

# Larwood School

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## What we know about ourselves-Progress and Attainment 2015-16

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 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 unidentified 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.

## Baseline comparison developed during 2015-16 using historical data

During the year I decided to create a picture of performance using old style data, drawn from the Department for Education. Primarily this was created as a tool for comparing Larwood Schools performance against other Ofsted rated 'good' or 'outstanding' schools, as part of our application to convert to become an Academy. It clearly shows that over time, our pupils have been making very good or outstanding progress when compared to 4 other similar schools in terms of special needs provision.

### Year 6 pupils making 2 levels of progress in reading

	2015
Larwood	65
Good 1	27
Out 1	55
Out 2	50
Out 3	50



**Year 6 pupils making 2 levels of progress in maths**

	2015
Larwood	65
Good 1	27
Out 1	63
Out 2	73
Out 3	8

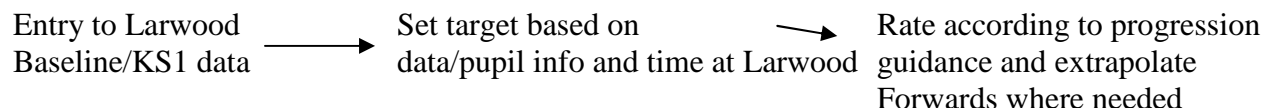
**Yr 6 pupils achieving level 4 or above 2015**

	Reading	Maths	SPAG	Write
Larwood	56	39	22	28
Good 1	25	7	0	0
Out 1	25	13	0	0
Out 2	50	50	17	25
Out 3	8	0	8	0



## 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 Hertfordshire guidance should be noted. Using this system, pupils are expected to make 3 sub levels of progress during any given year, if they were in a mainstream school and compared to other mainstream pupils. 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. This includes:

- The nature of their needs. 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.

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- Papers and information related to the SATs were leaked and shared online in the approach to the tests in the summer of 2016
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**HOWEVER, EVEN WITH ALL OF THE CHALLENGES OUTLINED ABOVE, WE SET OURSELVES THE CHALLENGE OF ACHIEVING 80% PROGRESSION RATES FOR PUPILS DURING THE ACADEMIC YEAR.**



## 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	19-5% 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 2/4/5 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.



## Year group progression for 2015-2016

Year Group	Outstanding progress	Good or better than expected progress for time spent at Larwood	Meeting expectations for expected progress for time sent at Larwood School	Less than expected progress considering time spent at Larwood School
Year 2	Cohort too small and no	Pupil completed a whole	Year at Larwood	
Year 3 -6 pupils, 3 new since September and 2 less than 2 years at Larwood 1-pupil =16.6%	<b><u>R-50%, W-17%, M-83%</u></b>	<b><u>R-100%,W-67%,M-100%</u></b>	<b><u>R-0, W-34%, M-0</u></b>	<b><u>R-0, W-0, M-0</u></b>
Year 4 -9 pupils, 3 new since Sept 1 pupil =11% in this group	<b><u>R-56%, W-56%, M-56%</u></b>	<b><u>R=56%, W-78%, M-89%</u></b>	<b><u>R-33%, W-11%, M-0</u></b>	<b><u>R-11%, W-11%, M-0</u></b>
Year 5 20 pupils, 7 new since Sept 1 pupil =5%	<b><u>R-55%, W-60%, M-75%</u></b>	<b><u>R-90%, W-70%, M-85%</u></b>	<b><u>R-10%, W-20%, M-10%</u></b>	<b><u>R-0, W-10%, M-5%</u></b>
Year 6 17 pupils, 1 new since Sept 1 pupil =5%	<b><u>R-71%, W-41%, M-71%</u></b>	<b><u>R-94%, W-53%, M-94%</u></b>	<b><u>R-0, W-29%, M-6%</u></b>	<b><u>R-6%, W-12%, M-0</u></b>

**School Progression:      Reading:78%-Target 80%      Writing 56% Target 80%      Maths 87% Target 80%**

### Notes:

Within Year 5, 1 pupil's data not included due to part time provision related to family context. Within Year 6, 1 pupil not included as absent for most of summer term and another on part time timetable due to family related issues.

Good or better than expected progress column gives a good indicator of how well pupils are doing with us. This is now virtually impossible to compare unless we found another SEMH school with a similar profile/size and they had adopted the Hertfordshire system of assessing work. As in previous years, SAT's performance can be compared, however, it would mean a one year comparison as it is a completely new system this year.



**Overall progress ratings for year groups:**

**Year 2-Outstanding**

**Year 3-Outstanding**

**Year 4-Outstanding**

**Year 5-Outstanding**

**Year 6-Good with outstanding Maths/Reading**

**Whole school rating for progress-Outstanding. Writing is need of further work for whole school. This is already actioned as part on review with the Big Idea starting in 2016/**

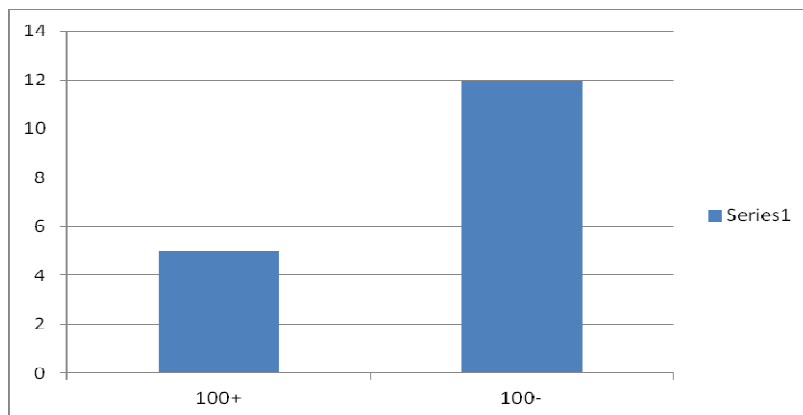
**Year 6 SAT's Performance-2016**

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 80-120 for all tests.

As we use Hertfordshire Steps assessments for our pupils, in line with many other mainstream schools, we know that mainstream pupils would be expected to progress by 3 sub levels in any given year. As the averages indicate below, our pupils do extremely well in all most areas in terms of progress and time that we know them.

**Reading Test**

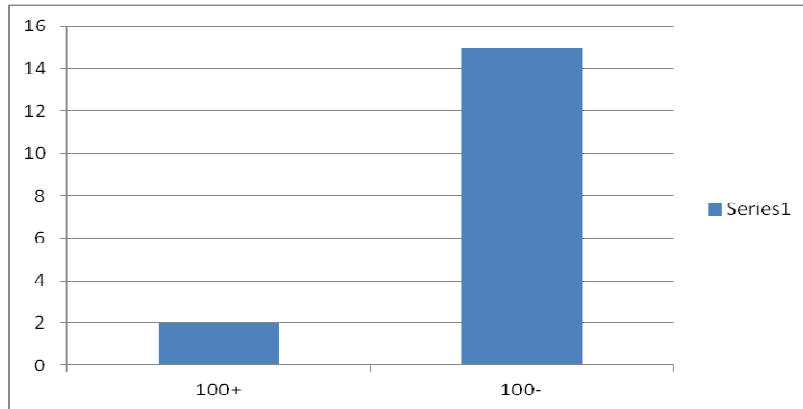


5 pupils scored above 100, highest score 107

12 pupils below 100, between 80-98, with 3 pupils on 97/98

Average progress in reading based in internal assessments-4 sub levels during the year

### Spelling, Punctuation and Grammar Test (SPAG)



2 pupils scored above 100, highest score 110

15 pupils below 100, range between 85-96, with 3 pupils on 96

### Writing

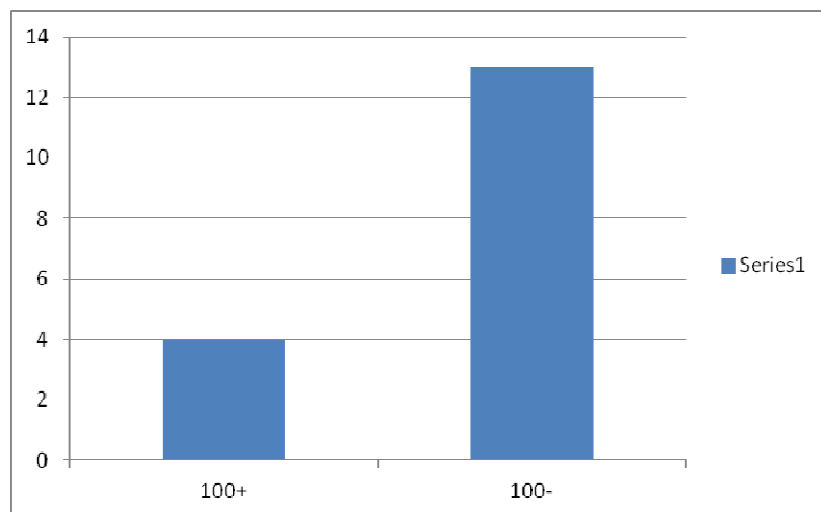
All pupils recorded a working towards national standard in this area. Using Hertfordshire Steps assessments, they ranged from C2-A2.

Average progress in writing was 3.4 sub levels





## Mathematics Test



4 pupils score above 100, highest score 117

13 pupils below 100, range 81-98, 1 pupil on 98

Average progress for Maths based on internal assessments was 4.2 sub levels

### Questions and answers:

#### **Q-Why include the data comparing Larwood with other outstanding schools when this data is no longer valid?**

*A-It gives an overview of how we have performed over time, using data provided by the DFE. Therefore, it is test results rather than internal assessment and provides evidence (over time) that our assessment systems, processes and teaching have been robust, meaningful and accurate.*

#### **Q-Why doesn't the SAT's performance match with your own internal data?**

*A-Any test at any time gives a snapshot of performance at that point in time. This year's tests were the poorest ever prepared and delivered for our pupils. They only had two years of the curriculum that they were tested on, and all agreed that the tests were harder than previous years. We have moved from a testing regime that meant 80-90% of all pupils in Year 6 were meeting the standard to this year where only 50% were meeting the standard. The whole nation of children in year 6 didn't suddenly become less intelligent and teachers didn't suddenly teach worst last year!*



*In 2015, using old testing methodology and curriculum, 58% of our pupils reached the required standard in reading, whereas in 2016, only 29% did for reading.*

**Q-The figures for outstanding progress are high? Are they higher than usual and how do you know they are accurate?**

*A-The outstanding progress are higher than last year but as already noted direct comparisons are very difficult to make. The figures do reflect a school based trend over time and when correlated with lesson observations and behaviour data, they all correlate. Also, we have an internal moderation process which works alongside an external moderation process involving other schools. It is also worth noting that our previous external review of marking accuracy conducted by Hertfordshire in 2015, validated our assessments to one sub level of difference for 20 pupils. We were also asked to be part of a model program this year noting ur previous good practice.*

**Q-The data is great, but what are the next steps based on these figures?**

*A-We have already identified the need for improved motivation to write for our boys. Therefore, we have created our own specific curriculum-The Big Idea to be implemented in 2016-17. Combined with this, we will continue to moderate our work with other schools, try to establish a special schools comparison tool, and share our in house good practice related to Math's. Finally, those pupils who did not make at least meeting expectations progression will receive specific interventions during 2016-17 related to their areas of weakness.*

**Analysis of groups 2015-16**

**Pupils who have autism as part of their special needs**

Year Group	Outstanding progress	Good or better than expected progress for time spent at Larwood	Meeting expectations for expected progress for time sent at Larwood School	Less than expected progress considering time spent at Larwood School
Year 2	Cohort too small and no	Pupil completed a whole	Year at Larwood	
Year 3 Cohort of 4 with 1 pupil=25%	<b><u>R-25%, W-0, M-75%</u></b>	<b><u>R-100%,W-25%,M-100%</u></b>	<b><u>R-0,W-50%,M-0</u></b>	<b><u>R-0,W-0,M-0</u></b>
Year 4 Cohort of 7 with 1 Pupil=14%	<b><u>R-57%, W-28%,M-57%</u></b>	<b><u>R-72%, W-72%,M-71%</u></b>	<b><u>R-28%, W-28%, M-14%</u></b>	<b><u>R-0, W-0, M-14%</u></b>
Year 5 Cohort of 10 with 1	<b><u>R-60%, W-60%, M-80%</u></b>	<b><u>R-90%, W-80%, M-90%</u></b>	<b><u>R-10%, W-10%, M-10%</u></b>	<b><u>R-0, W-10%, M-0</u></b>



Pupil=10%				
Year 6 Cohort of 14 with 1 Pupil=7%	<b><u>R-79%, W-50%, M-86%</u></b>	<b><u>R-100%,W-57%,M-100%</u></b>	<b><u>R-0, W-29%, M-0</u></b>	<b><u>R-0, W-14%, M-0</u></b>

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



## The progress of girls

Year Group	Outstanding progress	Good or better than expected progress for time spent at Larwood	Meeting expectations for expected progress for time sent at Larwood School	Less than expected progress considering time spent at Larwood School
Year 2	Cohort too small and no	Pupil completed a whole	Year at Larwood	<b><u>No girls</u></b>
Year 3				<b><u>No girls</u></b>
Year 4	<b><u>1 pupil started the year in this cohort but returned to mainstream in Dec 2015</u></b>			
Year 5 2 girls in this cohort 1 pupil =50%	<b><u>R-100%,W-50%,M-100%</u></b>	<b><u>R-100%,W-50%,M-100%</u></b>	<b><u>R-0, W-50%, M-0</u></b>	<b><u>R-0, W-0, M-0</u></b>
Year 6 3 girls in this cohort 1 pupil=33%	<b><u>R-33%, W-66%, M-66%</u></b>	<b><u>R-100%, W-33%, M-33%</u></b>	<b><u>R-0, W-0, M-0</u></b>	<b><u>R-0, W-0, M-0</u></b>

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

## The progress of Children looked after

There were 3 pupils in this group and all pupil made progress.

CLA 1-outstanding progress in read/write and Maths

CLA 2-outstanding progress in reading, meeting expectations in writing and outstanding progress in Maths

CLA 3-good progress in read and write with outstanding progress in Maths.



## 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: 3.5 sub levels across the year  
Average progression for non boarders: 3.4 sub levels across the year

### Writing:

Average progression for all boarders: 3.57 sub levels across the year  
Average progression for non boarders: 2.7 sub levels across the year

### Maths:

Average progression for all boarders: 4.7 sub levels across the year  
Average progression for non boarders: 3.8 sub levels across the year

Average attendance for boarders: 96%

Average attendance for non boarders: With all pupils-93%, when 3 pupils with particularly complex needs removed 96%

### Reflections and actions:

- Boarders performed better than non boarders in all areas, with reading being the closest gap.
- Homework is completed by all boarders every night they stay, with an element of reading, writing and maths usually being completed
- Although great care and direction is used by care staff, the luck of the draw with regards to who did and didn't board ( and therefore % figures) has to be considered. There is, and will never be any academic criteria related to boarding at Larwood.
- Boarding staff to use this data as part of the marketing of Larwood boarding facilities with new parents and carers

