

Larwood School

WEBB RISE, STEVENAGE, HERTFORDSHIRE, SG1 5QU

Email: admin@larwood.herts.sch.uk
Website: www.larwood.herts.sch.uk

Telephone: 01438 236333
Facsimile: 01438 236363



Headteacher: Sean Trimble

WHAT WE KNOW ABOUT OURSELVES - TEACHING, CURRICULUM AND LEARNING REPORT 2016 - 17

Please note that this should be read in conjunction with the leadership and management report, skills curriculum report, and progress and attainment report.

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.



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

- 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.
- 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.
- 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.
- We had the greatest stability over time with our Year 6 cohort and this helps development and progress from every angle.
- 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.

SUMMARY

YEAR	OUTSTANDING	GOOD	SATISFACTORY	INADEQUATE
2013-14	15%	58%	27%	0
2014-15	30%	62%	8%	0
2015-16	44%	52%	4%	0
2016-17	33%	57%	10%	0

REFLECTIONS

Outstanding lessons were observed throughout the year but a greater proportion during the first two terms. A high proportion of good lessons were noted and there were a number of lessons in this area, that were on the fringe of outstanding and had some outstanding features. Whilst it is disappointing to not have increased the proportion of outstanding lessons, there were many factors that contributed to this. This included a dramatic increase in one class size that could not have been predicted at the start of the year, change of staffing roles that took time to establish, and a number of new pupils that were took longer to settle and respond to our structure and routines. Every year seems to produce pupils that are more complex when compared to previous years, and we maintain our position of ensuring that we can get such individuals engaged and prospering in their own education.

Satisfactory lessons took place predominantly during the first term and one mitigating factor should be noted with this. One lesson observed and judged in this group took place after the class concerned had experienced incremental pupil growth, very quickly. Whilst this is not presented as an excuse, upon reflection, a better system for the class concerned was needed to accommodate such growth and the potential effect it may have on the existing and newly inducted pupils. Dedicated support, mentoring and training were offered where it was deemed helpful and necessary to aid classroom progression. A review of provision and approach also took place. This had the desired effect as the year took place.

The leadership team questioned the practice of simply passing on strengths and areas of development, in lesson feedback, as the year took place. Although this initiative had been directed by Ofsted, we found ourselves relying on staff to interpret the number of strengths, when compared to development points and then giving themselves an estimated grade. However, our own tracking and discussion at SLT level still used the previous grading terminology.

HOW ARE THE CONCLUSIONS ABOVE MADE AND HOW DO YOU KNOW THEY ARE OF 'SOUND JUDGEMENT'?

AT LARWOOD THERE IS A CLEAR AND SHARED OBSERVATION SCHEDULE:

- Every half term staff are observed by line managers.
- They are usually given 48 hours' notice, however, sometimes a 'drop in' may lead to a full observation and write up.
- Staff are given feedback as soon as possible and during the summer term, we ask staff to observe each other, as part of a development program to assist in lesson observations and leadership and management.
- Joint observations with our Hertfordshire Improvement Partner (A current Ofsted Inspector)
- Paired observations take place amongst the leadership team for moderation purposes
- Peer observation opportunities are given to staff during the summer term.

- The use of IRIS has grown during the year to support feedback, development and improved teaching and learning. (IRIS is the use of ipads to record lessons which are then reviewed at a later stage)

Please note that there are a variety of ways in which we gather teaching evidence. This includes:

LESSON OBSERVATION

at least half a lesson observed with notes and feedback

DROP IN

part of a lesson (usually 10-15 minutes) observed as part of a theme of looking at a particular aspect of teaching and learning

POP IN

a quick visit to a classroom as part of a learning walk

LEARNING WALK

visits to a number of areas or classrooms to highlight one aspect and gain an overall picture for that aspect.

WORK SCRUTINY

books or aspects of work reviewed and checked for particular reasons

THERE WERE A LARGE NUMBER OF STRENGTHS RECOGNISED AS PART OF OUR REVIEW PROGRAM AND THESE INCLUDED:

- Pupil teacher relationships-a huge strength for the vast majority of pupils and a life changing factor noting that previous education for all pupils has failed.
- Behaviour management. As the year progressed there were many examples of the use of Steps to support behaviour and aid teaching and learning
- Differentiation. In the summer term 2017, it was agreed that all staff were to adopt and use the 'sizzling, hot, scorching, and red hot chilli! This was devised and implemented by one teacher, observed and adopted for all staff as the year progressed.
- Links to emotions where appropriate and independent living skills
- Greater awareness of the needs of those pupils with autism, alongside other specific needs
- The growing use of sensory profiling and sensory related practice. This included the creation and use of a sensory room
- Rewards and sanctions, their constant review and adaptation
- Use of learning intentions throughout the lesson but for most practitioners frequently referred to as the lesson progressed.
- The amount to quality (and quati) work produced by pupils in relation to writing, when compared to previous years.
- Use of specific vocabulary to enhance and build upon learning



- Improving learning environments as the year progressed

THERE WERE ALSO SOME AREAS FOR IMPROVEMENT AND THIS INCLUDED:

- Consistent use of pupil voice over time in relation to class based activities
- The application of assessment methods and procedures were not used as well as they should've been in two classrooms. This was addressed during the year.
- Ensuring that LASA's engage fully and productively at all times, particularly within the area of assessment.

HOW STAFFING SUPPORTED TEACHING AND LEARNING?

We retain the view that as a school serving pupils with social, emotional and mental health issues, one of our most important features for pupil success is the quality of our staff. Therefore, we continue to have small classes with one teacher and one support assistant present. We also have the following staff that play important roles to aid teaching and learning:

- The creation and opening of POD Learning. A different classroom base and approach for targeted pupils.
- One extra member of the teaching team who is not allocated to a class. This person can provide interventions, class cover for PPA and absence when required. In 2017-18, this person will be in charge of the POD Learning unit or will cover absent staff when needed.
- One extra member of the learning and support assistant team who is not class based. This person can provide additional support to classes when needed and absence cover.
- The Fox Team. Within this team there is one member of staff who works proactively with pupils to manage behaviour for learning and may support a child 'one to one' if needed. This allows the rest of the class to continue with the lesson where dedicated support is needed. There is also a dedicated Family Support Worker and Transition Worker. Finally, there is one member of the Team who will withdraw pupils for improved behaviour, well being and curriculum access sessions.
- Physical Education Specialist.
- Speech and Language intervention. We have a weekly visit from a member of Hertfordshire's speech and language team who works with those pupils highlighted via EHC plans or classroom teams. However, this will reduce in 2017-18, due to cutbacks from the LA
- Residential Team. We have the ability to provide 24-hour curriculum for up to 12 pupils, Monday to Thursday. The team support pupils with homework and well being on a day to day basis.

HOW THE CURRICULUM AND DAY SUPPORTS TEACHING AND LEARNING?

DURING 2016-17, WE MADE THE FOLLOWING CHANGES AND ENSURED THE FOLLOWING REMAINED KEY ASPECTS OF OUR DELIVERY:

- A revised assembly program still taking place Mondays, Wednesdays and Fridays. We retain an act of collective worship, at the start of every lunchtime, for all days of the week. Our data analysis indicated that some pupils found morning play very difficult and this affected the rest of the day for them, therefore we changed the nature of the morning break and then also changed the nature of the afternoon break. Our pupils also seem to be most receptive during mornings; therefore, literacy and numeracy are based during the mornings.
- All pupils are given fruit during the morning break and access to a free school meal every day. A range of choices are available.
- PSHE is supported via classroom activities and assemblies with the SEAL program, as well as dedicated transition work and Year 6 specific topics.
- Wide coverage of British Values via established assembly program, PSHE topics and day to day business.
- Further exploration as to how we might continue to improve the quality and quantity of writing for pupils based on previous progress and our own analysis. **This led to the creation of the Big Idea for 2016-17 and its review at the end of the year. Pupil voice and interaction will drive this forwards during 2017-18.**
- The addition of times available to be utilized for reading or other PSHE type topics. As we reduced the number of morning assemblies (five to three) and changed the length of lessons, we now have other opportunities to work creatively with our pupils at other times of the day.
- Frequent training sessions and carefully monitored use of Hertfordshire Steps to support and enhance learning

PARENTAL SUPPORT FOR TEACHING AND LEARNING

THIS REMAINS AN IMPORTANT PART OF OUR DRIVE TO IMPROVE OUR PUPIL'S CAPACITY TO CATCH UP AND ACHIEVE AS WELL AS OTHERS. THEREFORE, WE:

- **Make extensive use of our Family Support Worker in preparation for any new pupil and parent to join our school**
- Hold a 'meet the teacher' event every September
- Organise a more traditional parents evening event in November
- Review pupil progress with all staff and parents during EHC reviews during the Spring term
- Produce an end of year report for parents in the summer term
- We organized and ran two behavior management courses for parents



- Issue all pupils with a home school diary
- Have daily contact via email with some parents where it is deemed helpful
- Hold individual sessions such as the safe use of the internet and games consoles during the year.
- Strengthen our work and approach with some parents during the longer summer break to discuss routines and wellbeing for those pupils that normally board with us.
- Visit parents at home where it is thought to be helpful
- Transition meetings with parents now give a very clear view and demonstration of what Hertfordshire Steps means

GOVERNOR SUPPORT FOR TEACHING AND LEARNING

This is generated via formal procedures that comply with the governance of any school, alongside our own initiatives that help all parties. This ensures we have the right blend of challenge and support to ensure accountability as well as maintaining a well being agenda for all members of the Larwood School community. We have a Pupil Attainment and Support Committee (PASC) which meets to review data and question the leadership team in relation to progress and attainment. Examples of this group's impact have included:

- Requesting specific information from subject areas, or suggesting reviews that would aid further discussion and progression
- Providing challenge and further analysis based on pupil performance. For example, why have girls done so well compared to boys in reading this year?
- Insisting on clear advice with regards to specific steps taken to support pupils that may be falling behind or starting from a low baseline
- Tracking data relating to time out of class, exclusions, attendance, use of physical intervention and incidents

Other systems are also used which clearly demonstrate the devotion and dedication of the governing body. This includes each person being associated with a class and arranging visits, attending school based governor training events and strategic planning days.

ACTIONS

- Ensure where there is consistent and quick growth of a class that school based systems can cope with this. The example of the development of Cub to support the KS1 class is considered a good strategy to replicate again in 2017-18.
- Monitor the use of the newly adopted differentiation scheme to be used by all staff
- Increase the monitoring of the use of assessment methodology during 2017-18. Two sessions per term and case studies to ensure consistency of practice.



- Review the use of assessment systems, using moderation sessions in greater frequency during 2017-18
- Ensure that Governors have frequent and consistent contact with classes as part of their ongoing school review process
- Continue to evolve the use of IRIS in the monitoring, development and progression of teaching and learning at Larwood school.
- Re-establish the grading system for lesson observations for staff during 2017-18.

CURRICULUM RELATED HIGHLIGHTS AND ACTIONS.

OUR SCHOOL CURRICULUM CONTINUED TO EVOLVE AS PLANNED DURING LAST YEAR AND THIS INCLUDED:

- The introduction of the Big Idea (Impact on quantity and quality of work in books-see books)

REPORT WRITTEN BY HERTFORDSHIRE IMPROVEMENT PARTNER (HIP) AND OFSTED INSPECTOR:

There has been a strong curriculum focus on writing and this is a current priority for development. The school has continued its use of the Big Idea and has had nine 'big ideas' so far, rolling on a three-week basis. These have proved motivating and engaging for the pupils. Pupils all have access to their own I pads so they can take photographs, make notes and plan their writing. Someone with virtual reality equipment came in and offered a roller coaster or underwater experience to which pupils responded with much enthusiasm. They produced a poem from these experiences and this was a very successful initiative.

Through book checks and lesson observation feedbacks, teachers are ensuring that editing is being increasingly incorporated into the curriculum experience. Pupils' evaluation of how the writing curriculum has changed is highly positive.

Assessment data is showing that Big Write and Pobble are having a positive impact this year, with much greater quantity of writing. At Key Stage 1 and lower Key Stage 2 progress has been positive – all have made at least expected progress and some more than expected, including some who have not been in the school for very long. Data shows that progress is outstanding in Year 4. Progress in Years 5 and 6 is more patchy (see below) but some individuals have made very good progress, especially where they are new to the school.

The overall curriculum is good and well-rounded, the assistant headteacher (AHT) suggests. Academisation has brought with it potential for greater flexibility. The Thursday afternoon skills curriculum provides a focus for each pupil to choose boating skills, outdoor survival, cookery, mechanics, science experiments, history project and photography; life skills is being introduced next year (how to read a bus timetable, skills required for shopping, etc). By the end of the year, all pupils will have done life skills, history and science. The school keeps a record of which pupils have chosen which activities (they already do all the national curriculum subjects in their classes). The AHT feels the skills curriculum and activities such as the Lego therapy help to promote personal development and that the writing initiatives are developing pupils' confidence.

The PE teacher works with Sporting Futures to extend pupils' learning opportunities Drama and putting on productions is a major strength here – musicals, Charles Dickens, etc. The school has a Facebook page but needs to consider how to incorporate evidence of the best aspects of its curriculum on the school website.



- The introduction of our Arts based courses for pupils, developed by staff, as well as being led and delivered by our own staff (Impact-Pupils in years 4/5/6 created and took part in their own school based performances. Both were delivered to the rest of the school-video available)
- Continued emphasis on British Values via assembly program, formal and informal curriculum as the year too place (Impact-
- Greater focus and application of autism friendly approaches to learning for all pupils (Impact-continued reduction in the number of incidents, both low level and higher level-see data)
- A review of how the curriculum is supported by classroom displays (Impact-change of approach and greater consistency in what is used and how it is used-see classrooms and lesson observation notes)
- Adaptation and review of our Creative Curriculum Intervention for a small cohort of pupils. This had great impact upon their behaviour. self-esteem and ability to enage in other areas of school life. (See TLR post holder self-evaluation and pupil comments, alongside behaviour data)
- Review and extension of the Skills Curriculum (Thursday afternoon sessions-Greater choice, less incidents and some elements made compulsory such as History and Science)
- Use of pupil voice to guide and refine newer areas of practice where helpful, such as the Big Idea (Impact-changes made to content for 2017-18, see School Council meeting notes from Feb 2017)
- Development of the academic mentoring process. This not only ensures termly discussion between a pupil and their mentor related to literacy, maths, science, behaviour, attendance etc. but it also focuses on personal development skills and safeguarding such as keeping safe, being healthy, being part of a team and thinking about the future. (Impact-pupils know where stand with regards to their development and progression and have greater voice and care in the process. Evidence-assessment sheets)
- A review of how we monitor and assess specific curriculum based interventions (Impact-new approach adopted and refined by practitioner-see paperwork)
- Continued emphasis on Safeguarding via assemblies, lessons and day to day interactions (Impact-continuation of safe and caring environment as well as being prepared for new situations as they evolve-see data and case studies)
- Evolution of the residential curriculum to ensure it has a strong pupil voice in direction and is suitable for the ever changing chort and needs of the pupils that it serves (Impact-a continued strength of the school and Ofsted rated as Outstanding for the second year in succession)

The overall experiences and progress of children and young people Outstanding-1

The quality of care and support Outstanding-1

How well children and young people are protected Outstanding-1

The impact and effectiveness of leaders and managers Outstanding 1

SUMMARY OF KEY FINDINGS

THE RESIDENTIAL PROVISION IS OUTSTANDING BECAUSE

- A highly motivated and committed leadership team provides exemplary direction and support to the well-established and experienced staff. Innovative and creative practice means that children and parents are at the centre of the children's care and fully included in planning and decision making.
- Excellent communication between the residential staff and education staff coupled with robust monitoring processes means that staff have the information that they need to identify concerns and to safeguard the children.
- The children have developed positive relationships with a stable, accomplished and dynamic staff team that interacts well with them in a calm and relaxed manner.
- The children are treated with dignity and respect, and are taught to respect each

ACTIONS FOR 2017-18

- Assistant Headteacher to produce a full report on the whole curriculum, including extra-curricular and the residential curriculum for use and review at SLT level as well as for the Governing Body and staff. Extra information in terms of detail and celebration of our curriculum to be added to our website.
- Consideration and implementation of how we adapt the school website to celebrate the very best curriculum initiatives that we have in place
- Adaptation of the Big Idea to greater incorporate pupil voice during 2017-18
- Review and monitoring of the consistency of assessment