



Headteacher: Sean Trimble

WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2018-19

FOCUS: BEHAVIOUR FOR LEARNING AND ATTENDANCE

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

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. Key factors to consider as part of this year included:

- During the course of 2018-19, we added to our capacity from 64 day pupils to 80 day pupils. This was due to a residential unit consultation that concluded by closing that unit and opening an additional 12 day places. The extra day spaces are all for pupils who have an SEMH diagnosis and autism. This is called The Space Hub
- During the course of the year, around 60% of our pupils either had a formal diagnosis of autism or had the traits of autistic behaviour
- We started to provide an outreach service for primary schools within Stevenage. This was contracted by our Developing Specialist Provision Locally (DSPL) and staffed this appropriately.
- Throughout the year, we supported a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. Continued discussion and work has taken place for use to be able to sponsor them and for them to become part of Larwood Academy Trust.
- We reviewed and changed our curriculum ready for implementation in September 2018, alongside a new assessment system. This is the Chris Quigley Essentials curriculum and the Depth of Learning assessment that works alongside the CG curriculum. This all took place before the big Ofsted focus on the curriculum!
- *All of our pupils 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.*
- *3 pupils last year attended 5 schools. 2 pupil has been at 4 schools, 32 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 49% of the cohort had been at, at least two schools before Larwood. 1 pupil had been permanently excluded from both mainstream and specialist provision.*

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 2018-19

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	2-100%	Boy	100%	0	100/0/0
2	6-50%	Boys	67%	0	80/20/0
3	9-44%	Boys	78%	22%	77/11/11
4	20-35%	19 B 1G	65%	5-15%	75/15/0
5	17-53%	13B 4G	70%	6-35%	72/12/6
6	27-22%	25B 2G	52%	11-48%	80/15/5

KEY POINTS ARISING FROM THIS PROFILE WITH IMPACT ON FUTURE PRACTICE:

1. The biggest 'in year' pupil variation took place for Yr 1 (100% but only 2 pupils) followed by Year 5 (53%). The range of in-year variation with pupil growth was between 22% (yr 6) and Year 1. Limited growth in Year 6 is helpful for established pupils and staff but is impossible to predict or control. Our current pupil induction process seems to allow the vast majority of pupils to arrive and settle down quickly, many of which then make rapid and sustained progress. We need to continue to refine and replicate this practice.
2. We remain heavily boy orientated with 7 girls in the school during 2018-19. 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.
3. We continue to have a high proportion of pupils with autism, and with the opening of The Space Hub, this has got even higher! This varies from 52% in Year 6 to -100% in year. Pursuing best practice for autistic children is in the best interests of all and our Hub needs to develop into a beacon for potential replication across Hertfordshire
4. 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.

POSITIVE OUTCOMES FOR 2018/19

As a school, we have developed a vigorous and consistent approach to behavior management and attendance:



BEHAVIOUR FOR LEARNING AND ATTENDANCE:

Some of the key aspects that has proven very successful this year:

- The number of physical restrictive interventions has been reduced from 23 in 2017/18 to 9 in 2018/19. This is an overall reduction of 62%.
- The number of incidents were reduced by 19% compared to the previous academic year.
- Appointment of Ian R as deputy for behaviour management, who manages the behavior support team. The number of Steps trainers were increased from three to four with the inclusion of Marcus M who is part of the behavior support team
- There were no exclusions during this academic year. The same as the year before.
- Regular Steps and behavior management training was offered to staff during formal sessions on a Tuesday afternoon and informal training to individuals or small groups throughout the year who needed some additional support on request
- Monitoring visits from our school improvement partner indicated that behavior management across the school, record keeping and triangulation of data is outstanding and that the data is used to improve the learning experience of our learners.
- The use of reflection sessions, Friday SLT meetings (pupil focus), daily morning meetings, Family support worker, interventions, external agencies, regular informal visits by local police force, attendance officer all contributed positively to improving behavior and attendance across the school
- Attendance improved from 92.9% last year to 93.52% in 2018/19. We used a three tier system whereby a letter will be sent to parents/carers if their child's attendance drops below 90%. If it does not improve a second letter will follow and finally a third letter. At this point the attendance officer will be informed who will then, with the DHT proceed with formal action. A good example of the effectiveness of this practice is a year 6 child whose attendance was at 49.2% in February, and completed the year on a 65.87% average, including a 90.9% average in April.
- Daily follow up calls proved very effective. Families of any pupil not in attendance is contacted and this information is recorded on BW (Behaviour watch)
- The Headteacher and Deputy Headteacher arrange meetings with parents/ carers should they decide to take holidays during term time. This is preceded by a formal letter stating that we do not support such holidays unless it is exceptional circumstances



What should Larwood School do to enhance better pupil progression, as a result of this self-evaluation, next year?

DESCRIPTION	DESIRED IMPACT	INDICATORS FOR SUCCESS	ANY COST?
Behaviour support interventions and best use of behaviour support staff	<p>Further reduction of incidents and time out of sessions</p> <p>Possible elimination of the need for PRI's</p> <p>Proactive rather than a reactive response to incidents</p>	<p>Data will indicate a reduction in time away from learning, incidents and RPI's</p> <p>Improved classroom management</p>	No additional cost
Accurate and timely recording of incidents	<p>Clear differentiation between class-managed incidents and recordable incidents linked to criteria</p> <p>Accurate and detailed recording of incidents that are recorded on time.</p> <p>The RRR's are as informative and detailed as the rest of the report</p>	<p>No open incidents or very few changes that need to be referred back to staff</p> <p>All staff members taking ownership of ensuring their report are completed and detailed enough/ following up</p>	<p>Continued training and feedback throughout the year.</p> <p>No additional cost</p>
Improving communication with families	<p>Clear and concise communication with parents at the start and throughout the year</p> <p>Foster open communication with parents where success, attendance and targets are shared at regular intervals</p>	<p>Closer working partnership with parents</p> <p>Regular contact between school and families- BW contact logs</p> <p>Families supported by a wider range of staff</p>	<p>BW already in place.</p> <p>Saving on home school diaries- replaced by phone calls and emails for more accurate and immediate feedback/ consultation</p>