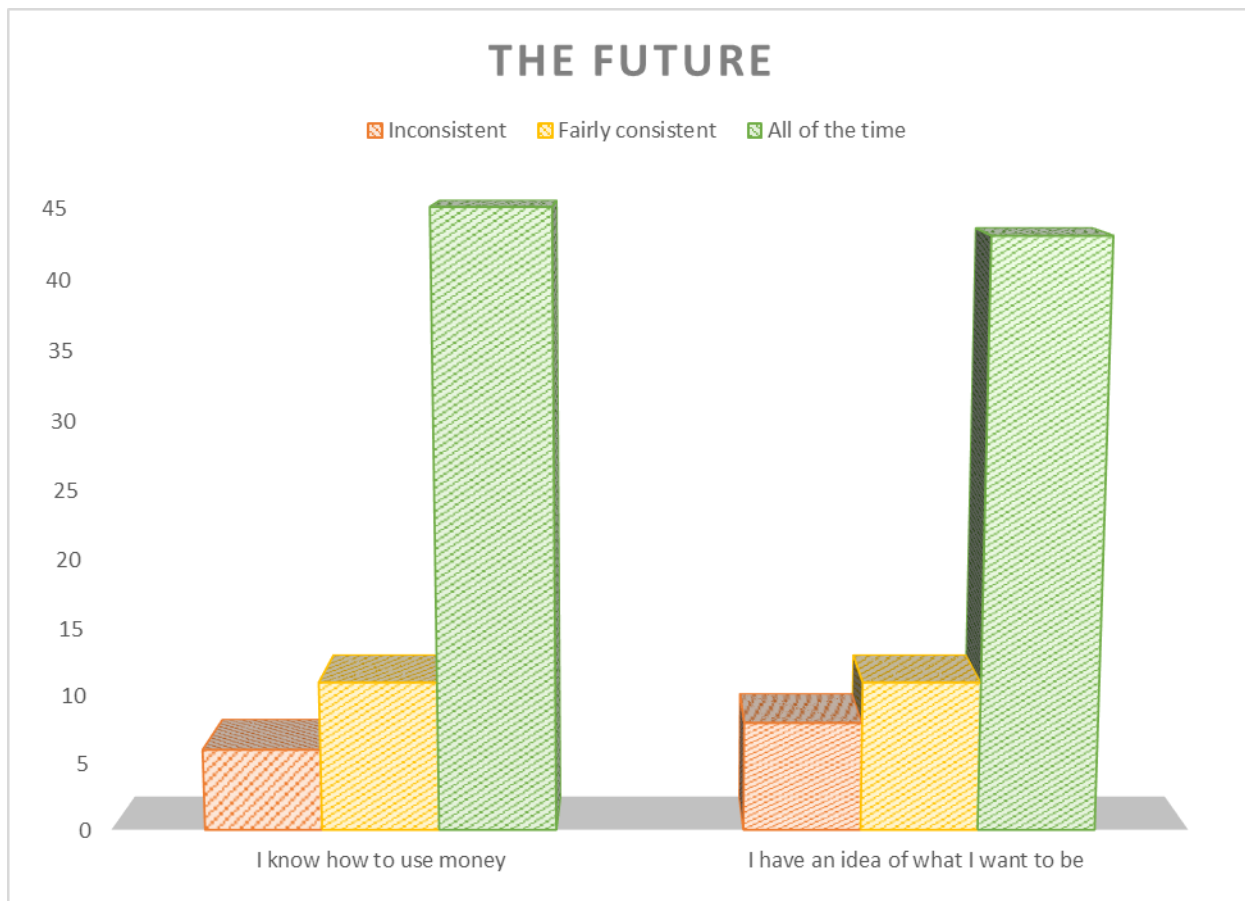


MY PERSONAL BEHAVIOUR



ABOUT ME





MOVING FORWARD

We are introducing a new assessment system in September 2018 and this includes a section for Personal development and therefore it will be measured with the children throughout the year.

This is a good and positive indicator in the children’s outlook towards themselves, their present attitude and their attitudes towards school.

SAFETY:	INCONSISTENT OR RARE	FAIRLY CONSISTENT	ALL OF THE TIME
<i>I know how to keep safe</i>			
At school	3	12	47
In a kitchen	3	8	51
I know what to do in an emergency	3	11	48
At home	1	8	53
During play	1	11	50
In the community	6	9	47
On line	5	13	44
In a taxi	2	11	49
I can follow rules	4	23	35
BEING HEALTHY:			
<i>I am aware of the following for being healthy</i>			
I can identify good and not so good food	0	9	53
I know about hydration and its importance	6	8	48
I am active at school	1	11	50
I know how sleep affects me	2	12	48
I am aware of drugs-good and bad	9	12	41
I am active after school and at weekends	4	16	42
I know that I shouldn't be using computers/games and gadgets for too long	7	13	42
ABOUT ME:			
I can identify my strengths and weaknesses	2	20	40
I can plan to be better	5	15	42
I can name things I want to learn in the future	7	13	42
" I can ask questions with my hand up	0	9	53
I can work as part of a team	2	16	44
I know it's Ok to make mistakes	3	14	45
I know an area of school/home where I am brilliant!	2	13	47
I can work on my own	5	19	38
MY PERSONAL BEHAVIOUR:			
I use kind words with others	3	22	37
I can/have represent/ed my school	6	11	45
I can work as part of a team	3	16	43
I can be trusted	1	15	46
I can save money	8	16	38
I can take tests and try my best	2	14	46
I can help somebody else when they need me	1	11	50
I use words rather than actions when I am upset or angry	5	18	39
I can follow rules	2	21	39
I respect other people's opinions	3	24	35
I can/have represent/ed my school	7	7	48
I know where and how to get help when I need it	2	12	48
THE FUTURE:			
I know how to use money	6	11	45
I have an idea of what I want to be	8	11	43

ACTIONS FOR 2018/19, BASED ON DATA AND STRATEGIC PLANS

- Consider how the mentoring process can adapt to compliment the new curriculum and assessment procedures during 2018-19.
- Retain and where possible, expand upon work connected to safety-in all forms but particular with regards to social media and the use of the internet
- Consider review and strengthening of our approach in relation to pupil knowledge of good and bad drugs, as well as how to save money
- Explore opportunities for pupils to demonstrate safety within the community

