



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 |

Larwood School Pupil Profile for 2020-21

This report provides an overview of the nature of pupils that attended Larwood School during 2020-21. It supplements the 'What we know about ourselves' series of reports which self-evaluates the progress and impact of a number of areas of work. This includes Curriculum and Assessment, Autism, Behavior and Attendance, Sports Premium, Pupil Premium, Space Hub, Literacy, Numeracy, Creative Core, Interventions, Outreach, Safeguarding, Environment and Leadership and Management.

Please note that we value the support and challenge that 'external eyes' can bring to school/Trust development. Even during one of the most challenging years in educational history, we managed to work with and receive reports from:

1. Our Improvement Partner. An experienced practitioner, ex-Headteacher and current Ofsted Inspector
2. Challenge Partners. An independent review consultation that due to Covid took place virtually. It was conducted by an ex Headteacher and current Ofsted Inspector. This review took place across three days and involved interview with Senior Leaders, Middle Leaders, and Trustees.
3. National Autism Accreditation Review. This took place in two phases. One consisting of a range of virtual interviews and the other consisted of a physically based visit with all classes being observed, as well as conversations with pupils and staff on the same day.

All reports above are available for review and please note that the NAS Review culminated in the awarding of Advanced Accreditation. (Basic accreditation awarded in 2018).

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Year Gp	Number of pupils in Yr Gp and % change	Male/Female	% ASC	% 2 years plus at Larwood	Profile: Low/Mid/High	Pupil Premium %
<u>1</u>	0	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
<u>2</u>	6-100%	5 1	60%	0	64/17/17	<u>0</u>
<u>3</u>	10-70%	10 0	70%	30%	80/10/10	50%
<u>4</u>	17-59%	16 1	60%	41%	88/6/6	53%
<u>5</u>	26-53%	26 0	52%	47%	76/16/8	50%
<u>6</u>	26- 4%	23 3	55%	80%	84/16/0	65%

Key points arising from this profile with impact on future practice:

1. The biggest 'in year' pupil variation took place for across three year groups this year, and replicated last year's pattern. Therefore, Years 2, 3 and 4 all had 50%+ variation. Our systems have refined to such an extent that this is our 'norm' and I have challenged many an external visitor (including Ofsted in October 2019) to identify new pupils in the class by the end of September. None have been successful so far!
2. We remain heavily boy orientated with just 5 girls on roll. Curriculum adjustments were made to reflect this, including some topics and groupings being for girls only. This is a potential issue that we keep close watch on year by year.
3. The Space Hub continued its development and for the first time during the course of the year, some pupils transitioned back to main school, and some transitioned into the Hub as the year passed. This gives us greater flexibility and a higher level of personal
4. For the second year in a row, we experienced a high level of disruption with the lockdown period between Jan and March 2021. We modelled a similar approach to last year and retained a small group of highly vulnerable pupils in school for this time and gradually added to it each week.

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5. Our proportion of children with Autism as part of their range of needs continues to increase and hence our dedicated half termly training for this, as well as close association with the National Autistic Society.

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