

# Larwood School

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## WHAT WE KNOW ABOUT OURSELVES - PROGRESS AND ACHIEVEMENT 2016 - 17

This information read alongside other documents included in the 'What do we know about ourselves' section on our website, particularly the school context information.

### 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. We have capacity for 64 day pupils. As part of our provision, we are also a residential school and this operates from Monday through until Friday, with pupils returning home at the weekends. We are the only residential (primary) special school for SEMH pupils in the county. Our pupils display the following characteristics:

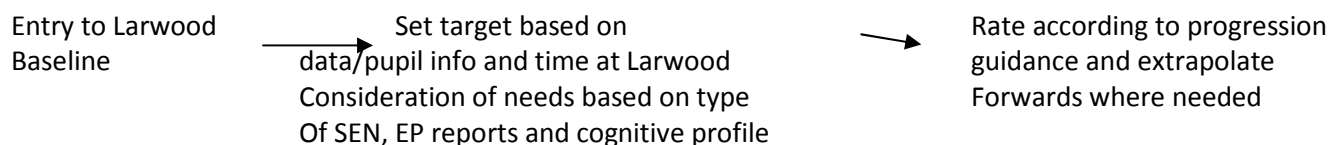
- They have all experienced exclusion and at least 1 term away from education.
- 2 pupils last year attended 5 schools. 1 pupil has been at 4 schools. 19 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 36% of the cohort had been at, at least two schools before Larwood.
- Although all pupils have SEMH as their designated need, ASD ranged between 50% and 80% in different year groups, and those pupils with 2 or more identified needs within their statement ranged from 50%-83%. We continued to employ a Family and Community Engagement Worker (specialist work undertaken in the community), School Counsellor, and our own school based Family Support Worker.



- In year referrals meant that the size and dynamics of every year group changed during the year. This varied from the lowest amount of change for Year 6 with 22%, Year 5-29%, Year 4-45%, Year 3-43% and Years 1 and 2-100% of pupils were new during the year.

## 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:



For the nature of this report, our new assessment method adopted, using Academic Mentoring guidance should be noted. Using this system, and following our review of needs/baseline assessments some of our pupils are expected to make 3 sub levels of progress during any given year. This would place them on par with the expected progress of a child in a mainstream school with an average cognitive profile. We set our standards very high at Larwood, therefore, we also set targets based on the same rate of progress during any year. However, due to the nature of our pupils, some adjustments do need to be made and for some pupils with different needs and cognitive profiles this would be unrealistic. Therefore, some adjustment is made based on the assessment of needs. This may include:

- 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.
- Very complex and challenging family circumstances that will affect 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.



## OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2016-17

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	3-100%	All boys	66%	0	66/34/0
2	2-100%	All boys	100%	0	100/0/0
3	7-43%	All boys	71%	0	85/15/0
4	13-45%	12B 1G	54%	1-8%	76/12/12
5	15-29%	14B 1G	66%	5-33%	80/13/7
6	23-22%	19B 3G	74%	12-52%	80/15/5

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

1. We experienced massive in year entry to the school with years 1/2/3 and 4 having the most change and Years 5/ 6 having the least. Our Family Support Worker, alongside the Deputy Headteacher has redesigned the induction process for pupils, however, the great change that took place with one class was dramatic (2 pupils in September, 8 pupils in December). We have now created a waiting list scenario, due to early allocation of pupils to our school, therefore during 2017-18, our in-year admissions will remain high but not as high as 2016-17. This will create a period of stability that we have not seen before. Depending on the nature of the pupils, this should have a positive impact upon relationships and the possibility of making sustainable changes.
2. We remain heavily boy orientated with the biggest proportion of girls in Year 6-3/23. 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. Every cohort has a high proportion of pupils with autism. This varies from 54% in Year 4 to -100% in year 2. Pursuing best practice with regards to autistic children is in the best interests of all. Therefore, our determination to achieve Autism Accreditation, review and adjust our own practice and promote staff gaining Masters Qualifications is entirely appropriate. We aim to gain our accreditation by Feb 2018.
4. We had the greatest stability over time with our Year 6 cohort and this helps development and progress from every angle.
5. 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.



## YEAR GROUP PROGRESSION FOR 2016-17

### HOW DO WE JUDGE PROGRESSION?

*Based on the information above relating to our assessment system, our gradings are defined in the following way:*

*OUTSTANDING PROGRESS = Better than the target rate of 1, 2 or 3 steps of progress set at the start of the year per subject*

*BETTER THAN EXPECTED PROGRESS = Meeting the target set by school. Although it is difficult to describe a 'normal' profile for our school, a typical child with SEMH and a normal range of cognitive ability would be set 3 sub levels of progress. This would be on par with that expected by a child in a mainstream school with no defined special educational needs.*

*EXPECTED PROGRESS = Making steps of progress towards the school based targets, considering limiting factors such as type of needs and time spent at Larwood. For some pupils, this may be equivalent to 1 or 2 steps of progress.*

*LESS THAN EXPECTED PROGRESS = Not any of the above!*

### HOW DO WE MONITOR PROGRESSION?

- Half termly assessments using an Academic Mentoring system
- The use of Standard Attainments Tests (SATs) in Year 6
- Internal moderation of pupil work, alongside external moderation where possible
- Review by Hertfordshire Improvement Partner
- Academic Mentoring to track progress and engage with pupils-THIS IS NOT JUST FOR ACADEMIC SUBJECTS BUT ALSO COVERS PERSONAL PROGRESSION AND INDEPENDENT LIVING SKILLS
- Work scrutiny
- Meet the Teacher event, review of Education Health Care Plans and summative reporting



## KEY DATA FOR 2016-17

KEY: R=READING, W=WRITING, M=MATH'S.

YEAR GROUP	OUTSTANDING PROGRESS	BETTER THAN EXPECTED PROGRESS BASED ON CONTEXT	MEETING EXPECTED RATE OF PROGRESS BASED ON CONTEXT	LESS THAN EXPECTED PROGRESS BASED ON CONTEXT	SIZE OF COHORT MEETING EXPECTATIONS COMPARED TO TARGET
<b>YEARS 1 AND 2</b> <b>MAINLY LOW ABILITY PROFILE</b>	R-50% W-50% M-50%	R-50% W-50% M-50%	R-0 W-0 M-0	R-0 W-0 M-0	Data group too small
<b>YEAR 3</b> <b>7 PUPILS AND 43% CHANGE IN YEAR GROUP PROFILE</b> <b>1 PUPIL =14%</b>	R-0 W-29% M-43%	R-86% W-0 M-57%	R-14% W-43% M-0	R-0 W-29% M-0	R-100% W-72% M-100%
<b>YEAR 4</b> <b>13 PUPILS AND 45% CHANGE IN YEAR GROUP PROFILE</b> <b>1 PUPIL =8%</b>	R-54% W39% M-38%	R-15% W 23% M-46%	R-15 W23% M-8%	R-15% W-15% M-8%	R-84% W-85% M-92%
<b>YEAR 5</b> <b>15 PUPILS AND 29% CHANGE IN YEAR GROUP PROFILE</b> <b>1 PUPIL =7%</b>	R-47% W-33% M-47%	R-13% W-33% M-20%	R-27% W-7% M-20%	R-13% W-27% M-13%	R-77% W-73% M-87%
<b>YEAR 6</b> <b>23 PUPILS AND 22% CHANGE IN YEAR GROUP PROFILE</b> <b>1 PUPIL=4%</b>	R-39% W-35% M-57%	R-26%-W-17% M-17%	R-30% W-39% M-13%	R-5% W-9% M-13%	R-95% W-91% M-87%

## SCHOOL PROGRESSION TARGETS:

Reading:-Target 80%	89% of pupils from years 3-6 met progress expectations in this area
Writing Target 80%	80% of pupils in years 3-6 met progress expectations in this area
Math's Target 80%	92% of pupils in years 3-6 met expectations in this area
Science Target 80%	84% of pupils in years 3-6 met expectations in this area

## NOTES:

Within Year 6- 1 pupil's data not included as parent withdrew child and refused to engage with the school. The LA were responsible for monitoring the progress of this pupil.

## OVERALL PROGRESS RATINGS FOR YEAR GROUPS:

Year 1 and 2-Outstanding

Year 3-Reading and Math's Outstanding, Writing and Science-Good

Year 4-Maths-Outstanding, Reading, Writing and Science-Good

Year 5-Good progress for all subjects

Year 6-Outstanding for Math's and Good for Read, Write and Science

Whole school rating for progress-Outstanding for Math's. Good/Outstanding for Reading. Good progress for Writing and Science

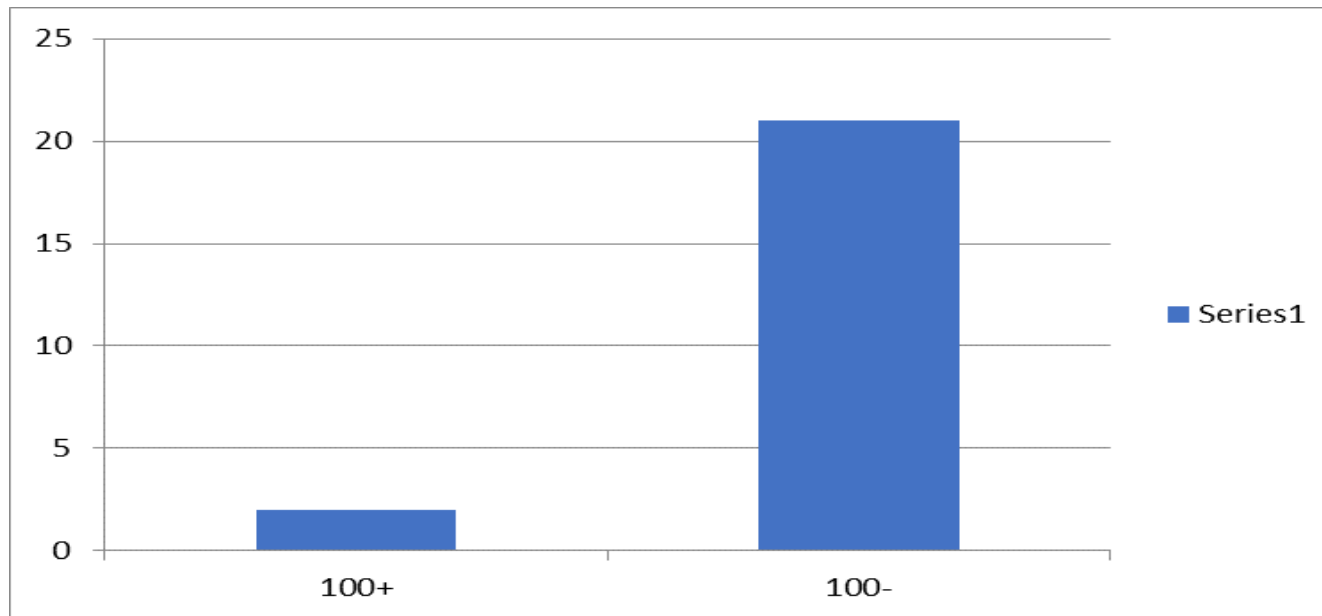


## YEAR 6 SAT'S PERFORMANCE-2016

This year saw the introduction of standardized scoring meaning that a score of 100 equated to expected score for age, below 100 equated working to expected level for age and a score above 100 meant working above age related expectations.

**NB-Score range between 80-119 for all tests.**

### READING:



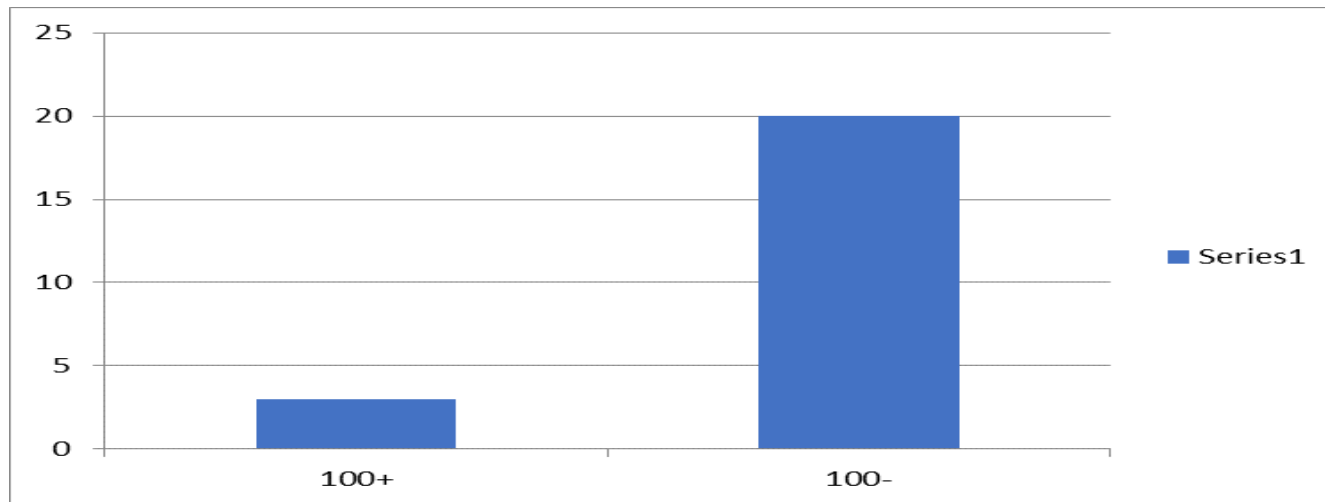
Average scaled score: 94

Top Score: 108

3 pupils on 98 and 10 pupils on score between 90-99

Average progress made by all pupils based on internal data: 3.2 sublevels

### SPELLING, PUNCTUATION AND GRAMMAR TEST (SPAG)



Average scaled score: 94

Top Score: 111

13 pupils on score between 90-99

### WRITING

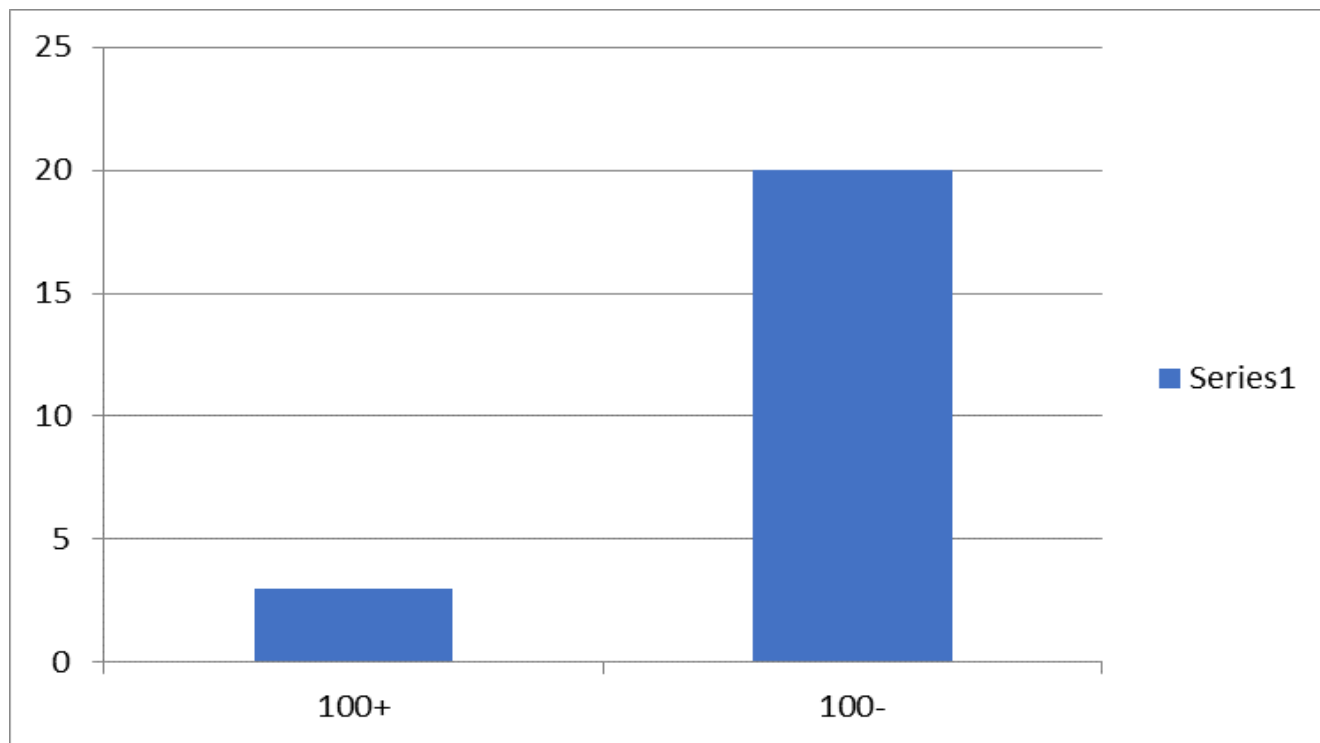
All pupils recorded a working towards national standard in this area. Using Hertfordshire Steps assessments, they ranged from C3-A1.

Average progress in writing was 3 sub levels





## MATHEMATICS TEST



Average scaled score: 94

Top Score: 105

3 pupils above 100 and 8 pupils on score between 90-99

Average progress made by all pupils based on internal data: 3.4 sublevels



## QUESTIONS, ANSWERS AND IMPLICATIONS OR ACTIONS FOR SCHOOL DEVELOPMENT PLANNING:

### Q-WHAT DOES THE DATA TELL US?

A-Based on internal data and external validated SAT's data that the vast majority of our pupils made outstanding progress in Math's and good progress in reading and writing. The summative attainment scores provided by SAT's test do not provide a comprehensive picture of pupil progress as we have only known half of the cohort for more than two years. We also need to refine and maintain the excellent teaching of Math's.

Action: To consider those pupils that made 'less than expected progress' and the reasons why. This may have ongoing implications for the Big Idea (1 pupil struggled with the abstract concepts) and target setting for pupils (One pupil in Math's was set a challenging target which didn't consider his global developmental delay)

### Q-WHAT ASPECTS OF THE MONITORING PROCESS SHOULD BE EXPANDED UPON AND WHAT NEEDS GREATER REFINEMENT?

A-Based on the experience of 2016-17, we found that two members of staff had adapted the school based assessment procedures and used a similar system. This led to a comprehensive review and adjustment. Therefore, a leadership and management action for 2017-18 will be to add further moderation sessions and training for those that need this to ensure our system is being applied as robustly as possible. It will also feature as reflection for all staff at the start of the academic year, and will be combined with other monitoring tools (Book audit, random sampling and use of moderation partners) to substantiate our views.

### Q-WHAT ARE THE OVERALL STRENGTHS AND WEAKNESSES THAT THE DATA DEMONSTRATES?

A-As noted above there are great strengths in the teaching of Math's; Pupils in Years1 and 2, who spend a year with us make quick and sustained progress and Year 4 as a cohort made excellent progress. The Big Idea has had an impact on the quality and quantity of written work but we need to continue to make writing as motivating as possible for all pupils, including those with additional needs such as Autism. The Assistant Headteacher responsible for the curriculum has already identified the modification for this and it will involve pupils having a greater say in what type of work they undertake in 2017-18. We will also target those pupils that ended in the 'making less than expected progress' category at the start of the academic year with suitable interventions that will hopefully place them back on track, as quickly as possible.

### Q-WHY NO GRAPHICAL OR NUMBER BASED COMPARISON WITH LAST YEAR'S PUPILS AND RESULTS?

A-It is impossible to draw reasoned and helpful conclusions in such a way. The reasons that support this judgement include:

- Year group size variations. Last year's cohort being smaller
- Year group dynamics-this includes number of pupils that have spent differing amounts of time at Larwood, baseline assessment starting points, and amount of time that a year group have had access to the newly introduced curriculum in 2014

### Q-WHY NOT SHOW DATA FOR INDIVIDUAL OR GROUPS OF PUPILS WITH AUTISM

A-We now have such a large group of pupils that have ASD as part of their needs that they are the 'norm' group in every year. We now have to consider whether we start to track and highlight the progress, of what previously would've been recognized as a typical SEMH pupil? That is a pupil whose main needs would be purely around behaviour rather range of mental health related issues or additional diagnosis of other needs such as ASD, ADHD, ODD etc.



## THE PROGRESS OF GIRLS

YEAR GROUP	OUTSTANDING PROGRESS	BETTER THAN EXPECTED PROGRESS BASED ON CONTEXT	MEETING EXPECTED RATE OF PROGRESS BASED ON CONTEXT	LESS THAN EXPECTED PROGRESS BASED ON CONTEXT
YEAR 2	Cohort too small and no	Pupil completed a whole	Year at Larwood	<u>No girls</u>
YEAR 3				<u>No girls</u>
YEAR 4 1 GIRL WHO HAD NOT COMPLETED 1 FULL YEAR		<u>R-100%, W-100%, M-100%</u>		
YEAR 5 1 GIRLS IN THIS COHORT WHO STARTED IN SEPT 16	<u>R-100%, W-100%,</u>		<u>M-100%</u>	
YEAR 6 4 GIRLS IN THIS COHORT	<u>R-50%, W-50%, M-25%</u>	<u>R-25%, M-75%</u>	<u>R-25, W-50%, M-0</u>	

NB-Due to the low numbers within these groups the data is less reliable



## THE PROGRESS OF CHILDREN LOOKED AFTER

There were 2 pupils in this group and all pupil made progress.

CLA 1-Outstanding progress in writing and Better Than Expected Progress in Math's and reading. Excellent attendance (99%) and no exclusions.

CLA 2-Meeting Expectations in reading, Better Than Expected progress in writing and Outstanding progress in Math's. Excellent attendance and no exclusions, however, an alternative educational package was sought for the summer term.

**PLEASE SEE SEPARATE AND MORE DETAILED CLA SEF REPORT.**

## PROGRESS OF BOARDERS VERSUS NON-BOARDERS AT LARWOOD:

Progress of boarders has been analysed differently as they are a mix of year groups and no group has enough participants to be able to provide statistical reliance. Therefore, they are compared by using average progression as a group compared to whole school average progression.

### READING:

Average progression for all boarders: 3.6 sub levels

Average progression for non-boarders: 3.2 sub levels

### WRITING:

Average progression made for all boarders: 3.3 sub levels

Average progression made for non-boarders: 3 sub levels

### MATHEMATICS

Average progression made for all boarders:3.5 sub levels

Average progression made for non-boarders:3.4 sub levels

## REFLECTIONS AND ACTIONS RELATING TO BOARDING PUPILS:

- As in previous years, boarders as a group consistently do better with their academic progress when compared to non-boarders
- The greatest impact is within reading and this is supported by the boarding school stance to homework and the emphasis placed upon reading before bedtime, alongside other reading activities for enjoyment
- The team experienced great change with pupils during the year with 4 new pupils starting to access boarding during the course of the year
- Boarding approach to homework and reading to fall in line with whole school review and position as 2017-17 takes place.

