

Larwood School

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WHAT WE KNOW ABOUT OURSELVES-BEHAVIOUR AND ATTENDANCE-2017-18

This report should be read alongside others in the 'What we know about ourselves' section of the website or internal server.

Due to the following information self-evaluation now rates behavior as Outstanding for our school and attendance as good

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.

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.

BEHAVIOUR SYSTEMS, STATISTICS AND ACTIONS

We continue to accept and work with the most challenging pupils in Hertfordshire. However, it has been noted by all staff that have worked within this context for a few years that the complex nature of our pupils seems to be growing ever more demanding. The following remains true:

- All have lost the equivalent of one term of education and many have lost more than this. Many have had great periods of time educated away from other pupils, and many have received no more than 1 hour per day of school based learning.
- Family context, lack of specialist support, exclusion, isolation, poor attendance and relationships with schools all contribute to huge gaps in progress, behavior and socialisation for our pupils.
- Every effort is made to try and turn around pupils so that quick engagement in learning is possible. Our standard systems (points, certificates, medals, ethos, Hertfordshire Steps training etc.) help with many pupils in this way
- However, for other pupils, it is very much a process of establishing how we are going to continue to provide the care, support and structure they need for their own futures, by doing things very differently, ensuring they do get access to the specialist support they need and providing a very adaptable approach to make this happen.

STAFFING

Staffing was dominated by stability and an increasing development of the skills and processes needed for such challenging pupils. During the course of the year, one member of Teaching staff left, one LASA changed role and joined the residential team and a long serving LASA retired. This had very little impact upon the running of the school and additional staff were recruited as the year progressed. Due to the complex nature of a new pupil, funding was sought and agreed to provide additional support for very complex Year 5 pupil.

A newly formed Senior Leadership Team became operational at the start of the year and developed at good pace throughout the course of the year. This was supported by the Headteacher and the schools external Improvement Partner.



CLASS GROUPS

All classes work with a teacher and a Learning and Support Assistant (LASA). With classes sizes kept deliberately low, this affords pupils the time they need with staff for social, and emotional support as well as making rapid and improved progress. Therefore, classes are usually based on 8 pupils and two staff. Class dynamics changed considerably during the year. For example, one class grew from 2 pupils in September to 10 pupils in December! POD Learning was accessed by a small cohort of pupils throughout the year, with up to 3 pupils using it on a more consistent basis. It helped support these pupils in a variety of ways and without it, 2 pupils would not have experienced many of the activities and experiences that they did.

CURRICULUM

We teach the national curriculum as prescribed but may make minor adjustments where they are needed. We place great emphasis on the following features which promote positive behavior and engagement:

- Highly differentiated work for pupils, based on needs, support and challenge. There is a well-established whole approach to differentiation, understood by staff and pupils.
- Lessons which have been shortened to 45 minute blocks to promote concentration and focus. Where needed two 45 minute blocks can be grouped to provide longer periods of time
- Investment of time given to literacy and numeracy and implemented during the mornings
- Three assemblies per week using major social, emotional themes, singing and creativity and reflection/reward of weekly success
- Class based play with fruit snack in the morning and physical outside play during lunchtime and in the afternoon.
- Only half of the school population eating lunch or plating during the lunch hour. Therefore, greater adult attention and ease of use for play equipment

STAFF SUPPORT

This is provided by additional staff who may support pupils outside of the classroom or provide additional support within the classroom. This allows other pupils to continue to work and make due progress. We retained the approach that all staff should be able to work with all pupils and therefore training for all staff in Hertfordshire Steps was a high priority throughout the year. We maintain a half termly approach to training, based on analyses of needs and what our pupils/data is telling us at the time.



STATISTICS

THE FOLLOWING INFORMATION IS HELPFUL WHEN REVIEWING BEHAVIOR OVER TIME

Year	Number of pupils on roll	% reduction in need for physical intervention	Average number of physical interventions across the year	% reduction in number of incidents	Average number of incidents
2014-15	67	32%	7/week	No data	79/month
2015-16	61	55%	2.8/week	58%	33/month
2016-17	64	27%	2/week	41%	20/month
2017-18	66	<u>71%</u>	<u>0.6/week</u>	<u>20%</u>	<u>18/month</u>

NB-Please note that 2014 was the first year that we introduced the use of Hertfordshire Steps as behaviour management system. Previous data is available however, all statistics are much higher and we have made the decision to only compare in school progress using the same variables i.e. the same behaviour management system.

THE FOLLOWING DATA IS ALSO WORTHY OF NOTE. SINCE HERTS STEPS HAS BEEN INTRODUCED (USING FIRST YEAR DATA AS A BASELINE), THE FOLLOWING HAS TAKEN PLACE

- The reduction for the need to use restrictive physical intervention from an average of 7 holds per week in 2014-15 to 0.6 holds per week in 2017-18. This is an incredible reduction.
- A year on year, continued reduction in the need to use restrictive physical intervention. This is also worthy of note as our average number of pupils has increased year on year for the past three years, alongside the increasing complex nature of our pupils. This is also in line with good practice highlighted in various documents such as Keeping Children Safe in Education and Reducing the Need for Physical Intervention and Restraint 2017
- A reduction in the number of incidents taking place equivalent to 20%. Again, increasing pupil numbers, more complex children and additional incidents which have not turned into restrictive physical interventions are factors to be considered in this data.



REFLECTIONS AND ACTIONS FOR 2018-19

- We will experience growth in pupil numbers again during the course of the year. This includes planned expansion to 68 (from 64) and a possible addition of 12 places dependent upon a residential review and consultation. A continuous plan around 'drip feeding' staff with reminders must take place as the year progresses. This includes our general ethos, safeguarding best practice, de-escalation skills, incident write up protocols, and team working best practice.
- Our CPD program will support the above but also consider the use of experts to promote best practice. Therefore, on line safeguarding, mental health related issues, autism and review of curriculum practice will continue to dominate our CPD program.
- Leaders need a continuous and dogmatic approach to our cycle of improvement. 'No stone left unturned' when trying to help pupils engage (Therefore, we are re-inventing our curriculum in 2018-19), and a continued rigorous and robust approach to reviewing the need for any use of restrictive physical intervention.
- Dependent upon possible school MAT changes there will be a need to review and potentially adjust the Leadership Team.

EXCLUSIONS

	Number of pupils	Days lost	Perm Exclusions
2014/15	6	19	1
2015/16	0	0	0
2016/17	3	8	0
2017/18	0	0	0

ATTENDANCE

Attendance finished at 93%. This represented a 2% drop when compared to last year, and we a combination of factors led to this. This included wide spread virus issues at key points in the winter months and higher levels of snow/adverse weather. The latter is particularly notable due to the high proportion of pupils that travel to Larwood via a taxi.

The Deputy Headteacher responsible for Behaviour and Attendance developed a number of new tracking systems for attendance. They have proved very helpful for monitoring patterns and holding parents to account for levels when they may become a concern.



ACTIONS FOR 2018-19 RELATED TO ATTENDANCE

- Continue to adjust internal practice and the use of our Family Support worker related to attendance, particularly as numbers rise.
- Review the attendance reward system for parents with Tesco vouchers to assess if this still has the required impact
- Continue to review, monitor and assess holidays taken during term time.

