

Larwood School

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WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2018-19

FOCUS: SAFEGUARDING

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

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. Key factors to consider as part of this year included:

- During the course of 2018-19, we added to our capacity from 64 day pupils to 80 day pupils. This was due to a residential unit consultation that concluded by closing that unit and opening an additional 12 day places. The extra day spaces are all for pupils who have an SEMH diagnosis and autism. This is called The Space Hub
- During the course of the year, around 60% of our pupils either had a formal diagnosis of autism or had the traits of autistic behaviour
- We started to provide an outreach service for primary schools within Stevenage. This was contracted by our Developing Specialist Provision Locally (DSPL) and staffed this appropriately.
- Throughout the year, we supported a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. Continued discussion and work has taken place for use to be able to sponsor them and for them to become part of Larwood Academy Trust.
- We reviewed and changed our curriculum ready for implementation in September 2018, alongside a new assessment system. This is the Chris Quigley Essentials curriculum and the Depth of Learning assessment that works alongside the CG curriculum. This all took place before the big Ofsted focus on the curriculum!
- *All of our pupils 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.*
- *3 pupils last year attended 5 schools. 2 pupils have been at 4 schools, 32 pupils had been at 3 schools and the rest of the cohort had been at 2 schools. Therefore, 49% of the cohort had been at, at least two schools before Larwood. 1 pupil had been permanently excluded from both mainstream and specialist provision.*



It is appropriate to state that all of our pupils have experienced the challenges and issues that any officially designated pupil premium pupil may have.

Please note there are specific characteristics of this cohort which include family related breakdown including pupils witnessing violent incidents, legal proceedings, medication issues, family upheaval/displacement, and drug and alcohol related issues.

OVERALL GENERAL PROFILE FOR THE SCHOOL DURING 2018-19

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	2-100%	Boy	100%	0	100/0/0
2	6-50%	Boys	67%	0	80/20/0
3	9-44%	Boys	78%	22%	77/11/11
4	20-35%	19 B 1G	65%	5-15%	75/15/0
5	17-53%	13B 4G	70%	6-35%	72/12/6
6	27-22%	25B 2G	52%	11-48%	80/15/5

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

1. The biggest 'in year' pupil variation took place for Yr 1 (100% but only 2 pupils) followed by Year 5 (53%). The range of in-year variation with pupil growth was between 22% (Yr 6) and Year 1. Limited growth in Year 6 is helpful for established pupils and staff but is impossible to predict or control. Our current pupil induction process seems to allow the vast majority of pupils to arrive and settle down quickly, many of which then make rapid and sustained progress. We need to continue to refine and replicate this practice.
2. We remain heavily boy orientated with 7 girls in the school during 2018-19. We must continue to review our provision for girls and their needs as individuals and as a group as the year progresses. Our practice evolved this year, and additions such as girl only PSHE sessions and a broader range of activities were met positively by pupils.
3. We continue to have a high proportion of pupils with autism, and with the opening of The Space Hub, this has got even higher! This varies from 52% in Year 6 to -100% in year. Pursuing best practice for autistic children is in the best interests of all and our Hub needs to develop into a beacon for potential replication across Hertfordshire
4. 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.

POSITIVE DEVELOPMENTS DURING 2018-19

- Implementation of the Monday morning meeting with the safeguarding team to discuss any safeguarding matters that had arisen over the weekend. Monday afternoon catch up via email with actions and updates from the meeting and other developments that have been raised especially via circle time on a Monday in each class. This has had a really positive impact on our practices because we are ensuring that we all have the same knowledge/viewpoint on a child/circumstances meaning that nothing is able to slip through the gaps, we always have someone to attend meetings with other professionals or on the rare occasion when this is not possible, send a detailed report. We are also able to identify a



member of the team that contact parents if this needs a change of personnel for any reason. We can also ensure that any necessary information is passed on to the class team.

- Adding all children who are supported by a CP or a CIN plan to Friday SLT/behavior meeting to CCC list to help triangulate information. Again, this practice ensures that because of effective communication nothing slips through the gaps, actions are swiftly taken when a need is identified in this meeting and the safeguarding team is held to account to ensure best practice from our staff, holding other professionals accountable and guaranteeing the best possible outcomes for the pupils at our school.
- New online referral system up and running - makes receiving updates easier
- Nic Newman joined the Safeguarding team and has attended conference and Core group meetings – having another member on the safeguarding team means that we can action concerns from record of concerns faster because we are a bigger team. It also means that when the Lead DSL is offsite there is someone to action ROCs in the case of Sian being otherwise occupied/meetings etc. With Bianca Osobu going on maternity leave it was imperative to
- Lead DSL Bianca Osobu left at the end of November for maternity leave and the practices of the team remained consistent and thorough – Sian Ford picked up a lot of extra work and Jane Kimpton – ex deputy Head came back part time to support during that time.
- Handover to all secondary schools occurred in July - Better practice for exiting pupils so new school can put in strategies to support the pupil and family and makes safeguarding staff at Larwood available at the new school year
- Sian Ford attended all core group meeting, CIN meetings and conferences held over the summer holidays to deliver a really invaluable in person viewpoint from school.

What should Larwood School do to enhance better pupil progression, as a result of this self-evaluation, next year?

(Consider replicating good practice, tweaking, stopping something if it doesn't work, new ideas etc.)



DESCRIPTION	DESIRED IMPACT	INDICATORS FOR SUCCESS	ANY COST?
Record of concern form – change the wording – What did you do next – How did you respond to the child?	Staff that has had the concern to have accountability to make sure that they have the follow on conversations with the child or parent where appropriate.	DSL's would receive a more thorough recording of a concern and actions necessary for them.	nil
Replicate practice of handover before end of school rather than at the start of the new school year	Better practice for exiting pupils and makes safeguarding staff available at the new school year		nil
Following involvement in a serious or traumatic safeguarding issue ie. A child being removed from parent/suffering serious injury etc – staff involved to have debrief of the occurrence	Staff involved will be able to emotionally offload as well as discuss practice of Larwood staff – develop areas for improvement if necessary and feedback to outside agencies any concerns if appropriate	staff will be better equipped to deal with similar issues in the future and our pupils will benefit Emotional well-being of staff	nil

