

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-Behaviour and attendance-2015-16

This report should be read alongside others in the 'What we know about ourselves' section of the website or internal server.

Due to the following information self-evaluation now rates behavior as Outstanding for our school and attendance as good

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 60 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. 20 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 31% 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 87% 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 psychiatric nurse, school counsellor, and music intervention specialist to work with some pupils /parents.*
- *In year referrals meant that year groups changed in size by between 5% and 60% increases.*

Additional complex nature of assessing progress/attainment in 2015-16

In 2014, a new set of guidelines were produced which meant that for the first time this year, pupils would experience a different curriculum, new assessment methods and completely revised Standard Assessments Tests at the end of Key Stage 2 (Year 6). It was with great challenge that new initiatives such as assessment and curriculum were both changed at the same time. This caused the following concerns:

- The cohort leaving in 2016 would only experience 2 years of a new curriculum.
- Staff would only have a relatively short time to implement new curriculum and assessment methods before SATS were taken



- As with any new initiative, resources and experience grow over time. Therefore, for this cohort of pupils, teachers were faced with few resources and tools to use for the benefits of the pupils. This included examples of quality assessment materials.
- Papers and information related to the SATs were leaked and shared online in the approach to the tests in the summer of 2016
- Both the new curriculum and new assessment procedures were known to be more difficult.
- Old results and patterns of performance using a different assessment method, curriculum and tests cannot be directly compared to this new approach.

Overall general profile for the school during 2015-16

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High	
2	3-100%-all new	3B 0G	66%	0	66/33/0	
3	6-33% change	6B 0G	50%	33%	83/17/0	
4	10-40% change	10B 0G	80%	33%	80/10/10	
5	21-40% change	18B 2G	57%	25%	80/15/5	
6	20-5% change	17B 3G	75%	80%	70/20/10	

Key points arising from this profile:

1. We experienced massive in year entry to the school with years 4/5 having the most change and Year 6 having the least. We must continue to review and adopt our practice for transition for both pupils and parents. The role of our Family Support Worker is pivotal in this process.
2. We remain heavily boy orientated with the biggest proportion of girls in Year 6-3/20. We must review our provision for girls and their needs as individuals and as a group as the year progresses.
3. Every cohort has a high proportion of pupils with autism. This varies from 50% in year 3 to -80% in year 4. 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.
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.



Behaviour systems, statistics and actions

We continue to accept and work with the most challenging pupils in Hertfordshire. All have lost the equivalent of one term of education and many have lost more than this. Family context, lack of specialist support, exclusion, isolation, poor attendance and relationships with schools all contribute to huge gaps in progress, behavior and socialization for our pupils. Therefore, for some pupils, our process relates heavily to quick engagement in learning and narrowing gaps in learning, whilst for others it is very much a process of establishing that we are going to continue to provide the care, support and structure they need for their own futures. Both factors make huge contributions to ensuring that pupils leaving Larwood make progress and improve their own sense of well-being, and thus can move onto to a positive secondary education.

Staffing:

At the start of the year in September, it was clear that staffing would be turbulent as the Deputy Head responsible for behavior and attendance had gained promotion in another county. A leadership team re-structure followed and an internal candidate was appointed to lead on behavior for learning. This change took place in January 2016. Rather than having a detrimental effect to systems and pupil behavior, data indicated a strengthening of procedures as the rest of the year progressed. Two additional teaching staff were also appointed and started at the same time and were quickly trained to use Hertfordshire Steps in line with the rest of the staff.

Class groups:

All classes work with a teacher and a Learning and Support Assistant (LASA). With classes sizes kept deliberately low, this affords pupils the time they need with staff for social, and emotional support as well as making rapid and improved progress. Therefore, classes are usually based on 8 pupils and two staff. Two classes experienced a change of staff from January 2016, as their previous teachers were both appointed to Assistant Headteacher level and therefore had a reduced teaching load.

Curriculum

We teach the national curriculum as prescribed but may make minor adjustments where they are needed. We place great emphasis on the following features which promote positive behavior and engagement:

- Highly differentiated work for pupils, based on needs, support and challenge
- Lessons which have been shortened to 45 minute (review 2014- in place for 2015) blocks to promote concentration and focus. Where needed two 45 minute blocks can be grouped to provide longer periods of time
- Investment of time given to literacy and numeracy and implemented during the mornings



- Three assemblies per week using major social, emotional themes, singing and creativity and reflection/reward of weekly success
- Class based play with fruit snack in the morning and physical outside play during lunchtime and in the afternoon (review 2014-implemented 2015)
- Only half of the school population eating lunch or plating during the lunch hour. Therefore, greater adult attention and ease of use for play equipment
- Review of afternoon play related to consistency of practice during 2015-16

Staff support

This is provided by additional staff who may support pupils outside of the classroom or provide additional support within the classroom. This allows other pupils to continue to work and make due progress

Statistics

The following information is helpful when reviewing behavior over time.

Year	Number of pupils on roll	% reduction in need for physical intervention
2012-13	52	20%
2013-14	62	12%
2014-15	67	32%
2015-16	61	<u>55%</u>

2015-16 reflections and actions for 2016-17:

- Current systems deployed are working at the best rate since inception. Therefore, practice should continue to reflect the process of 2015-16
- Half termly updates focusing on de-escalation are key to continuation of such improvements
- With the ever increasing number of pupils with ASD, our own professional development relating to this area will also be essential. Internal staff currently studying ASD at Masters Level, alongside the AHT-Curriculum will feature heavily in next year's whole school professional development program.
- **The above data was also supported by a large reduction in incidents which were 1931 in 2014-15 and reduced to 1240 in 2015-16. A 36% reduction.**



Attendance:

Attendance finished at 92.6%. This was a small improvement when compared to last year, however, when 3 key pupils are removed (One kept at home, one flexi timetable and one who became medically unfit for school), our attendance rate was 96%

Actions for 2016-17 related to attendance:

- Review and adjust accordingly the role of the attendance improvement officer
- Maintain the attendance reward system for parents with Tesco voucher's
- Promote better communication related to attendance to parents and pupils via letters, The Larwood Lowdown and assemblies/tutor time.

