



Headteacher: Sean Trimble

WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2019-20

FOCUS: SPACE HUB

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 2019-20, we added to our capacity from 80 to 86 pupils. This was due to the revamping of a previous space called the Playbarn, which enabled more pupils to join our school and reduce lost time away from education. This was in direct response to the placement crisis that Hertfordshire has been experiencing with special needs pupils.
- During the year, around 60% of our pupils either had a formal diagnosis of autism or had the traits of autistic behaviour
- Like other schools across the country our provision was affected by Covid 19. We took the decision to close down at the start of the crisis (March) due to a lack of staff and the high infection rate. During the Easter holidays we opened for Key Worker pupils, then slowly but carefully expanded numbers over a period of weeks. By June we had all pupils experiencing some physically based provision, except those that needed to shield, and those whereby parents choose to keep children at home for a variety of reasons. Therefore, we had half of the year effected by Covid 19, which impacted upon our attendance, progress, and curriculum model.
- We adapted our provision in light of Covid 19 to provide a physical school and virtual school.
- We continued to support a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. In Feb 2020, they were formally adopted in Larwood Academy Trust.
- We were inspected by Ofsted in October 2019 and it concluded that:

Larwood School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

Pupils thrive at this school. They learn in a stimulating environment where adults deliver curriculum that is exciting and helps pupils learn well. Pupils' needs are often met through carefully planned activities from specialist teachers. Staff organise learning to get the very best from pupils.

All 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.

It is appropriate to state that all 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.

POSITIVE OUTCOMES FOR 2019/20

All pupils are making both academic and social progress in the Hub. This can be seen in a variety of ways and is different according to needs and starting points. Examples can be seen in all the children whereby they all initially found interaction, friendships, and social expectations difficult, but progress can be seen on their Social Progress forms (found in Hub) and on video/photo evidence. Academic progress can be seen through their Lines of Progress (DOL) and through their books, conversations, video, and photo evidence.

The social and emotional transformation is huge for some of these children. They can be seen growing in confidence and in the way they react to others. For example, one child's anxiety was causing disruption and caused him to scream and strip on a regular basis. Since he has been in Hub, he has started to self-regulate his anxiety and is now one of the children we use to help others. He also thrives with math's and computing and we utilize his ability to teach the other children. This has helped him to thrive.

Another child came to us from mainstream. She was in a class of 32. Her anxiety was dictating her life. Within months of being in Hub, her parents had noticed a change in her behavior at home, she was able to have a sleepover with her sister and her parents were able to have a night out. These were activities which impacted massively on the family. Over the 18 months she was with us she was able to access learning to an age-appropriate level, she was a polite, happy child who called self-talk and self-regulate her behaviours at home and at school. This is evidenced in emails, conversations, social Progress forms (found in Hub), DOL, books and video/photo evidence.

Transition back into the main school has been successful. We have transitioned a child who came from mainstream and wasn't being very successful, his parents were highly anxious but he settled very quickly into Hub, learned to self-regulate, reduced his anxiety and was able to quickly be moved into a class environment within our school and then into secondary school. This success is evidenced in mails and through the social progression forms (found in Hub). Another child has also moved in July 2020.

Space Hub has a great relationship with parents and held the first parent's Afternoon Tea before Christmas. This was a great success and the parents loved spending time with the children, meeting their friends and playing board games or just socializing.

The children love being in Hub. To see them interact with others, share, and consider others is a massive achievement for all of them. This is evidenced in conversations, PowerPoints, videos, emails, and observations.

The OFSTED visit was very successful despite being a staff member down during this period. The inspector said to Emma Williams that he liked the way the children were learning especially writing on the tables. He was also impressed by the way they were able to discuss their previous learning so articulately and enthusiastically.

Emma Williams successfully completed a Level 5 Supporting Learners with ASD. Many aspects have been shared with the staff and implemented changes. This has enhanced EW's knowledge and practice of Autism. She also completed a variety of Autism based courses online during lockdown period. For example, 'Preparing Autistic and SEND children for going back to school', 'Be the Adult a Child needs through Lockdown' amongst others.



There was successful Christmas trip to 360 and this time we went into McDonalds for lunch. This was the first time that we felt that they were ready to do this. It was extremely successful and as the year progressed, we would have built on that experience.

There has been a good link with the Year 6's new school. Emma Williams and Sian Ford have worked hard with the staff and parents and children to them to give them a smooth transition into secondary school especially as Hub is a very different environment. We met up, mailed, and helped the parents and children with their requests. This is evidenced in mails.

Hub practice has continuously changed and evolved with the changing needs of the children. As they have become more settled, we have been able to adapt, develop and challenge. There are aspects we were unable to achieve at the beginning which are now daily practice. These can be activities such as sitting in larger groups, moving around in carousel activities, playing games, sharing, winning, and losing, learning outside safely.

Although differentiation took place, it wasn't always obvious in the books and so Hub practice, LI's and SC were changed and printed out clearly. This has helped to identify all the different aspects of Hub learning and not just the core subjects. All hub staff are responsible in assessing and monitoring progress. See evidence for this located in books.

Weekly cooking was a success, and the children are becoming more confident.

CP issues picked up and managed effectively between Sian Ford, Emma Williams, and the Hub staff. This allowed the unsettled children to feel respected and cared for. The children soon started to feel safe and opened up to staff very quickly. Good teamwork with regards to a 'looked after' child. Good, clear relationships with staff and parents benefit the CP progress and parents feel they can tell us concerns and recognize that we want to support them. This is evidenced in emails.

Consistent use of the script and very few incidents apart from September 2019 when we returned to school. No RPI's.

When we re-opened Hub during Covid-19 we completely adapted Hub and created a video to let the children know of the changes and prepare themselves. This proved successful.

Hands-on activities, use of chrome books for English sessions, continuation and repetition of sessions have shown the children's potential and opened up the children's knowledge. It has taken away the fear of learning. The Hub uses a lot of post-it assessment comments to work on individual learning opportunities to capture this.

The installation of the interactive board has created a mini classroom and a great place to teach from. The children have used it to create presentations to the rest of Hub (video evidence).

Phonics sessions continued and improved with 4 separate groups – one being a Sprite intervention. Progression can be seen in their books and through the phonics assessments.

The chrome books and the white board have meant that we could teach computing sessions more successfully. One child leads this session as we use his strengths, and he loves this responsibility.

The outdoor area has been a great way to encourage an interest in nature. They have done leaf and tree spotting, made items with sticks and string, scavenger hunts, outdoor cooking, looked at some interesting insects and bugs, found ant's nests with eggs, enjoyed the wind, rain, snow and sun! Originally some children would not go outside due to bugs and flies and now they are enjoying their picnic lunches outside.

The majority of Hub staff took part in the YouTube videos and the one who didn't created resources. These can be viewed on Larwood School YouTube site.



Sensory, proprioception activities/items added to Hub and are used daily.

Space Hub handbook and information book were created for new staff and visitors. - found where?

Increased resources and a room now dedicated to storing resources, so it is more efficient. As Hub has changed and evolved different areas need to change their use.

WHAT DIDN'T GO ACCORDING TO PLAN OR AS WELL AS WE HAD HOPED IN 2019/20

Covid-19 interrupted Hub's functioning however it really showed the positivity and support which is mutually shared between Hub and the parents, this is evidenced in the positive e-mails which were received during this period.

Staffing was an issue due to a variety of reasons and therefore we had to have different staff covering or no extra staff. This impacts on the children and the activities that they can do which is evidenced in the books.

Remove seating in the Kitchen is difficult as the chairs are breaking and are not suitable for the size of the children. Staff must stand or sit on a chair whilst they eat. This doesn't teach the appropriate manners etc.

The development of the outside area is still limited and could be utilized better with the right resources, but they are expensive.

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?
Improved outdoor area.	To enhance outdoor learning.	Engaged children learning in different settings and different opportunities.	Benches with tables outside Hub x 4 Outside equipment
Continue to evolve and adapt teaching to create the best environment for learning.	Continued, improved learning and development of hub.	Increased and continued progress. Happy, engaged children	
Continued cooking sessions	Improved cooking skills/life skills	Children able to participate confidently in the kitchen using a variety of life skills	Cooking ingredients
Catch-up and interventions	Fill gaps in learning due to Covid-19	Progress on DOL	No
Continued movement of children back into main school.	More children to progress back into school when and if it is deemed appropriate	Continued and sustained socialisation progress, self-regulation, and appropriate behaviours.	No

