



Larwood Academy Trust

Executive Headteacher: Mr Sean Trimble | B.Ed (hons) MA NPQH |

WEBB RISE, STEVENAGE, HERTFORDSHIRE, SG1 5QU
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Larwood School

Deputy Headteacher: Mr Pierre Van Der Merwe | BA, NPQH |

Brandles School

Headteacher: Mr David Pearce | BA (hons), PGCE, NPQH |

What We Know About Ourselves-Larwood School Self Evaluation Series 2020-21

Larwood School Context and Generic Profile-Please see separate document.

NB-This year we have introduced the use of **KISS** to assist our self-evaluation review process:

K-Keep it

I-Improve (by doing what and what would be the expected outcome)

Start-a different way of working or project to assist this area, outlining the reasons and outcomes

Stop it! With reasons for this.

Behaviour and Attendance.

What has been working well and therefore we will Keep!

Keep:

- **There have been no physical restraints to date for this academic year.** Our aim for the last few years has been to become a restraint free school. In the academic year 2019/20 we had 1 physical restraint. This year we have achieved our goal and for the first time in the history of Larwood there has been no physical restraints in an academic year.

Impact:

Staff and pupils are in a much safer place and there were no injuries to either as a result of physical interaction. The reduction in restraint also led to a reduction of time away from class and incidents, which had a direct impact on learning and attainment.

Keep:

- Increasing the number of Steps trainers had paid off. This allows for not only scheduled training sessions but also for more frequent updates and informal refreshers which, combined with our consistent approach with regards to behavior management had a great impact on the best outcomes for our learners.

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Impact:

We now can update/ refresh staff at more regular intervals. Trainers can instantly intervene when there is an issue with the use of script/ escorting or de-escalation techniques. Staff are confident in asking for support which is readily available.

Keep:

- Challenge Partners Review has identified the ‘system of rapidly identifying and addressing behaviours causing concern, operating on a daily and weekly basis. The behavior team can be swiftly deployed,’ as a key strength. The behaviour team has evolved and moved away from a reactive response to a proactive approach. They are involved with delivering immediate sensory/ movement breaks, positive physical interventions and additional support in class. All such interventions are recorded to identify effectiveness and impact.

Impact:

A greater percentage of pupils now have access to interventions which has an immediate impact on their social and emotional development. Pupils are spending less time out of class and making progress and the change in approach helped with the PRI situation.

Keep:

- Ongoing behaviour related meetings between Larwood and Brandles with particular focus on the following areas: transition, sanctions and rewards, staff deployment, routines and protocols, interventions and support. Paul Smith (Deputy Head at Brandles) attended Larwood for a full day in the Summer to observe practice and meet with a number of key people in key areas. The idea is to align some outstanding practice between the two schools.

Impact:

Behaviour related processes are aligned which will ensure smooth transition from a primary to secondary environment. Best practice from both schools will ensure best outcomes for pupils. Pupils and families will benefit from having closer links and open communication from both schools.

Keep:

- Attendance for the academic year has been at 95% which is above national average. We maintained a robust attendance monitoring system whereby contact with families

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are made whenever a pupil is absent from school. During the pandemic we had a high proportion of pupils attending due to key worker families, vulnerability and safeguarding. We had a small number of issues with regards to families taking unauthorised absence during term time, but they were all contacted and letters were sent out. One individual in Y6 struggled with attendance during and after lockdown but intense family support was put in place and she managed to attend until the last day

Impact:

Although covid had an impact on learning and progress, all out pupils was given a healthy menu of online or face to face learning. The majority of our families realise the importance of attendance and the impact of non- attendance.

What didn't go according to plan with reference to Improve/Start/Stop

Improve:

- Transition planning for year 6 pupils did not have the desired outcome. There are several contribution factors that include staffing allocation, Covid related factors, communication and timings. This will improve next year when there will be even closer working relations between the two schools. Working groups will be established and best practice will be developed/shared.

Outcome:

A robust transition program will ensure smooth pupil transition from Larwood to Brandles

Improve:

- Reducing the need for physical intervention (holds and escorting) are key areas for improvement. The same emphasis that was put on reducing the number of restrictive physical interventions (holds) will now be put on escorting. Historically the number of physical interventions is expected to be higher at the start of the year therefore staff will be made aware that this is our focus for the next academic year on inset day in August. This will be followed by Steps refresher updates in the afternoon on inset day delivered by PV/ MM and IR, which will focus mainly on guiding and supportive hug/arm- especially with younger pupils.

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Outcome:

The need for physical intervention will be limited to a small proportion of pupils that put themselves at risk

Next Steps for 2021-22.

Description	Desired impact	Indicators for success	Any cost?
Continue and further develop strong links with Brandles with a particular focus on behaviour management	Reduce the gap between Brandles and Larwood, ensuring best practice at both settings and best outcomes for pupils	Reduced number of incidents and physical interventions- both settings Larwood- reframe the analysis of pupil behaviour with the focus on developing pro social skills	N/A
Improve transition from year 6 to secondary, lengthening the transition program throughout the summer term and potentially combining this with the reward/ points system at Brandles	Smoother transition for pupils from Larwood to Brandles, creating a 'middle school' effect	Lower anxiety levels in the Summer term	N/A

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<p>Next year the focus will be on reducing the need for physical intervention (escorting) at Larwood. The focus for the last few years has been to reduce the need for physical interventions (holds) and it has proven successful. We aim to reduce the Autumn term need for escorting to less than 20% of the pupil population- currently 36%</p>	<p>Reduce the need for physical intervention.</p> <p>Pupils will develop better coping strategies and self – regulation skills</p>	<p>Reduced number of incidents that requires physical intervention.</p>	<p>N/A</p>

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