

# LARWOOD SCHOOL SELF-EVALUATION SUMMARY 2018-19



## What we know about ourselves - Summary

This document is supplemented by a range of other self-evaluation reports that are in greater detail.

All available via hard copy, the School website or from the Headteacher

# Self-Evaluation summary 2018-19

## WHAT WE KNOW ABOUT OURSELVES - SUMMARY

### SCHOOL CONTEXT

Larwood School is a primary school for pupils with social, emotional and mental health related (SEMH) difficulties 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 80 pupils. In November, we opened up part of our school (old residential area) to become a specialist unit for pupils with SEMH/ASC.

We provide outreach/in reach services for all primary schools within Stevenage, commissioned by our local Developing Specialist Provision or DSPL group. Alongside this we have been commissioned to provide a satellite hub for mainstream pupils that cannot cope in their current schools, however, this is yet to be allocated a space within Stevenage. We became an Academy in November 2016, and were asked by the DFE to open as a lead school in a multi academy trust. In September 2018, we started the application process to be able to sponsor a local SEMH secondary School that had been judged as 'requiring significant improvement.'

**Our pupil cohort displays the following characteristics:**

- *They have all experienced exclusion and at least 1 term away from education.*
- *The vast majority of pupils arrive at Larwood having been receiving part time education. One hour a day quite often being the norm.*
- *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. 1 pupil had been permanently excluded from both mainstream and specialist provision.*
- *Although all pupils have SEMH as their designated need, ASC 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%.*
- *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 13%, Year 5-40%, Year 4-11%, Year 3-85% and Years 1 and 2-50% of pupils were new during the year.*
- *26/66 pupils were new to the school at the start of the academic year, which equates to 40% of the school population.*

Type of need

Number/proportion of school population

ADHD	40 or 50%
ASC	36 or 45%
ODD	8 or 10%
PDA	2 or 3%
Attachment	9 or 11%

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Dyslexia diagnosed	2 or 3%
Tourette's	2 or 3%

**Number of pupils with more than one diagnosis of need -46%**

### Ofsted Inspection History:

2014-Jan-Day School-Good in all areas

2015-Dec-Residential element-Outstanding in all areas

2016-Feb-Residential element-Outstanding in all areas

2018-Jan-Residential element-Outstanding in all areas

2018-March-National Autism accreditation-pass

**Key Priorities (Reflected in our development plan):** **Progress.** Increase the rate of progress for learners when compared to previous data, particularly in writing. **Well-being.** Work towards reducing incidents, which require physical intervention, ensuring good and consistent attendance, and reduce the need for exclusions by consistently applying other techniques and knowing our pupils well.

**Sustainability.** Develop our school presence using our MAT status, but also working closely with our DSPL areas to support our local context and the families within this area.

## What makes Larwood School so special?

### Parent quote 2019:

**'The progress we have seen in his learning is brilliant and beyond our expectations. Great to hear him beginning to read. The variety of things he is getting to experience is just wonderful and he is actually starting to talk about school. We cannot thank and praise your team of teachers and support staff enough for their obvious dedication to give our children everything they need to achieve the best that they can.'**

We embody a never-ending approach to getting our pupils and families back to stability, allowing children to access learning and families to rebuild.

- Everybody who visits Larwood comments on its unique atmosphere and family approach
- We are innovators! See Iris, The Big Idea, Use of technology, unique curriculum, and approach to well being
- Our school motto of 'achieve, believe, expect and enjoy' is embodied in all that we do

- Our curriculum is adaptable, appropriate and engaging! It evolves every year to ensure that we move with the times and the needs of our pupils. (Example-Introduction of Chris Quigley based on evaluation of 17-18 events)
- We had OUTSTANDING residential provision, which after due consultation and review, we took the difficult decision to close and open a specific section of our school for pupils for SEMH/ASC pupils.
- We will find solutions. It may be curriculum related, or behaviour related, or seeking additional support and help for our pupils. Last year, for example, we have welcomed Frank into school (a rather large but lovely dog) who is helping one pupil develop their social skills, and this year we introducing our own therapy dog, owned by a member of staff.
- Our approach to transitions are comprehensive and have changed dramatically over the last few years.
- We are a community hub. This now includes out of hours use by Slimming World, modern and traditional dance clubs, as well as being a base for other companies to train their staff. See also our role with DSPL 2.
- Our staff are the very best at getting our pupils to believe in themselves and respond to the challenges of change, social interaction and even writing!
- Our governors are the most passionate and unique group of people who devote enormous amounts of time to ensure that our pupils are getting the very best deal possible.
- We know that if we always do what we have always done, we will always get what we have always got. Therefore, we evolve.
- We have a unique approach to developing staff that others are now starting to embrace.
- We get pupils back to mainstream school every year.

## What have we done since the last inspection?

### **MORE PUPILS MAKING RAPID PROGRESS.**

- We have consistently reviewed the quality of teaching and learning, and planned CPD events that support continuous development of staff practice. Emphasis has been placed on the various barriers to learning that our pupils present, alongside what great teaching for our pupils looks like. Examples of training have included Attachment Disorder, Autism and aspects of mental health. The latter included the majority of staff taking Level 2 award in Awareness of Mental Health issues. Please see training programs, surveys, and data in 'What we know about ourselves' reports.
- Our assessment systems have been completely revamped and we have established a pupil discussion system that engages with pupils and their own progress. They now take more responsibility for their own learning. See examples of pupil discussion sheets. We now have many examples of rapid progress for various areas of the curriculum. This has evolved into a new method of assessment for 18/19 using a depth of learning approach, alongside the Chris Quigley Essentials curriculum. We have reviewed our intent, implementation and impact of our curriculum provision and made adjustments accordingly.

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- We have developed our own rigorous and robust tracking and quality assurance processes, in relation to the quality of teaching and learning. This is based on half termly events that are analysed, reviewed and which then lead to feedback and change for best practice. See tracking sheets, IRIS recordings and reports.
- We have recruited and retained high quality staff that meet the needs of our pupils via classroom sessions, interventions, and innovation. Three teaching staff are undertaking Master's degree qualifications and two non-teaching staff are taking NVQ qualifications. We have also paid for two Teaching Assistants to become qualified teachers and they will gain qualification in Oct 2019, and Dec 2019.
- We track reading, writing, math's, science, geography, history and physical education, alongside keeping safe, being healthy, knowing yourself, personal behaviour and planning for the future. We review progress every half term and act upon the data to ensure continued and even better progress moving forwards. Tracking sheets are available and additional subjects are being added as the year progresses.
- We are constantly innovating and adapting our curriculum to aid improved progress. This has included POD learning, MAD curriculum, Pobble, The Thing, IRIS, Yoga, and reflection for staff (See HT for further details)

Outcomes have improved significantly since the last inspection (in January 2014). There has been year-on-year improvement and particularly so in writing. The school provides a really stable environment, with excellent behaviour management, so that pupils new to the school quickly settle in and concentrate on their learning. This enables them to make optimum progress in nearly all cases. Given their starting points, the vast majority of pupils make at least good and often outstanding progress. For nearly all pupils, their progress is secure and rapid.-School Improvement Advisor-2018

### **PROVIDING BETTER GUIDANCE FOR IMPROVEMENT IN WRITING.**

1. We have reviewed our approach to providing guidance, and have established revised marking and assessment procedures. In school, side-by-side assistance is now the norm. See books, policies and examples.
2. We have created a journey for pupils, whereby they have proactively engaged with writing, via the implementation of The Big Idea led by teachers. In 2017, the pupils have taken over the ideas and are in charge! Please see live examples and previous work, pupil voice via school council minutes.
3. Staff regularly model and demonstrate, scaffold and prompt, to aid writing skills. See lessons and observation records.
4. We have Pobble! We now use an interactive, on-line platform that allows our pupils to produce and share work with other children around the country. They can see other work and make positive suggestions for improvements. Parents and staff can also do this.



5. We have guest speakers into school to promote writing, engagement, and improved quality. Please see numerous examples of writing and information from the Assistant Headteacher-Curriculum.
6. Modelling takes place with a variety of people and at contrasting times. For example, the Headteacher produces an end of year poem for the Year 6 Leavers Assembly.
7. Classes have been charged with producing display type work that needs drafting and checking. Great emphasis placed on being proud of such work. Please see notice boards in the main hall.
8. Work in progress display boards are in all classrooms, and pupils contribute to this in a much more consistent and effective way.

## **VERY OCCASIONALLY, TEACHERS SET WORK IN MATHEMATICS THAT DOESN'T BUILD EFFECTIVELY ON WHAT PUPILS CAN ALREADY DO**

*Please note that this comment was in relation to one lesson observation*

- ✓ The introduction of an Assertive Mentoring Scheme has led to clear identification of where pupil's strengths and needs are in read, write and math. This then leads to staff planning and lesson delivery, which is monitored and reviewed with further actions/development. Please see AM records, lesson observations, and pupil data
- ✓ We have organized and ran an annual staff-training event for Mathematics that has developed staff practice and knowledge in relation to Math's teaching. This has then led to a Math's celebration day, where all lesson focus on mathematical related issues. We have had gifted pupils teaching alongside staff on this day.
- ✓ Lesson observations have indicated good progression and linking of needs to planning and delivery of activities. This is supported by testing, data, and progression over time. Please see observation notes and data records.
- ✓ We have challenged pupils in Math's to produce high quality work and have previously run gifted and talented groups and pupils score Level 6 (old assessments) and 117/120 in SATS test situation (new assessments). See data records/SATS scores.
- ✓ Math's has become a strength of our school but based on the last two years, we have noticed that we need to provide additional exam (SAT) related support for our Year 6 pupils

## **WHAT ELSE?**

-  Based on the Headteachers review of residential progression we promoted and developed a coaching culture amongst senior leaders and other staff. Research has indicated that this is the strongest way to create self-sustaining school improvement. Please see minutes of minutes and lesson observation schedules.
-  Revised and adapted our leadership team, due to promotion and retirement of existing and long-term members. Long term strategic planning has enabled this to evolve without any detrimental effect of progress and well-being. We continue to grow!

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- ✚ Strived to adapt our practice for a large cohort of pupils that have autism, and confirming this by seeking autism accreditation, which we passed in March 2018. Please see audit notes, staff training and evaluations.
- ✚ Following due consultation, we closed our residential provision in Nov 2018, and opened up a new school, within our school called The Space Hub. This caters for 12 additional pupils (School capacity now 80) and for those pupils who have ASC alongside their SEMH diagnosis.
- ✚ Promoted our engagement processes and plans with parents for improved pupil outcomes. We have created and delivered parent based courses in safety, transition and behaviour management. Slides and evaluations are available.
- ✚ Expanded the use of our facilities within our community. We now have Slimmer's World, line dancing and specialist ballroom dancing based at our school throughout the year.
- ✚ Expanded our role to support other schools. Therefore we have embarked on providing behavioural support for all schools in Stevenage as part of the DSPL 2 plan and we have been extensively involved supporting a secondary SEMH School in our close locality.
- ✚ We have been financially prudent to ensure that we can sustain and improve our provision over time.
- ✚ We maintained and developed a very experienced and passionate governing body who challenge and support school practice to ensure the best possible provision for our pupils and their families. Minutes and visit notes are available.
- ✚ We have provided continuous support for a secondary SEMH school where many of our pupils transfer and have been designated as a sponsor for this school by the DFE.

### **The Impact!**

**PLEASE SEE IN DEPTH PROGRESS AND ATTAINMENT REPORT FOR 2018-19.**

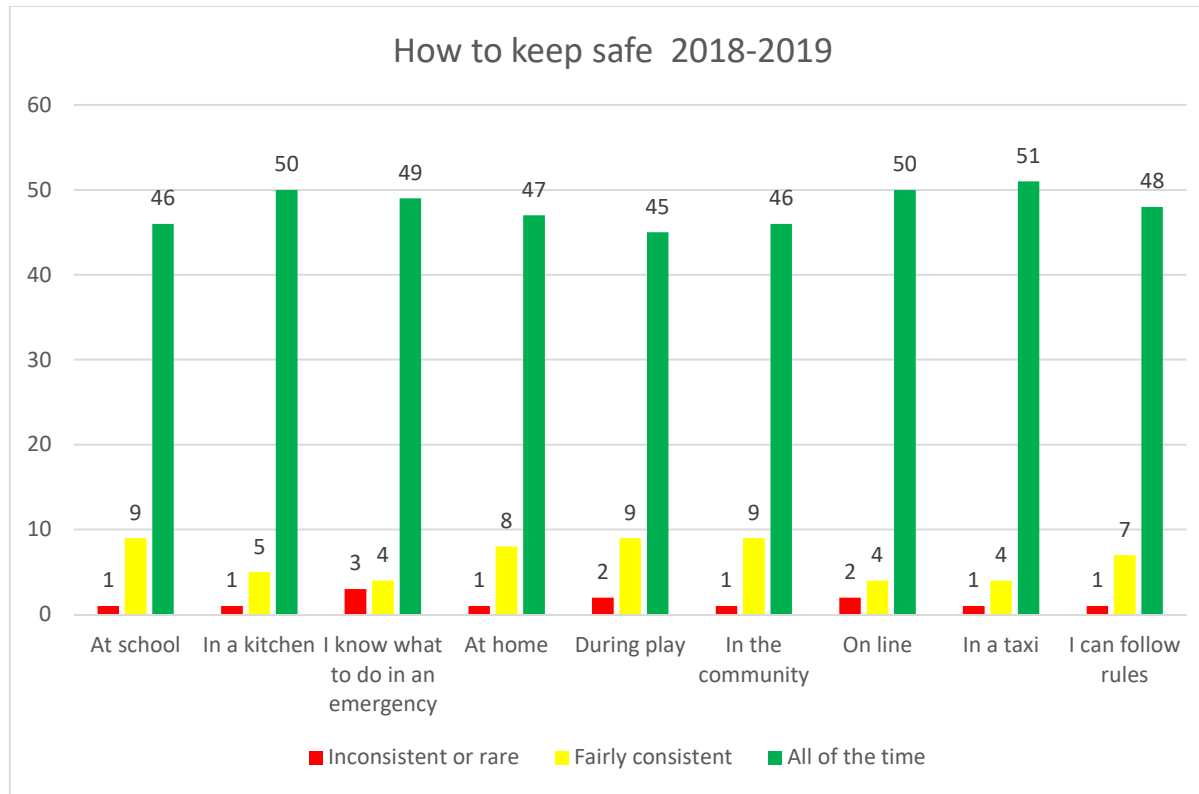
#### **HIGHLIGHTS INCLUDE:**

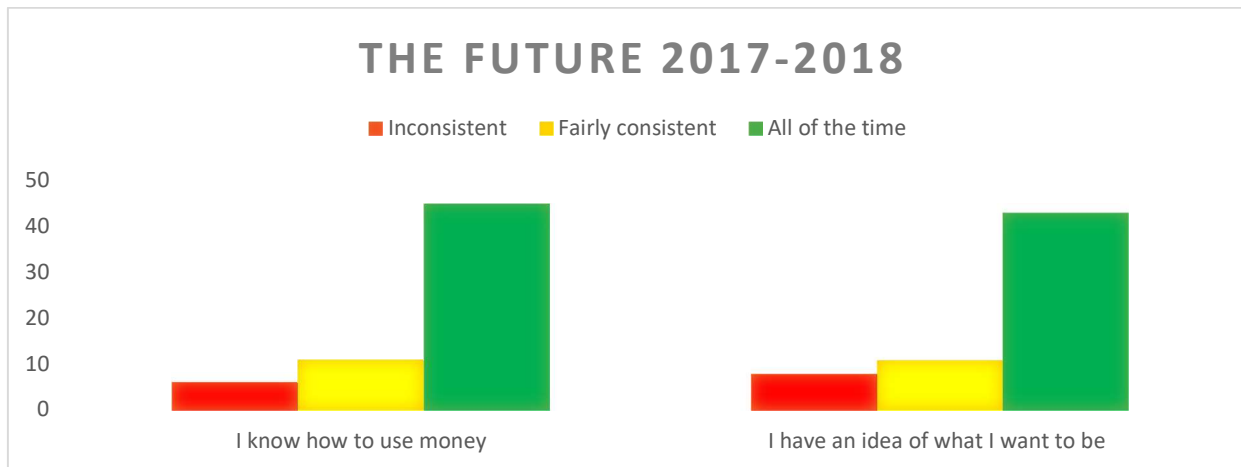
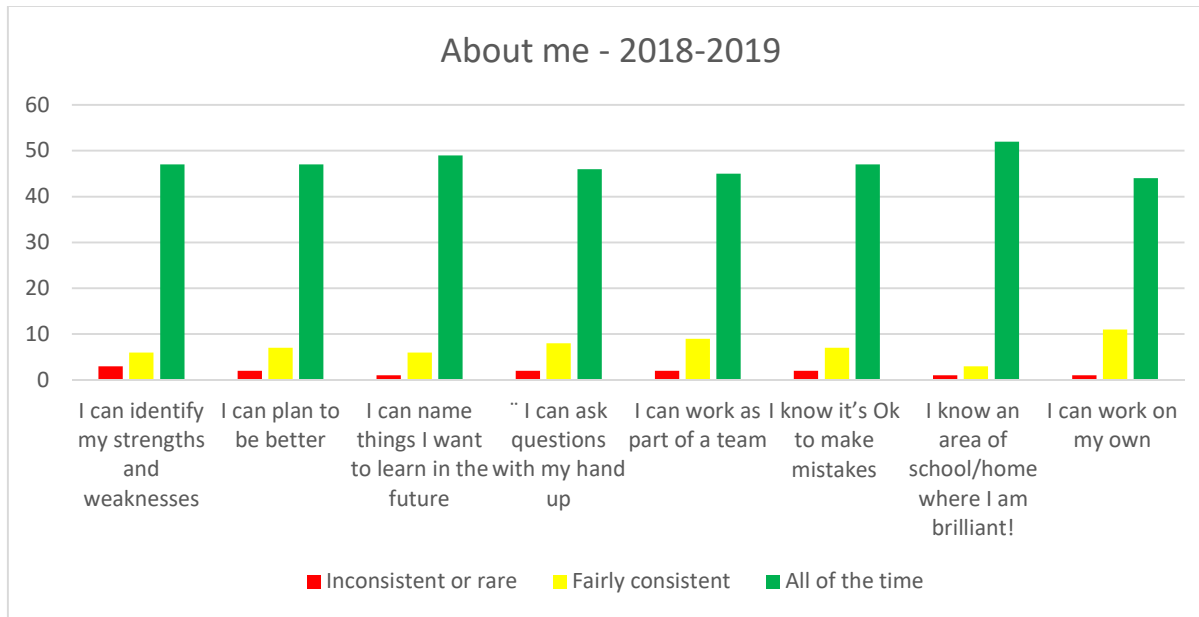
**It should be noted that the new curriculum and assessment schemes adopted at the start of the year are more challenging and have greater parity with mainstream provision.**

- Our first pupil ever to achieve a maximum 120/120 in a reading SAT's test
- In reading 20% of the year 6 cohort met national expectations, and internal data indicated that 78% made good progress compared to starting point and time spent at Larwood. The average rate of progress for reading using Depth of Learning assessments equated to 74%
- In writing, 69% of our school cohort made good progress compared to starting point and time spent at Larwood.

- In spelling, punctuation and grammar, 12% of the Year 6 cohort achieved age related expectations, and 15 pupils scored 90+ in test conditions-the highest proportion that we have ever had.
- In Maths, 4% of the year 6 cohort achieved age related expectations, which was lower than expected. However, across the school we did have 75% of pupils making good progress compared to starting points and time spent at Larwood
- Science progress ended with 66% of the school cohort making good progress compared to starting points and time at Larwood. Geography and history were both formally assessed for the first time during 2018/19 and good progress equated to around 60% for both subjects.
- Our personal development skills tracking indicates high levels of pupils with greater understanding of personal safety in a range of situations, increased awareness about their own strengths, approaches to health, and having better appreciation for money, as well as forming ideas about their own futures.







Outcomes for pupils, including the quality of teaching, learning, and assessment

Overall judgement:

1 Some areas here 18 19	2 (2014-Ofsted) Some areas here at time of update	3	4
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**NB-some areas outstanding and some areas 'good'. New curriculum in Sept 2018.**

Reasons why we believe we are not higher or lower in our judgement of this area:

As the year is progressing, the vast majority of pupils are meeting progress expectations, based on context and in relation to starting point and individual needs. Please notes that as our cohorts are very small, all of the data is to be treated with caution. We had the additional issue this year that we implemented a new curriculum, alongside new assessment procedures. This will take time to become embedded and for us to be as sure as we have been about previous assessment schemes.

Strengths/areas to develop and improve/Evidence:

- **Internal data** reveals pupils making good/outstanding rates of progression in many areas –see progress and attainment report. Maths progress data within school positive but SAT's performance was not.
- **Half termly monitoring program has indicated good use of learning intentions** as prescribed by the Chris Quigley curriculum, alongside excellent use of the schools approach to differentiation (Lesson observations/work scrutiny)
- Work scrutiny has highlighted a range of appropriate practices in line with the schools marking policy but some variations that were not. **Examples of the latter have included inconsistent use of red pen, blue pen and frequency of feedback sheets.** Individual feedback, collective feedback and secondary visits have taken place to ensure the highest standard of application. (Work scrutiny/feedback/follow up)
- **Continuous process of moderation using internal and external processes** where available. This is critical this year with new assessment schemes. Three internal moderation events led by Emma Williams has been supplemented by an external moderation event with other special schools. This revealed that our general approach to marking was too harsh. Internal moderation event in Feb highlighted this to teaching staff and reassessment then took place.(Moderation internal notes and sessions/external events and notes/feedback to staff)
- **Introduction of 'Hands on Mondays' in November** to supplement the practical nature of our pupils learning styles (mini review during second half of Spring Term)
- Music, art and drama (MAD) and music, art and performance (MAPS) both continue as a part of the Tuesday afternoon **curriculum, but need review as now three years old.** Pupils in Years 5/6 produced an end of year show and went to London to see the

- Headteacher has made adjustment to leadership practice so that middle leaders regularly take an active role in assessing where we are (with reference to SDP) and what we are doing well/need to do better. The first review was focused on the curriculum (Curriculum review activity/meeting notes)
- PSHE-One Decision is resourced so that all teaching staff have access to this and gives pupils a chance to look at real life scenario's, make decisions and then see the consequences of such choices. This will need review during the course of the year.
- RE is delivered via discreet one-week themed approach and this is a new approach for 2018/19. This will need review during the course of the year and potential adjustments during 2019-2020. SMCD is applied consistently and well in a range of settings and activities. This includes lunchtime prayer, assembly, religious education topics and assemblies, behaviour management and PSHE
- The closure of the residential unit, and opening of The Space Hub (small group of pupils with ASC and SEMH, taught in a different space and way) has enabled a specific group of pupils to access a bespoke curriculum. This approach has been monitored during its first year (8 months) and there were some huge gains and positive steps for pupils involved, alongside some identified areas for tweaking and revision (See internal discussion notes plus Hertfordshire Improvement Partner visit notes)
- Pupil engagement with key areas such as writing, indicate good progress due to revamped planning, use of trips, stunning starters and fantastic finishes (see books/pupil comments)

***For this area, in this academic year, we have identified the following priorities and actions (with reasons):***

To maintain our excellent rates of progress, ensure that new starters settle quickly and make progress as noted above. Ensure the new curriculum is fully embedded from implementation and assessment practice by July 2019. We also want to fill gaps in provision (for example writing) with pupils where last year has data indicated the need.

To ensure that the new curriculum and assessment methods are implemented without negative impact upon pupil progression (Notes this is a major change and we have other changes taking place as well)

**Updates-Autumn Term 2018/Spring Term 2019-staffing.** Teacher with need for operation, plus expanding role for another teacher (outreach) forces the recruitment of another teaching member of staff. This has had an impact upon the consistent delivery of new curriculum. Actions include Advert in December, interview in Feb, and here by April. Also, DHT providing 1-1 support for member of staff and close monitoring of class/standards.

- Curriculum related issue-the assurance provided by the Chris Quigley company that the 'lines of good progress' would be suitable for us as a special SEMH school, did not go as planned. ST/BO have both been in contact with the company and changes have been made that take into account the specific nature of our school.
- Follow up by HT/DHT with staff that had some actions to implement after second work scrutiny in Feb 19. Therefore, these staff will have an unannounced second work scrutiny in March
- **Residential closed in November.** Staff re-assigned as planned.
- **Space Hub opened in November.** EW leading this, alongside curriculum and assessment in BO's absence (maternity leave). This was planned for new staff appointed during last the term have all undergone induction.

### Effectiveness of Leadership and Management.

Overall judgement:

1-(18/19)	2 (2014-Ofsted)	3	4
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Reasons why we believe we are not higher or lower in our judgement of this area:

We believe that this area cannot be judged lower as we have sustained data and practice demonstrating outstanding progress over a long period to support such a judgement. Ofsted –Jan 14 reported that ‘the strong leadership of the Headteacher, other leaders and managers, and the governing body has led to good improvement since the last inspection’. Ofsted 2016 stated: ‘Robust school governance, including a specifically designated governor for residential, drive forward continuous improvement’ and ‘The head teacher, head of care and staff form a very strong and stable staff team. They strive to deliver the highest quality care and focus development of the provision on promoting purposeful achievement for all children. The joined up school and residential management and staff teams provide effective and attuned leadership and care across the provision.’ Ofsted 2017 stated that:

**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.**

In addition, Ofsted 2018 reported:

The leaders, managers and the staff demonstrate a strong knowledge base, which ensures a seamless approach to the high-quality care and experiences for the children.

Overall, the curriculum has been a particular strength of the school and pupils have many exciting experiences, which engage them and make them want to learn. The school does much to draw pupils in at an early stage and involve them as active participants in their learning.-School Improvement Advisor-2018

Outcomes have improved significantly since the last inspection (in January 2014). There has been year-on-year improvement and particularly so in writing. The school provides a really stable environment, with excellent behaviour management, so that pupils new to the school quickly settle in and concentrate on their learning. This enables them to make optimum progress in nearly all cases. Given their starting points, the vast majority of pupils make at least good and often outstanding progress. For nearly all pupils, their progress is secure and rapid.-School Improvement Advisor-2018

Strengths/areas to develop and improve/Evidence:

- **The leadership team has made due adjustment to cover** for absence of a colleague due to maternity. Whilst some staff are taking on additions to existing roles, others are stepping up. Examples include adding an additional team member acting as a DSP to maintain 4 staff in this role, using an ex Deputy Head to add stability and capacity in relation to safeguarding and a middle leader (EWi) adding curriculum alongside her role in monitoring assessment. There is strong and effective co-production in action. At the same time, we started to provide outreach and inreach support for primary schools in Stevenage, as well as the Headteacher/Deputy Headteacher providing support for an SEMH secondary school. This demonstrates capacity and wide acknowledgement of the quality of provision, leadership and management.
- **Our new role of providing outreach/inreach support for behaviour within Stevenage** has rolled out as planned and with good effect. An extra member of the teaching staff has been appointed to aid this new role as planned. We have created opportunities for other schools to train with us, as well as supporting pupils in other schools. We report directly to the local DSPL Board.(see mid-year evaluation/staff and pupil evaluations, as well as end of year reports)
- **PRI/incident data continues to reduce as the year progresses. This is particularly impressive as we have added to our school capacity number by almost 20% and yet reduced RPI by 62% with 9 events, alongside a further reduction in incidents by 19% in comparison to the previous year (See Behaviour and attendance SEF rep)**
- **We continue to provide value for money services and maintain a healthy and sensible budget.** Our financial audit in December reaffirmed that we are practicing with sound principles and in line with our funding agreement (Budget returns and financial audits)
- **Succession practice** is a key feature of our thinking for all levels of staffing and Governance, but we are very aware that following our application to become a sponsor, we will need to revisit this and make adjustments with changing roles. (Succession plans/SLT notes)
- **The use of 'external eyes' in relation to our judgements continue to be a key aspect** of ensuring a critical and accurate view of our progress. Therefore, we continue to use a Hertfordshire Improvement Partner, continue to maintain links with the National Autistic Society, have visits from other Headteachers and engage with external partners for moderation of assessment purposes. **However, the Headteacher has noted the need for more which is planned for the summer term for both the school and Governance**

- Continued high quality input from governing body including frequent 'one to one' meetings between Head and Chair, and consideration of appropriate training for governors. Governor strategic planning event and action plan. Challenge and support used to good effect. Chair of Governing Body voted as Governor of the Year in Hertfordshire during 2018. However, in critical reflection relating governor visit format, we have agreed that changes would be needed for next academic year.
- Planning for MAT sponsorship of another SEMH school did not go as hoped and initially the case was not approved. Ongoing support (alongside Herts4learning) has enabled school to receive an effective safeguarding inspection in September 2018. Options to remained open and following a third application in July, we were approved act as a sponsor for a local SEMH secondary school.
- Identification of the need to track the impact of interventions staff closer took place in Feb, and therefore specific half-termly meeting created to action this. (SLT notes/actions)
- There is a need to continue to review and adapt, as we move through the year, the type and effect of leadership roles. This is dependent upon the introduction of a new, external base and successful sponsorship application. It is vital that standards do not slip whilst we expand. (MAT application)
- Well-being for all staff under review with question of 'what else can we add to support and enhance our staff well-being' as a prompt. Existing attendance reward scheme, enhanced and independent pay scale with further proposed review/adjustment for LASA's, Perkbox Scheme, access to support from SAS (counselling etc.). Consideration of medical cover i.e. quick and flexible access to Doctor being a current priority. (Staff meeting/Gov meetings)
- Locality support for other school continues to be sought from Larwood and includes outreach/inreach/support for a secondary school in Special Measures/support and training for colleagues in an LD school for behaviour management and HT has led other HT's to seek appropriate well-being measures.
- Due to Brexit, we had to replace our Business Manager and this process was concluded with staff member fully inducted and ready to go for Sept 2019

***For this area, in this academic year, we have identified the following priorities and actions:***

**PROGRESS**-continue to sustain improvement with introduction of new curriculum and evolution of behaviour management practice, whilst expansion takes place and staffing composition is different. **CONTINUE TO REVIEW** the composition of the leadership team and working practice, and ensure that the **STAFFING COMPOSITION** matches the needs of the curriculum and pupil provision in the ever changing and complex educational environment.

Review and alter our internal leadership team to enable growth with sustained quality.

**Autumn/Spring Term updates:**

- Lead member of staff for curriculum went onto maternity leave slightly earlier than planned in December. EWi has taken on lead of curriculum with assessment in the interim. ST (Head) line managing this change. Needs careful monitoring and therefore lesson observations during autumn term/spring term were looking at use of new curriculum, L.I's etc.

- Second annual financial audit completed successfully. Business Manager now taking lead role within the county reviewing and refining systems, with LA Officers and other schools.
- Ex-DHT-Jane Kimpton has returned to support gap in leadership/CP etc. due to BO maternity leave. Additional member of staff-NN trained to be a DSP, therefore we continue with 4 staff that are qualified to be and act as DSP's.
- **Leadership team**-PV (Deputy) working closely with IR (from residential to Deputy Lead for Behaviour) to ensure growth and development. Coaching applied. ST to ensure that succession planning and growth for all staff is maintained.
- **Outreach**-JS leading this with ST (Head) line managing. Strong start but need to maintain link with classroom team until new teacher appointed.
- **External eyes**-during the summer term, we joined the Challenge Partners network of schools. This will mean an additional annual visit from peers that will review the school, its provision and progress in terms of a number of agreed themes.
- **Multi academy trust development**. Sponsorship application form sent in and deferred. ST (Head) has sought advice from RCS board member and another MAT CEO. Second application, noted as being described as 'strong' by all parties and will be reviewed by HT board in Feb, but was rejected with LA seeking to challenge this. Final successful bid in July 2019. NB-The LA requested our assistance with the school concerned and this support has involved the HT/DHT and Business Manager since July 2018.

### Personal development, behaviour and welfare

Overall judgement:

1 (18/19)  Some aspects here	2-(2014- Ofsted)  Some aspects here at time of update-	3	4
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Reasons why we believe we are not higher or lower in our judgement of this area:

Our procedures, behaviour management strategies and pupil's experiences are consistently reviewed and adjusted over time. We are able to help the vast majority of pupils improve their behaviour and develop more positive attitudes to learning. We have gained good momentum



with our leadership and management of this area and data indicates key progress and success and has already been noted within this document.

**Strengths/areas to develop and improve/evidence:**

- **Clear health and safety procedures for on/off sight activities** including medication, use of risk assessments, curriculum based activities and external monitoring by designated governor (see reports)
- Attendance monitored and actioned where needed and supplemented by reward system and parental involvement. **Attendance in July 2019 at 93%**, which compares well to other SEMH schools using national statistics, however we believe we can attain higher and there are a small minority that need further action/close scrutiny. Actions for 18/19 have included the increased use of attendance officer and Social Workers to support/challenge where needed (Attendance records on server)
- **Herts. Steps training (over and above compulsory)** has focused on the issues that data has revealed during the year, therefore a specific session was created on the use of the RRR section as SLT had noticed too much variation in this during the first term (Training records)
- **Excellent risk assessment procedures for individual pupils See Behaviour Support Plans (BSP's), and risk assessments in file (Files on server/training)**
- **SMCD is applied consistently and well in a range of settings and activities.** This includes lunchtime prayer, assembly, religious education topics and assemblies, behaviour management and PSHE. Pupil feedback via survey, assemblies etc. has confirmed this.
- **Incident rates and pupil's behaviour continuously improving over time. 4-year decreasing trend for physical intervention (see data in leadership and management section). No fixed term exclusions for over three years and no permanent exclusions for over three years (Only 1 Perm Ex has taken place within the time that current HT has been in post-see Behaviour Data records via Behaviour Watch)**
- **Pupil voice constantly being sought in a variety of ways.** Example-school council requested the possible adding of a roof to the astro turf and this is being examined (School Council/residential surveys/pupil surveys/HT interviews)
- **A range of interventions have been extended to support pupil well-being, behaviour and attendance.** This includes a day to day therapy dog, a different therapy dog for specific and targeted work with individual pupils, art therapy, counselling, use of a specialist family support worker working with parents and pupils, Brain Gym, Sprite, POD, movement and reward breaks. **SLT have adjusted practise to review progress in these areas every half term.**
- One parent focused training session in Feb, but HT has requested more of these and to consider it being part of our formal induction process for all new families. This then increased during the latter part of the year.
- **Introduction of weekly safeguarding meeting involving all DSP's** on a Monday morning to enhance communication and actions. This also includes a weekly file dip, to randomly check a case and associated paperwork and actions.

***For this area, in this academic year, we have identified the following priorities and actions (with reasons):***

Continue to reduce for the need of physical intervention, and explore ways in which we can continue to develop our use of **Herts Steps to promote staff and pupil well-being** (see SDP). Develop further our PSHE provision utilising timetable changes. Review and expand partnership working if possible-funding. Review and adapt our contact with parents-more is better!

**Autumn/Spring Term update:**

- **Behaviour data review** indicates a continued reduction in the need for RPI, even though our pupil numbers have risen compared to last year's data. We continue to ensure that training uses data to inform our practice and our consistency is as stable as possible. Bullying data (physical/verbal) indicated a small number of pupils that needed follow up.
- Issues identified during the course of the year-consistent use of RRR section in Behaviour Watch. Actions include close monitoring by DHT/HT and Deputy lead for Behaviour, as well as staff training and direct conversations where needed.
- **Attendance**-By Feb the school attendance was at 93%. A number of cases are being closely monitored and one is being reviewed with the attendance officer for potential prosecution. A second case that presented as a major concern last year is in the 90% region and looking very positive.
- New safeguarding weekly meeting introduced in Sept 18. Why-need for clear communication of confidential matters between DSP's.
- Our internal review of **working with parents** has resulted in each seeking to use technology, alongside more traditional methods of communication to suit the needs of parents. Therefore, in the summer term, we will aim to trial the use of FaceTime etc. for parents evening type meetings, where requested.

### Overall Effectiveness

Overall judgement:

1-(18/19) Some aspects here	2 –2014-Ofsted Some aspects here	3	4
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Reasons why we believe we are not higher or lower in our judgement of this area:

This cannot be judged lower as we are currently providing a range of supportive and innovative measures, which will has led to, and will ensure continuous rapid and sustained improvement. A range of strategies to support pupils and staff have been implemented, reviewed and adjusted over time leading to quality outcomes in the vast majority of cases.

Strengths/Evidence:

- Jan 2014 Ofsted inspection confirmed that our own self-evaluation was correct and have maintained our trajectory of improvement with pupils of less ability and with greater/more complex needs. **WE ARE A COMPLETELY DIFFERENT AND IMPROVED SCHOOL COMPARED TO 2014!**
- **Leadership and management, behavior, SMCD, safeguarding, curriculum intent/implementation, and persona development are all judged as outstanding for our pupils when reviewed in terms of context, need and time spent at Larwood.**

## Self-Evaluation summary 2018-19

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- SMCD is applied consistently and well in a range of settings and activities. This includes lunchtime prayer, assembly, religious education topics and assemblies, behaviour management and PSHE.
- Unstinting emphasis on progress, well-being and continuing to use the analogy 'if we always do what we have always done, we always get what we have always got'. Staff know that we cannot stand still.
- We have recognised that ROL/Data dashboard are very ineffective and poor indicators for our school and therefore continue to use our data, combined with external validation where possible with similar or mainstream schools accordingly.
- In relatively quick succession, a number of important changes have taken place (introduction of outreach/closure of residential/opening of The Space Hub/new curriculum and assessment), however, this has been planned for continued progress and well-being are still evident. We set a rapid pace for appropriate change but maintain and continue to improve existing standards and provision.
- We are a leading voice/practitioner in behaviour management and meeting the needs of the most vulnerable families in Hertfordshire. We have shared practice and assisted 12 local primary schools, two secondary SEMH Schools and an SLD special school.
- Ambitious plans have been achieved which have included opening our own multi academy trust, expanding our range of support to meet the needs of our local area and continuing to adjust to a rapidly changing educational horizon.
- During the course of the year (as we do every year), we review and adapt our practice or change it for improved outcomes. There are numerous examples of this in the report and in the more detailed SEF reports.

### Autumn/Spring Term updates:

A challenging autumn term has been met with continuous review to adjust and ensure that excellent quality provision is our core. We have added other services, grown as a provider and ensured that our quality of provision is not adversely effected. Staffing, family related contextual issues, various SEN LA issues and DfE challenges have been constant but overcome!

- ✓ Outreach provision securely in place
- ✓ New curriculum and assessment procedures in place and being monitored closely
- ✓ Behaviour continued to make huge gains in relation to our approach of reducing the need for physical intervention, and we added capacity to the training team
- ✓ Support to secondary school enabled good progress and their own SIP (Ofsted inspector) believes they are now good
- ✓ A third bid to the DfE in late July confirmed our ability to act as a sponsor
- ✓ Additional and evolving practice with senior/middle leaders took place and all know and understand our school better due to this
- ✓ We critically reviewed our range of support and removed one provider, as well as extending others due to need/quality of delivery
- ✓ All areas of school development have been reviewed, and assessed which will lead into school development planning for next year and beyond.
- ✓ Governance remained critical but supportive and due to internal review, adjustments have been made in readiness for 2019-2020