

Larwood School

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PROGRESS AND ACHIEVEMENT 2017-18.

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.

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:

<p>Entry to Larwood School Baseline</p>	<p>Set target based on data/pupil info and time at Larwood. Consideration of needs based on type of SEN, EP reports and cognitive profile.</p>	<p>Rate to progression guidance and extrapolate forwards where needed.</p>
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For the nature of this report, our new assessment method adopted, using Academic Mentoring guidance should be noted. Using this system, and following our review of needs/baseline assessments some of our pupils are expected to make a number 3 sub levels of progress during any given year. This would place them on par with the expected progress of a child in a mainstream school with an average cognitive profile. 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 and for some pupils with different needs and cognitive profiles. Therefore, some adjustment is made based on the assessment of needs. This may include:

- Considering that 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.
- Very complex and challenging family circumstances that will affect progress, well-being and the ability of a child to engage in the educational process
- A range of mental health based issues that can present themselves at different time and with differing impact on a pupil.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2017-18

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

KEY POINTS ARISING FROM THIS PROFILE WITH IMPACT ON FUTURE PRACTICE

- We experienced massive in year entry to the school with years 1/2/3 having the most change and Years 4/ 6 having the least. The greatest change that took place with one class in Year 3 was dramatic (2 pupils in September, 10 pupils in December). We continue with a 'waiting list scenario'. We are undertaking a residential review, which may be able to create additional spaces during the 2018-19 year, but the consultation process will not be completed until September 2018.
- We remain heavily boy orientated with 5 girls in the school during 2017-18. We must continue to review our provision for girls and their needs as individuals and as a group as the year progresses. Our practice evolved this year, and additions such as girl only PSHE sessions and a broader range of activities were met positively by pupils.
- Every cohort has a high proportion of pupils with autism. This varies from 44% in Year 4 to -75% in year 6. Pursuing best practice for autistic children is in the best interests of all. We were very pleased to receive Autism Accreditation recognition in March 2018, and we will continue to review and adjust our practice to maintain best outcomes and provision for such pupils.
- We had the greatest stability over time with our Year 6 cohort and this helps development and progress from every angle.
- We are dominated by a low ability profile across the school based on very sketchy previous assessments. However, our own internal assessments also prove that there are huge gaps in learning and development for all pupils upon entry to Larwood.

YEAR GROUP PROGRESSION FOR 2017-18

HOW DO WE JUDGE PROGRESSION?

Based on the information above relating to our assessment system, our grading's defined in the following way:

EXCEEDING TARGET OR OUTSTANDING PROGRESS =Better than the target rate of 1, 2 or 3 steps of progress set at the start of the year per subject

MEETING EXPECTED PROGRESS BASED ON CONTEXT OR TARGET =Making steps of progress towards the school based targets, considering limiting factors such as type of needs and time spent at Larwood. For some pupils, this may be equivalent to 1 or 2 steps of progress.

LESS THAN EXPECTED PROGRESS BASED ON CONTEXT BUT PUPIL HAS MADE PROGRESS
NO PROGRESS

How do we monitor progression?

- Half termly assessments using an Academic Mentoring system
- The use of Standard Attainments Tests (SATs) in Year 6
- Internal moderation of pupil work, alongside external moderation where possible
- Review by Hertfordshire Improvement Partner
- External review of assessment via moderation process conducted by Hertfordshire colleagues
- Academic Mentoring to track progress and engage with pupils-THIS IS NOT JUST FOR ACADEMIC SUBJECTS BUT ASLO COVERS PERSONAL PROGRESSION AND INDEPENDENT LIVING SKILLS
- Work scrutiny
- Meet the Teacher event, review of Education Health Care Plans and summative reporting

KEY DATA FOR 2017-18

Key-R=Reading, W=Writing, M=Math's, S=Science-all numbers expressed in %

Year Group	Exceeding Target or Outstanding Progress	Meeting expected rate of progress based on context or Achieved Target	Less than expected progress based on context but pupil has made progress	Size of cohort making progress compared to target
Years 1 and 2 Mainly low ability profile	R-83 W-33 M-33-S-71	R-83 W-67 M-83 S-71	R-17 W-33 M-17 S-29	Data group too small
Year 3 13 pupils and 85% change in year group profile 1 pupil =14%	R-38 W-38 M-31 S-70	R-77 W-85 M-47 S-70	R-23 W-15 M-53 S-30	R-100 W-100 M-92 S-70
Year 4 13 pupils and 11% change in year group profile 1 pupil =8%	R-11 W-22 M-11 S-22	R-78 W-54 M-56 S-44	R-22 W-46 M-44 S-56	R-100 W-85 M-100 S-89
Year 5 19 pupils and 40% change in year group profile 1 pupil =5%	R-41 W-32 M-41 S-26	R-73 W-77 M-73 S-74	R-27 W-22 M-27 S-26	R-77 W-73 M-87 S-74
Year 6 16 pupils and 13% change in year group profile 1 pupil=6%	R-50 W-44 M-44 S-25	R-81 W-94 M-69 S-69	R-19 W-6 M-31 S-31	R-100 W-100 M-100 S-100

SCHOOL PROGRESSION TARGETS IN RELATION TO TARGETS SET DURING 2017-18

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Reading targets		Actual results	Writing targets		Actual results
1 level-	38%	14%	1 level	42%	10%
2 levels	19%	23%	2 levels	27%	22%
3 levels	33%	30%	3 levels	26%	27%
3+ levels	10%	25%	3+ levels	5%	20%

Maths Targets		Actual results	Science targets		Actual results
1 level	32%	17%	1 level	29%	19%
2 levels	13%	25%	2 levels	20%	36%
3 levels	44%	23%	3 levels	41%	17%
3+ levels	11%	27%	3+ levels	10%	13%

NOTES

Within Year 6- 1 pupil's data not included as parent withdrew child and refused to engage with the school.

All pupils made progress in reading and writing

10 pupils made no assessment progress in Science. All were in years 1-4 and 5 of them were new to the school in 2017-18

2 pupils made no assessment progress in Math's. One of these pupils were new to the school in 2017-18.

OVERALL PROGRESS RATINGS FOR YEAR GROUPS

Year 1 and 2: Outstanding for Read and Write but cohort numbers small

Year 3: Outstanding progress in all areas

Year 4: Good progress for Reading

Year 5: Outstanding progress for Read and Write with good progress for Math's and Science

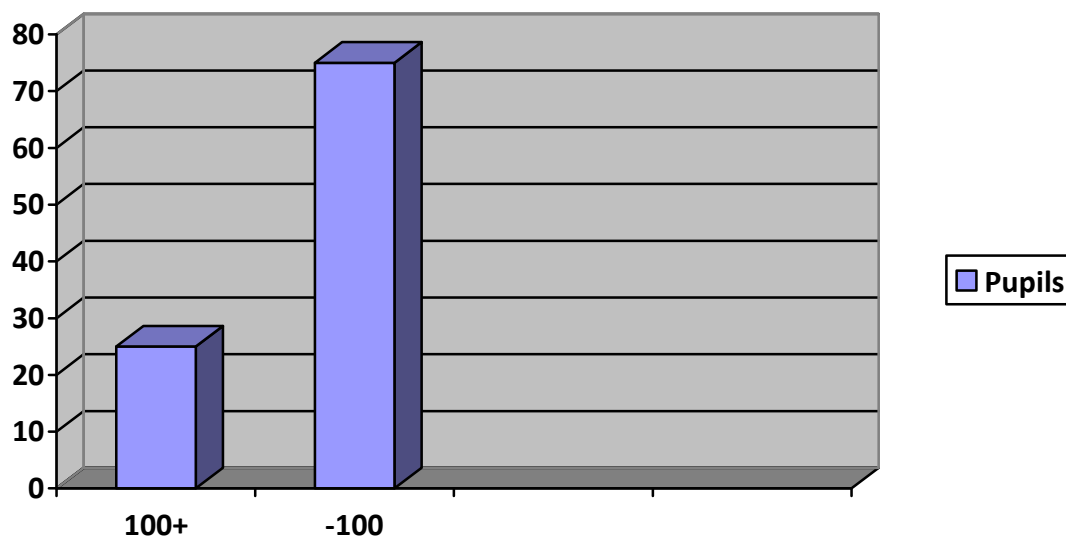
Year 6: Outstanding for Math's and Good for Read, Write and Science

Whole school rating for progress:

Outstanding for Read/Write. Good progress for Science and most year groups for Math's

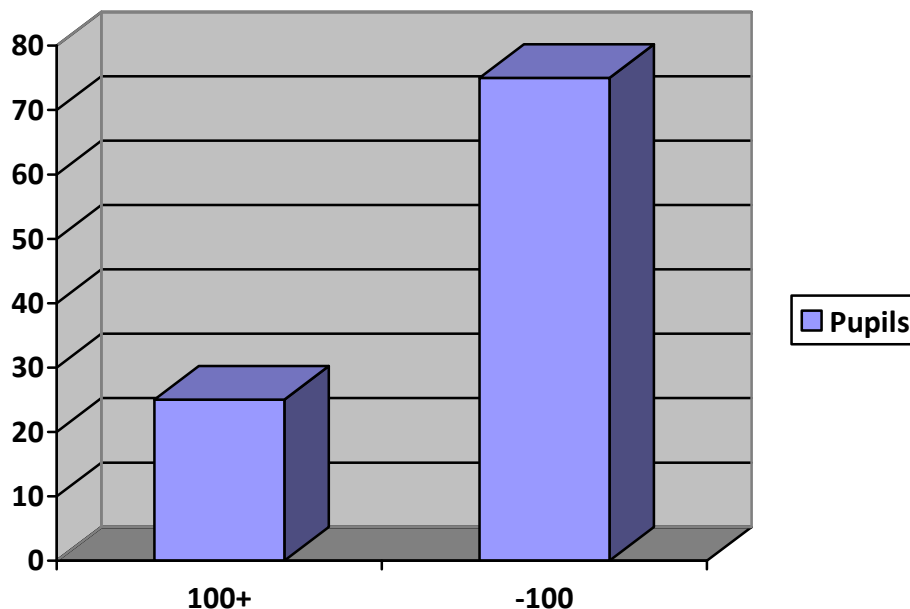
YEAR 6 SAT'S PERFORMANCE-2018
NB-SCORE RANGE BETWEEN 80-119 FOR ALL TESTS

READING



Average scaled score: 94
 Top Score: 110, with other pupils gaining 106, and 101
 1 pupil on 98 and 4 pupils on score between 90-99
 Average progress made by all pupils based on internal data: 3 sublevels

SPELLING, PUNCTUATION AND GRAMMAR TEST (SPAG)

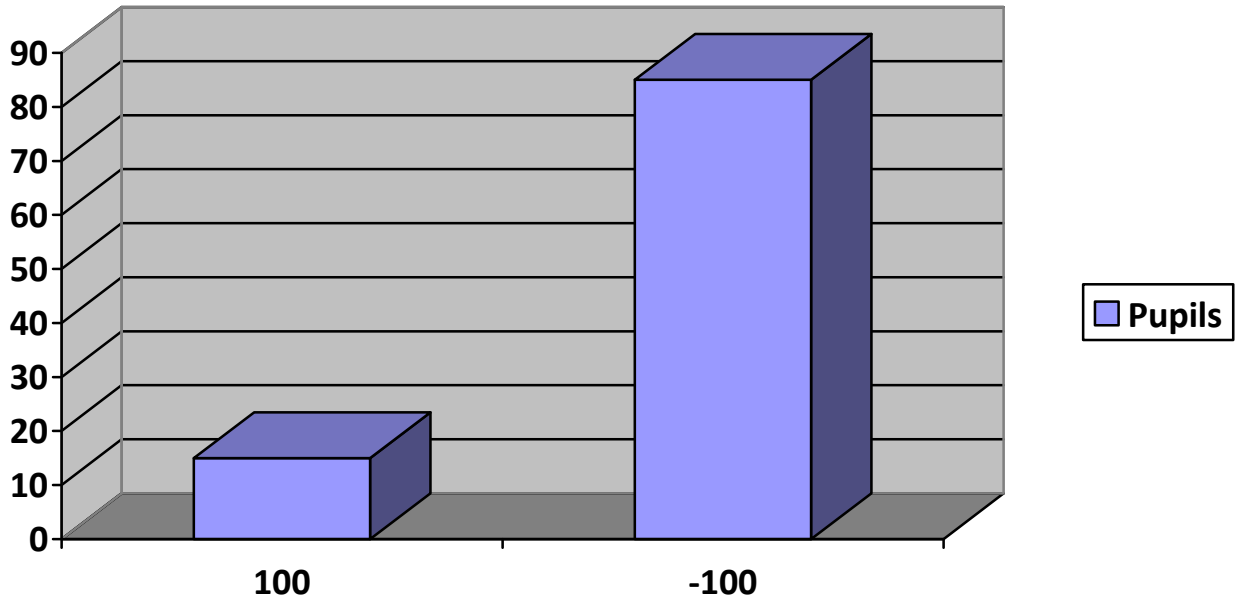


Average scaled score: 94
 Top Score: 108, with other pupils scoring 103, 104. **NB-Best results in this test ever!**
 4 pupils on score between 90-99

WRITING

All pupils recorded a working towards national standard in this area. Using Hertfordshire Steps assessments, they ranged from Larwood Level 1 to Larwood level 18.
Average progress in writing was 2.9 sub levels

MATHEMATICS TEST



Average scaled score: 93

Top Score: 101

2 pupils above 100 and 8 pupils on score between 90-99

Average progress made by all pupils based on internal data: 3.1 sublevels

QUESTIONS, ANSWERS AND IMPLICATIONS OR ACTIONS FOR SCHOOL DEVELOPMENT PLANNING

Q: WHAT DOES THE DATA TELL US?

Answer

- Based on internal data and external validated SAT's data, the vast majority of our pupils made outstanding progress in Reading and Writing in years 1,3 and 6 and good progress in other subjects. The vast majority of [pupils made good or outstanding progress in most areas, with the exception being Year pupils and some pupils in Math's in Year 3.
- The summative attainment scores provided by SAT's test do not provide a comprehensive picture of pupil progress as we have only known half of the cohort for more than two years.
- For the first time in many years, the teaching of Math's has not outperformed other areas such as writing. This may well be due to the whole school push for improved outcomes in writing and the development of The Big Idea.
- This overview should be combined with the Behaviour and Attendance report which also helps to demonstrate outstanding progress for pupils in this area, supporting the academic data.

ACTION: To consider why Math's results were lower than predicted and to consider those pupils that made 'less than expected progress' and the reasons why. Interventions for such pupils' will commence as soon as possible in the Autumn Term.

Q: Why has the school produced the largest amount of outstanding and good progress for writing in history?

Answer

Thorough revision and adaptation of the curriculum has seen the evolution of The Big Idea. This program has now been led by pupils for the last year and it has helped to erode the traditional barriers to writing experienced by our SEMH pupils. (Please see additional research provided by the Assistant Headteacher in relation to this) Action-To continue to develop this area of the curriculum, alongside others, via the introduction of the new curriculum provision ion 2018

Q-What are the overall strengths, weaknesses and next steps in relation to the data?

Answer

STRENGTHS

Progress in Reading and Writing in years 1,3 and 6 and good progress in other subjects. The vast majority of pupils made good or outstanding progress in most areas, and notable improvements in writing compared to previous years

WEAKNESSES

Math's in comparison to original targets set and progression for Year 4.

NEXT

Review and alter the provision for Year 4 pupils with additional interventions where needed and to monitor Math's provision closely as the year progresses. Consider additional training in this area.



Q-Why no graphical or number based comparison with last year's pupils and results?

Answer

It is impossible to draw reasoned and helpful conclusions in such a way. The reasons that support this judgement include:

- Year group size variations. Last year's cohort being smaller
- Year group dynamics-this includes number of pupils that have spent differing amounts of time at Larwood and the various needs they may present.

Q-Why not show data for individual or groups of pupils with autism

Answer

We now have such a large group of pupils that have ASD as part of their needs that they are the 'norm' group in every year.

THE PROGRESS OF GIRLS-ALL NUMBERS EXPRESSED AS %

Year Group	Outstanding progress	Meeting expected rate of progress based on context	Less than expected progress based on context
Year 2	NO GIRLS		NO GIRLS
Year 3 1 pupil who was new to the school in 2017	R-0 W-0 M-0 S-100	R-100 W-100 M-100 S-0	R-0 W-0 M-0 S-0
Year 4	NO GIRLS		NO GIRLS
Year 5 2 girls in this cohort with 1 Who started in Oct 17	R-100 W-0 M-0 S-0	R-0 W-100 M-100 S-100	R-0 W-0 M-0 S-0
Year 6 2 girls in this cohort with 1 joining in Sept 17	R-100 W-50 M-50 S-50	R-0 W-50 M-50 S-50	R-0 W-0 M-0 S-0

NB-Due to the low numbers within these groups the data is less reliable HOWEVER THE OVERALL ASSESSMENT IS THAT GIRLS ARE MAKING OUTSATNDING PORGRESS DURING THEIR TIME AT LARWOOD.



THE PROGRESS OF CHILDREN LOOKED AFTER

There were 2 pupils in this group and both pupils made progress. Both experienced great challenges during the course of the year and this information is available from the Headteacher in person.

CLA 1-Outstanding progress in all areas and only spent one year at Larwood. Excellent attendance (99%) and no exclusions.

CLA 2-Outstanding progress in reading, and good progress in all other areas. Excellent attendance and no external exclusions, however this pupil did experience one day in Magnolia (Time spent away from the class with direct supervision and reflection from a Behaviour Support LASA).

PLEASE SEE SEPARATE AND MORE DETAILED CLA SEF REPORT.

Actions: To continue to provide the same level of high quality care for pupils with individual packages of support where appropriate.

PROGRESS OF BOARDERS VERSUS NON-BOARDERS AT LARWOOD

This area became very difficult to assess due to the very low numbers of pupils who were actually boarding. This reduced from around 8 pupils at the start of the year, down to 3 pupils at the end of the year. All pupils made some progress and greater detail in this area can be sourced from the Head of Care.

ACTIONS

To complete the boarding review in line with proposed period and take associated action on production of the results of the consultation process.

