Larwood School

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Achieve, Believe, Expect and Enjoy

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

FOCUS: PROGRESS AND ATTAINMENT

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 pupils have 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

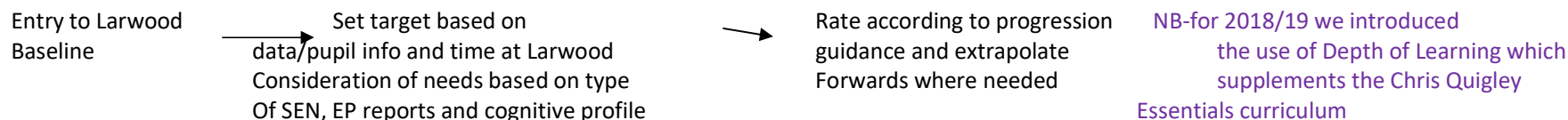| Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	2-100%	Boy	100%	0	100/0/0
2	6-50%	Boys	67%	0	80/20/0
3	9-44%	Boys	78%	22%	77/11/11
4	20-35%	19 B 1G	65%	5-15%	75/15/0
5	17-53%	13B 4G	70%	6-35%	72/12/6
6	27-22%	25B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

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:

Entry to Larwood   →   Set target based on   →   Rate according to progression   NB-for 2018/19 we introduced
Baseline   data/pupil info and time at Larwood   guidance and extrapolate   the use of Depth of Learning which
     Consideration of needs based on type   Forwards where needed   supplements the Chris Quigley
     Of SEN, EP reports and cognitive profile   Essentials curriculum

For the nature of this report, it is impossible to draw any comparisons with previous years and the assessment systems used. However, as usual we can make some basic reference to SAT's performance, and the information gathered from Depth of Learning. As usual we have had a number of factors that have influenced the year. This includes:

- At the start of the year, we noticed that all pupils (no matter of EHC/needs profile/time spent at Larwood) were all given a mainstream projection of academic progress. Although this would be correct for some of our pupils and we aspire to achieve this where possible, many will not attain this due to the issues already outlined in this report and in other documents. We therefore spent some time getting CQ to allow us to make some adjustment for the system. This actually happened around Feb 2019 and due adjustment was made to allow for; time at Larwood, special needs within the EHC, family context, and gaps in education.
- 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.
- Some key members of staff who were absent for reasons such as maternity leave and operations
- The needs for in year adjustment with staff due to above and the introduction of Larwood School providing an outreach service for DSPL 2 (the Stevenage locality).
- The introduction of the Space Hub from November 2018. This meant some pupils internally transitioned to a new class and our overall capacity number increased from 68 to 80.
- Very complex and challenging family circumstances that affected 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.

POSITIVE DEVELOPMENTS DURING 2018-19

- Overall assessment levels (internal) finished as follows:

2018-2019 : END OF YEAR ASSESSMENTS –CHRIS QUIGLEY DEPTH OF LEARNING

WRITING

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	100%	0%	0%	0%	0%	100%
Year 2	0%	100%	0%	0%	0%	20%	80%
Year 3	55.6%	22.2%	22.2%	0%	0%	66.7%	33.3%
Year 4	31.6%	57.9%	10.5%	0%	0%	36.8%	63.2%
Year 5	66.7%	0%	33.3%	0%	0%	20%	80%
Year 6	51.9%	22.2%	7.4%	0%	0%	22.2%	74.1%
Total	45.5%	33.8%	14.3%	0%	0%	29.9%	68.8%

READING

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	100%	0%	0%	0%	0%	100%
Year 2	0%	60%	0%	0%	0%	60%	40%
Year 3	44.4%	22.2%	11.1%	22.2%	0%	11.1%	88.9%
Year 4	26.3%	36.8%	5.3%	5.3%	0%	26.3%	73.7%
Year 5	66.7%	0%	33.3%	0%	0%	33.3%	66.7%
Year 6	40.7%	29.6%	29.6%	0%	0%	22.2%	77.8%
Total	39%	28.6%	19.5%	3.9%	0%	26%	74%

MATHS

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	100%	0%	0%	0%	0%	100%
Year 2	0%	60%	0%	0%	0%	60%	40%
Year 3	44.4%	33.3%	0%	22.2%	0%	11.1%	88.9%
Year 4	26.3%	47.4%	10.5%	5.3%	0%	15.8%	84.2%
Year 5	66.7%	20%	6.7%	0%	0%	46.7%	46.7%
Year 6	40.7%	7.4%	25.9%	0%	0%	14.8%	85.2%
Total	39%	28.6%	13%	3.9%	0%	23.4%	75.3%

SCIENCE

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	0%	0%	0%	0%	0%	100%
Year 2	0%	0%	0%	0%	0%	0%	100%
Year 3	22.2%	33.3%	22.2%	11.1%	0%	55.6%	44.4%
Year 4	10.5%	36.8%	0%	10.5%	0%	21.1%	78.9%
Year 5	86.7%	13.3%	0%	0%	0%	66.7%	33.3%
Year 6	37%	11.1%	18.5%	0%	0%	25.9%	74.1%
Total	35.1%	19.5%	9.1%	3.9%	0%	33.8%	66.2%

GEOGRAPHY

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	100%	0%	0%	0%	0%	100%
Year 2	0%	100%	0%	0%	0%	100%	0%
Year 3	33.3%	0%	44.4%	22.2%	0%	33.3%	66.7%
Year 4	10.5%	63.2%	21.1%	0%	0%	21.1%	73.7%
Year 5	86.7%	6.7%	0%	0%	0%	33.3%	60%
Year 6	85.2%	11.1%	3.7%	0%	0%	44.4%	55.6%
Total	53.2%	29.9%	11.7%	2.6%	0%	37.7%	59.7%

HISTORY

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	100%	0%	0%	0%	100%	0%
Year 2	0%	100%	0%	0%	0%	100%	0%
Year 3	44.4%	11.1%	22.2%	11.1%	0%	44.4%	44.4%
Year 4	10.5%	68.4%	10.5%	10.5%	0%	15.8%	84.2%
Year 5	80%	13.3%	0%	0%	0%	26.7%	66.7%
Year 6	85.2%	11.1%	3.7%	0%	0%	40.7%	59.3%
Total	53.2%	33.8%	6.5%	3.9%	0%	37.7%	59.7%

PE

	Attainment Forecast					Progress	
	B	**WTS**	**EXS**	**GDS**	**Ab**	**Concern**	**Good**
Year 1	0%	0%	50%	50%	0%	0%	100%
Year 2	0%	100%	0%	0%	0%	100%	0%
Year 3	0%	0%	11.1%	22.2%	0%	0%	33.3%
Year 4	0%	89.5%	0%	0%	0%	84.2%	5.3%
Year 5	0%	0%	40%	46.7%	0%	13.3%	73.3%
Year 6	3.7%	77.8%	14.8%	0%	0%	51.9%	44.4%
Total	1.3%	55.8%	15.6%	13%	0%	48.1%	37.7%

Key to terms used above:

B	Below the expected standard
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth within the expected standard
Ab	Above the expected standard
Concern	Concern
Good	Good

BASIC SUMMARY COMMENTARY IN RELATION TO EACH YEAR GROUP AND INTERNAL ASSESSMENTS:

- Year 1-good progress across the board except Geography

- Year 2-0 % good (PE/Hist/Geog)) to 100% good in Science with 80% good in writing and 40% in read/maths.

- Year 3-33% good in write, 88% good in read/maths, 44% in Sci/History and 66% in geography

- Year 4-our most consistent year group for progress with all being in the 70-80% range with the exception of PE

- Year 5-Maths and Sci being the lowest (46/33%) and all subjects being in range 60-80% with writing being the highest.

- Year 6-Maths, read, write and science all in the 70-80% range with Geog/History in mod 50's and PE being the lowest at 44%.

- **Best whole school subject performance**: Read/Maths with Sci and writing close behind

SAT'S PERFORMANCE FOR YEAR 6:

READING:

Number of pupils at age related mark: 5/25 or 20%, with a first ever maximum score of 120/120 in a reading SAT! The range of scores were from 80-120 and 11/25 pupils scored 90+. Four out of five pupils who scored highly had all been with us for at least three years.

**This diagram is number of pupils (vertical axis) and marks Achieved and SAT's score performance**
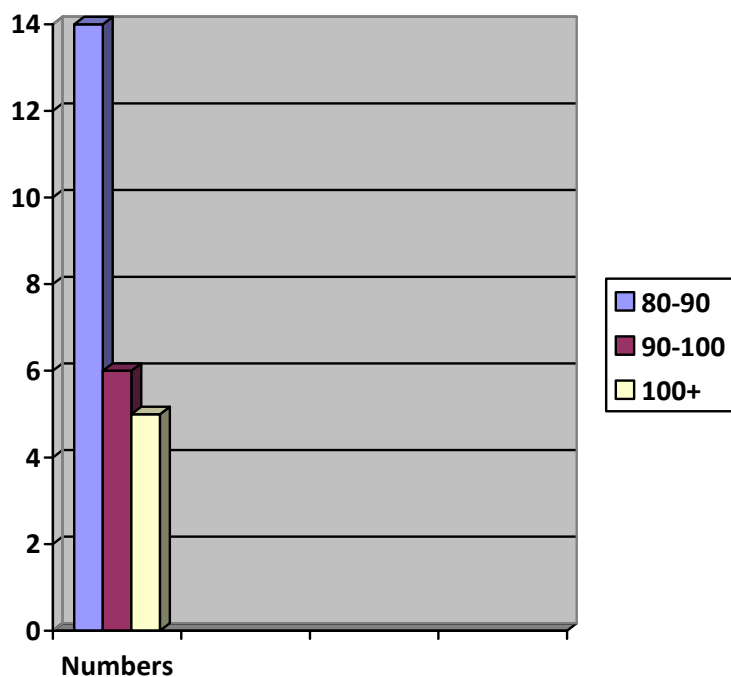
This diagram shows percentage of cohort meeting age related expectations in reading test over a three-year period.

Legend: 80-90, 90-100, 100+
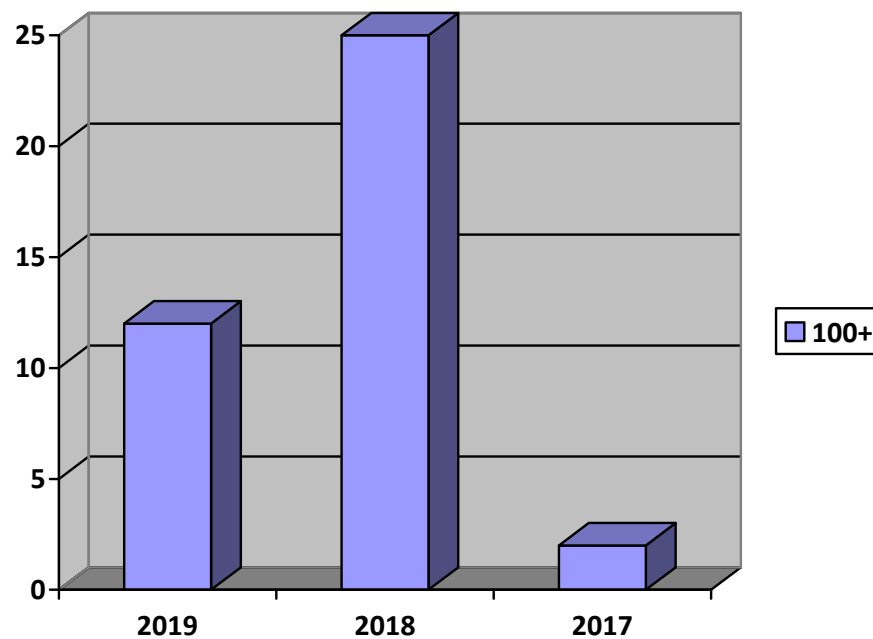
Numbers

Legend: 100+

2019   2018   2017
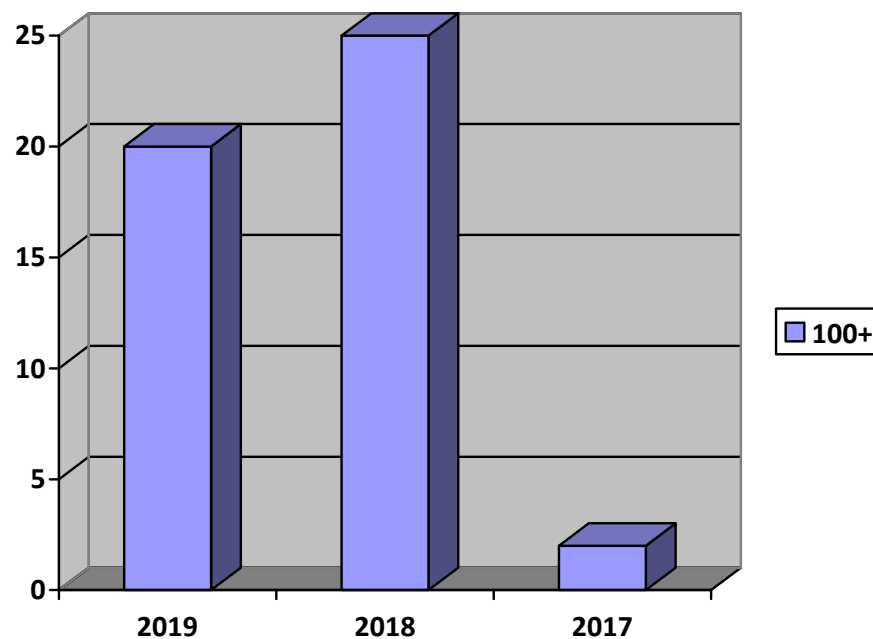
SPELLING, PUNCTUATION AND GRAMMAR TEST OR SPAG:

Number of pupils at age related mark: 3/25 or 12%, with scores ranging from 80-108. 15 pupils achieved a 90+ score in this area which is the highest proportion across all testes and the highest we have had since this test was introduced.

**This diagram is number of pupils (vertical axis) and marks
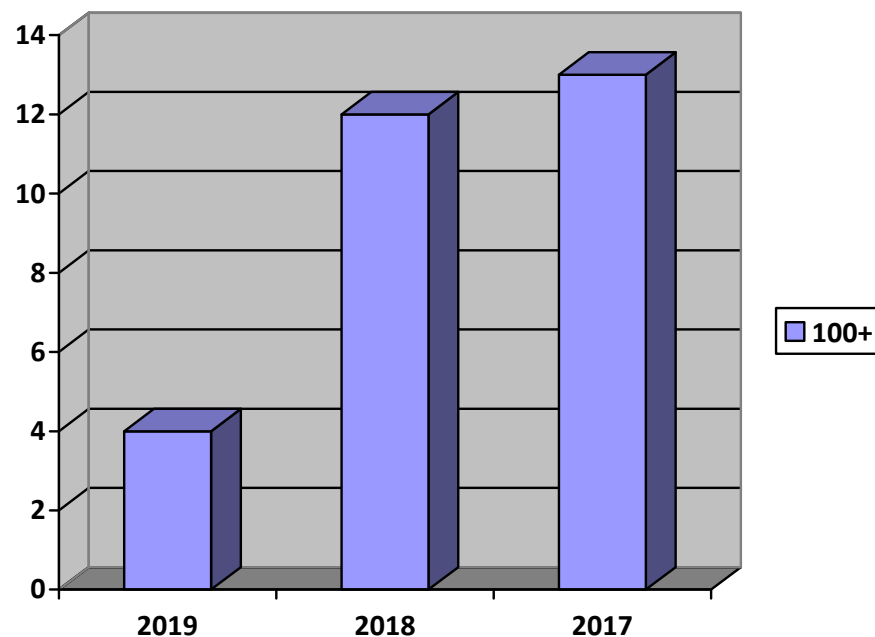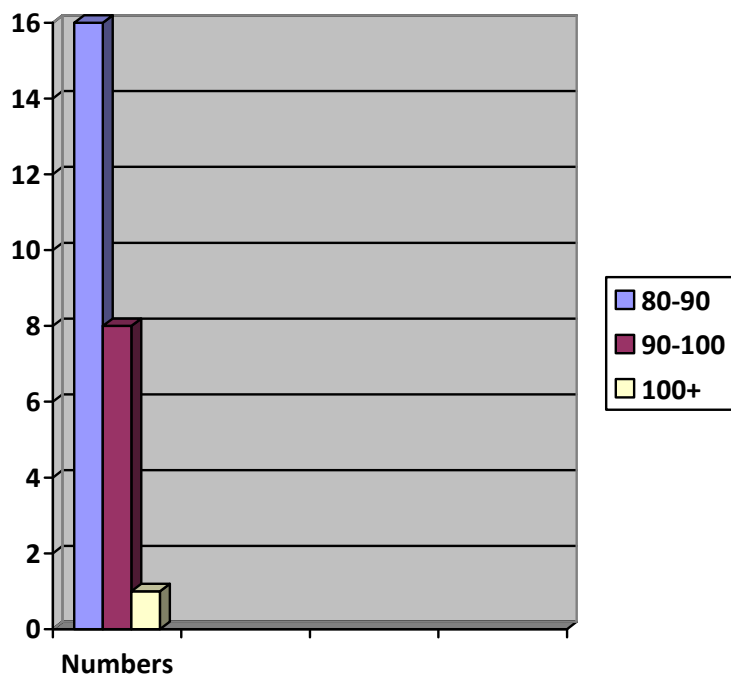Achieved and SAT's score performance**
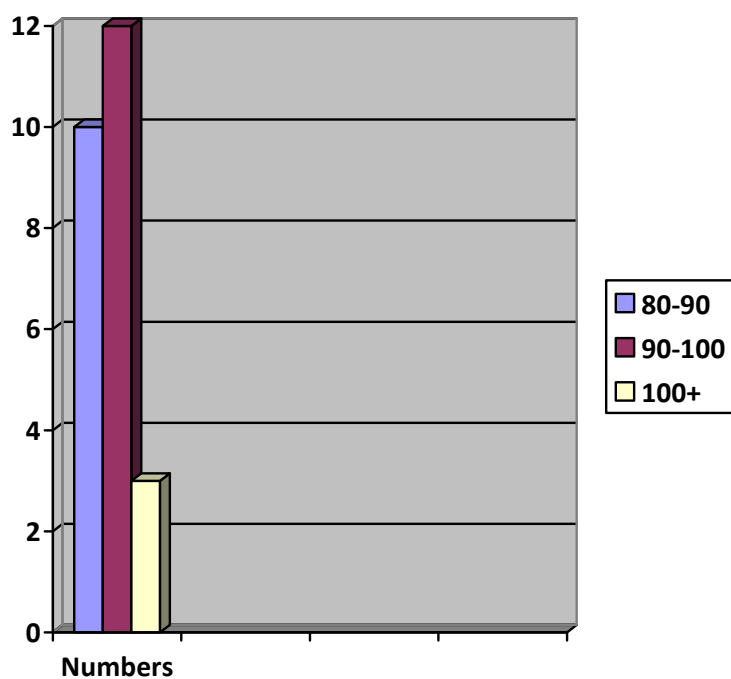
**This diagram shows percentage of cohort meeting age related expectations in
SPAG test over a three-year period.**

MATHEMATICS TEST:

Number of pupils at age related mark: 1/25-4%. The range of scores for maths was between 81 and 112. The number of pupils gaining 90+ scores equated to 9/25.

OTHER POSITIVE DEVELOPMENTS:

- Excellent staff support to ensure this all took place within the time frame that we allocated. This included leadership from the member of staff responsible for assessment as well as all staff involved in assessment. The lead member of staff -Emma Williams took on additional responsibility during the course of the year including covering the newly introduced curriculum for the AHT on maternity leave, and leading the Space Hub.

- Our internal targets and ensuring that pupils within our school make 70-80% good progress in all areas was met in writing, reading, maths and Science with geography and history being approx. 10% below and around 60% for the school population. As the CG curriculum is a harder curriculum and many pupils are on mainstream lines of projection, this equates to great progress.

- Increased moderation sessions (internal and external) to one per half term, allowing consistent reference to our assessments and other systems/classes/staff members-this as vital.

- Training for Governors led by Emma Williams ensuring that they had appropriate understanding of new system and how it differed from previous systems. This was essential so that governors could

- Increased range of subjects being assessed to include geography, history and PE-see above. This has enabled staff and parents to have a greater understanding of overall progression across the curriculum.

- Last years Year 4 dip in writing has been solved with 80-% making good progress with writing this year

- Newly introduced CG curriculum and approach to planning, particularly writing seems to have been well met by pupils-see data and pupil council records.

- Our approach to spelling, punctuation and grammar seems to be building confidence with pupils and has been consistent with SAT's performance.

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?/LEAD
Improve Maths performance and assess why in year progression does not equate to appropriate Sat's performance	To ensure that SAT's performance is as near as possible to cohort potential and inline with other subject areas when appropriate.	Data will demonstrate this supported by lesson observations and work scrutiny by July 2020	Appoint numeracy lead-£2700 Training/CPD time-6 x45 minute sessions Time for NL to observe and support staff-8 1 hours session covered internally ST
Continue to drive up standards and practice associated with literacy	Building and improvement in relation to newly introduced CQ curriculum and associated assessment systems	Continued good rates of progress via internal data and external data supporting our judgements by July 2020	Appoint literacy lead-£2700 Training/CPD time-6 x45 minute sessions Time for NL to observe and support staff-8 1 hours session covered internally ST
Review PE data	Review that ensures clear understanding of current levels of assessment based on this years results	Written analysis of assessment and reasons for comparatively lower performance	Time PE Line manager

Clarify the assessment system in terms of target setting process	Greater understanding at SLT, staff and governor levels of how the process evolves during Year 2 of use.	Staff /Gov perception of the system by Dec 2019	Time ST/EW