



Headteacher: Sean Trimble

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

FOCUS: PERSONAL AND SOCIAL MENTORING DISCUSSIONS

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.

Assertive Mentoring Discussion showing the results of how the children feel they see their own Personal development skills for 2018-2019

Results taken in the final discussion with their mentor in July 2019 with a total of 56 children.

The discussions progress throughout the year and this is an accumulative result. This is the second year that we have measured personal progression in this way and therefore a comparison can be seen.

56 children in took part and it gives a very positive picture of where the children feel they are within their personal development.

The children are honest with their feelings, discuss at length the reasons for their choice and can identify that they need to continue to progress in certain areas and this can be seen in their personal behaviour where they recognise that they need to improve.

Safety - Overall this is a positive picture towards the children's' perception of their ability to keep themselves safe.

Many of the children recognise that they find following rules hard but as a whole they are fairly consistent at this.

Being healthy - The children have an excellent understanding of healthy and unhealthy food choices.

Most recognise and know how important sleep is and can explain how they feel when they don't get enough sleep. Some are able to explain why they don't get enough sleep.

91% children feel that they are active at school and no child felt they were inactive.

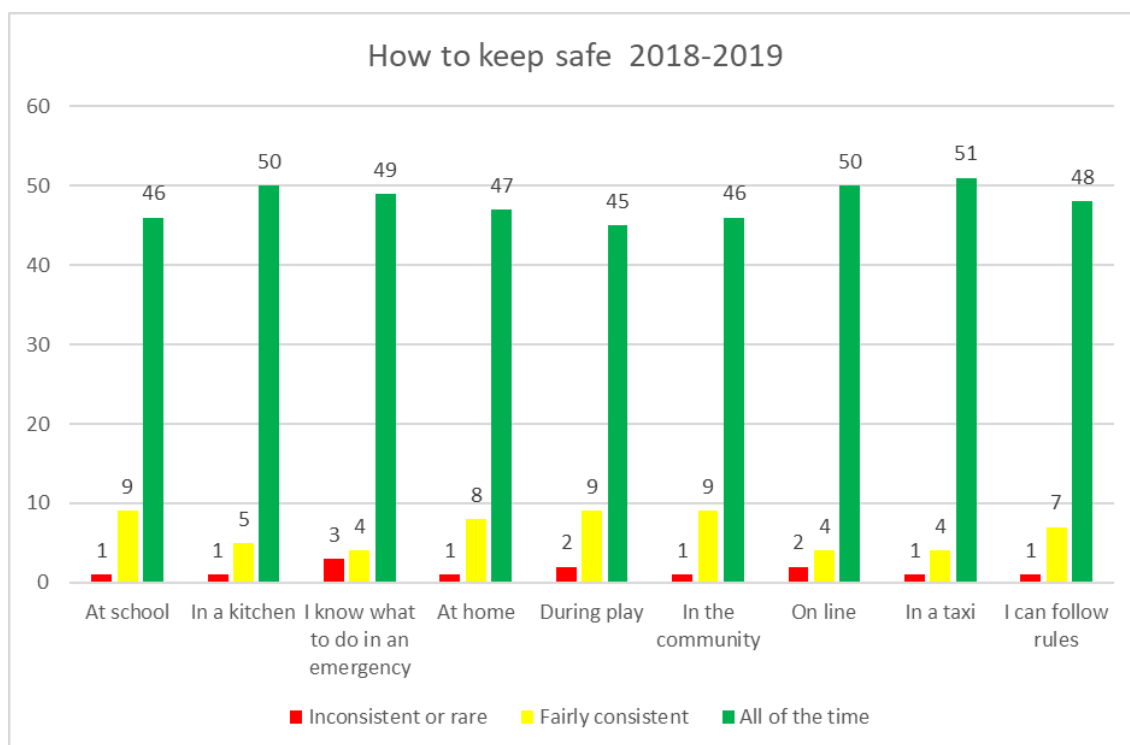
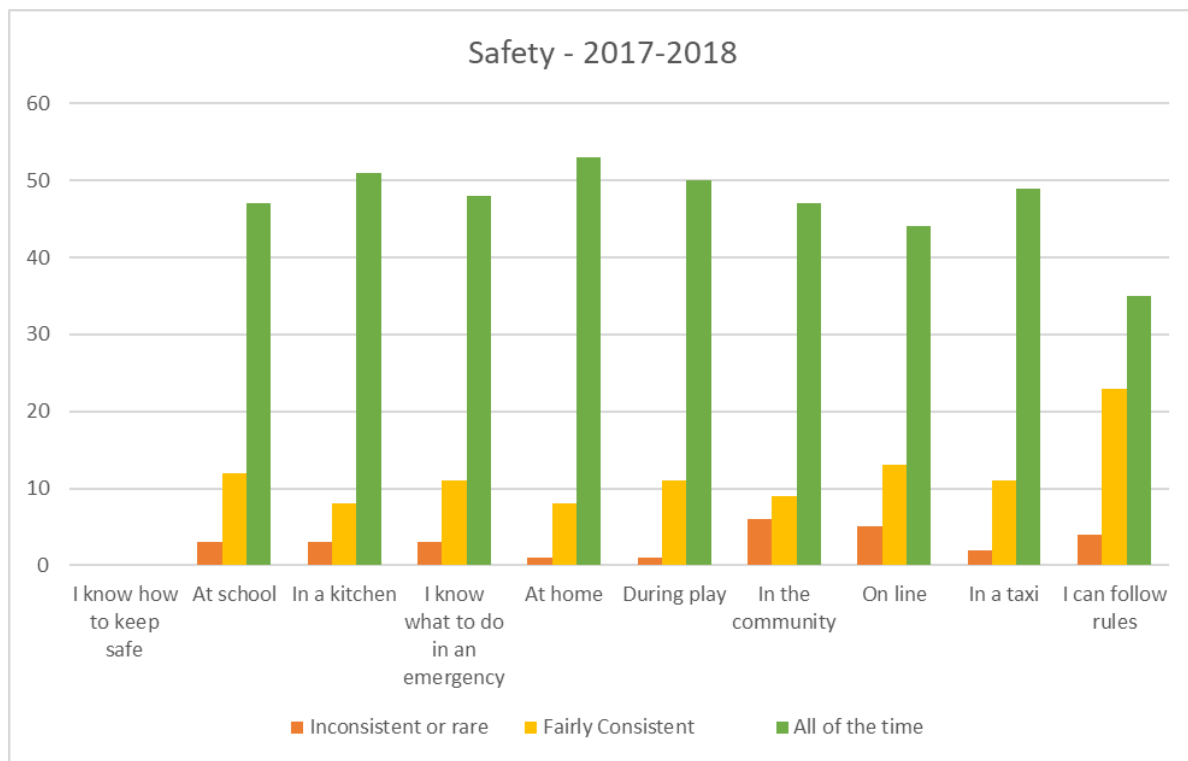
80% children know that I shouldn't be using computers/games and gadgets for too long but some admit that they do spend too long on their gaming devices even when they know that it isn't the right choice.

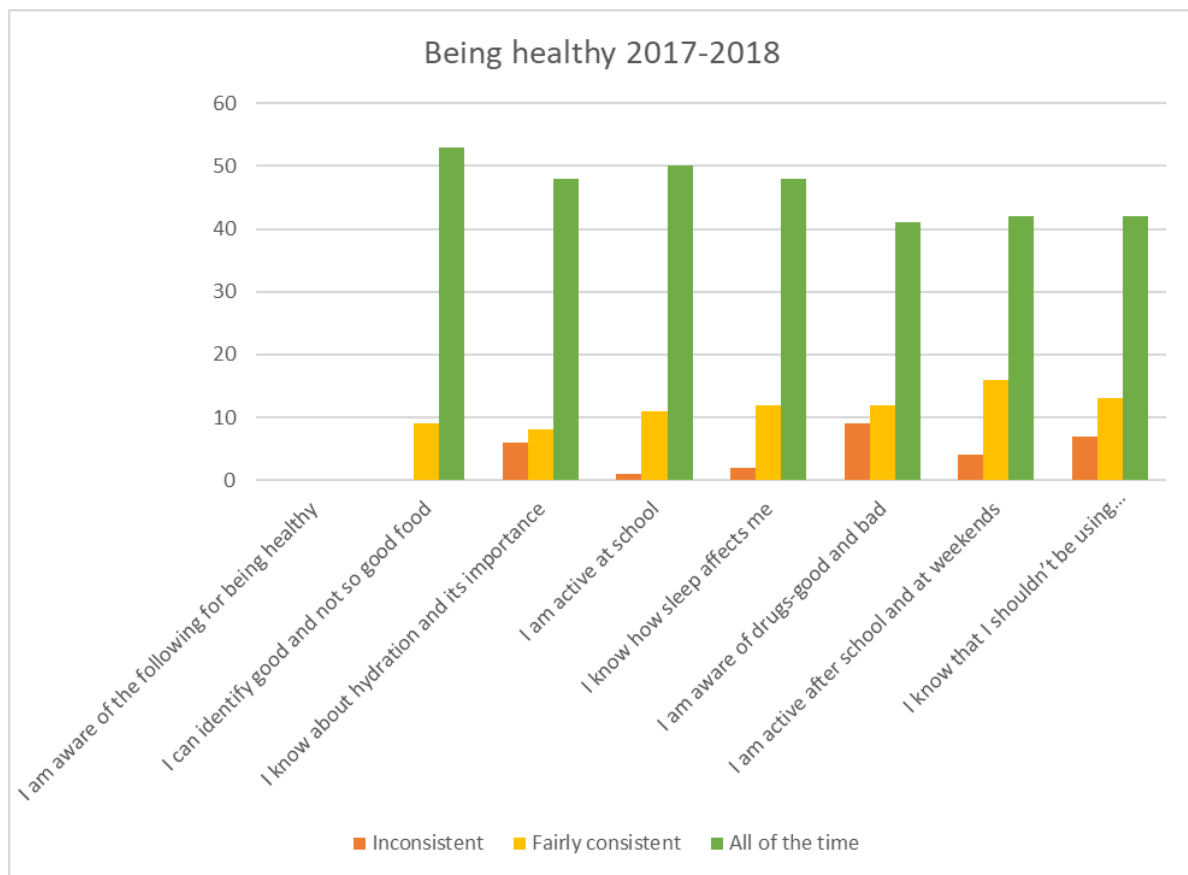
The section 'About me' and 'My personal behaviour' is where we need to see improvements as they are more children who fit into the 'Fairly consistent' category. These are areas that we constantly revisit on a daily basis and the children are very aware of their strengths and weaknesses.

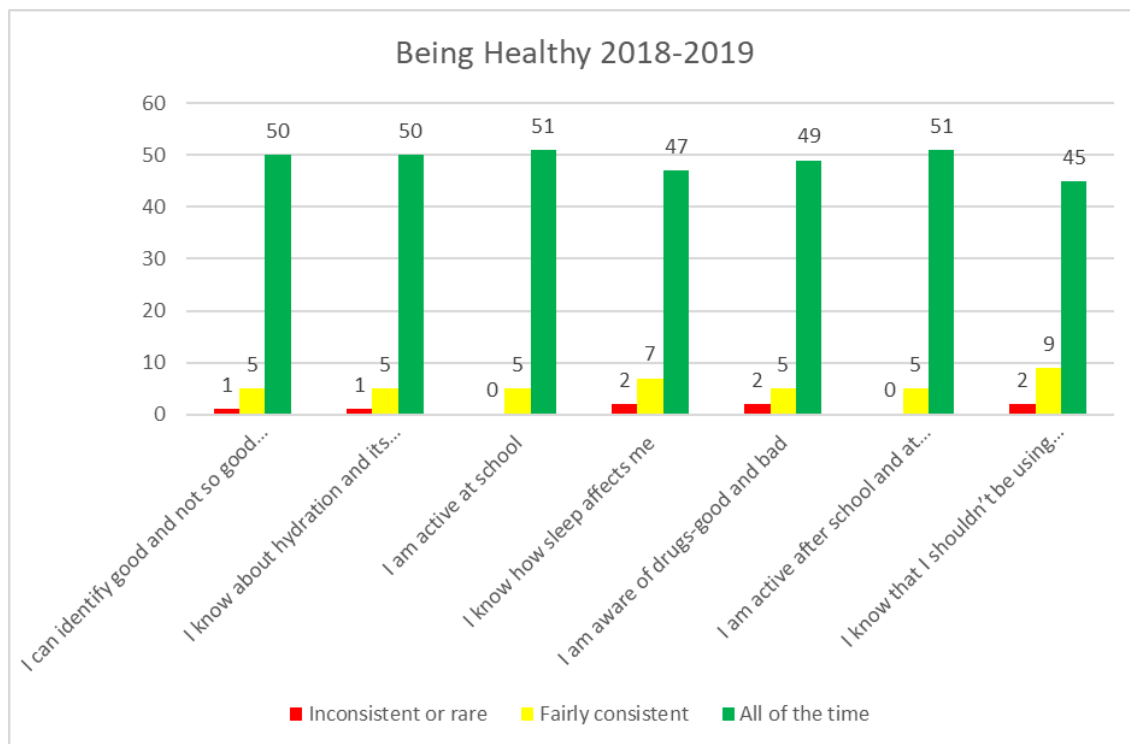
Personal behaviour - This is the area where the children recognise that they are more inconsistent. Although the majority of the children realise that they are able to be consistent in most of these criteria, some areas can be developed such as 'I can save money', 'Representing my school' and 'Respecting other's opinions'.

In 2019, 83% of children felt that they could be trusted and 91% felt that they knew who to go to if they had a problem which has increased from 2018. During 2018 74% of children felt that they could be trusted and 77% felt that they knew who to go to if they had a problem.

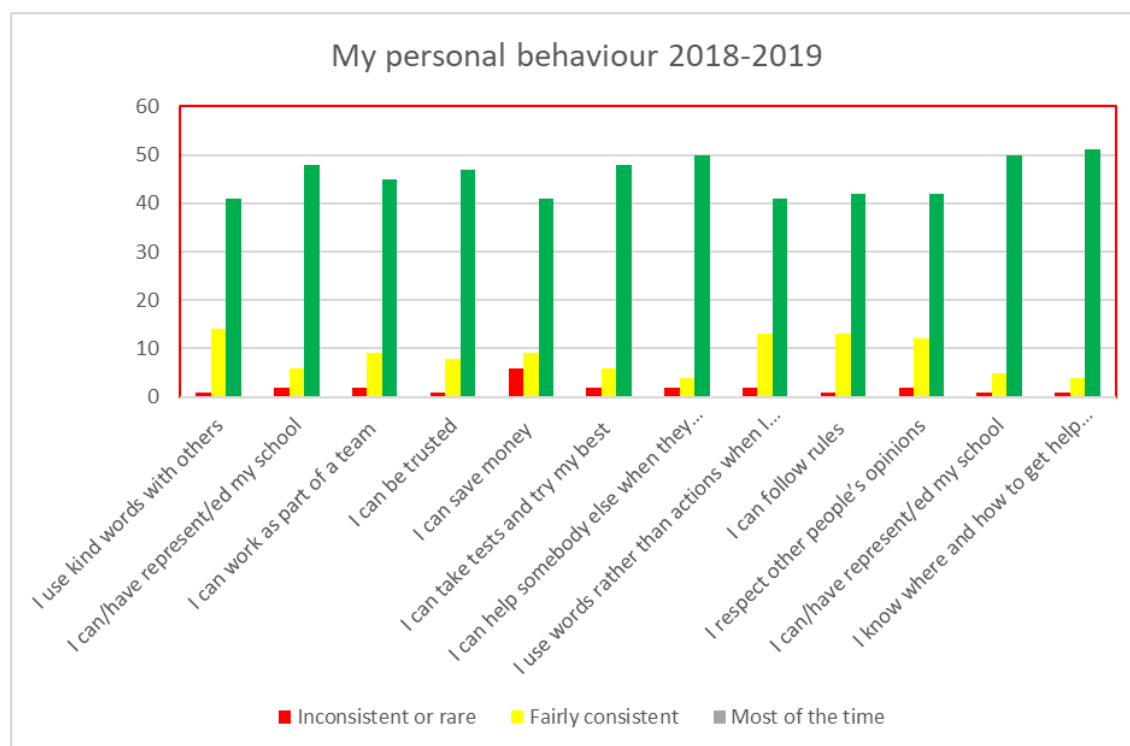
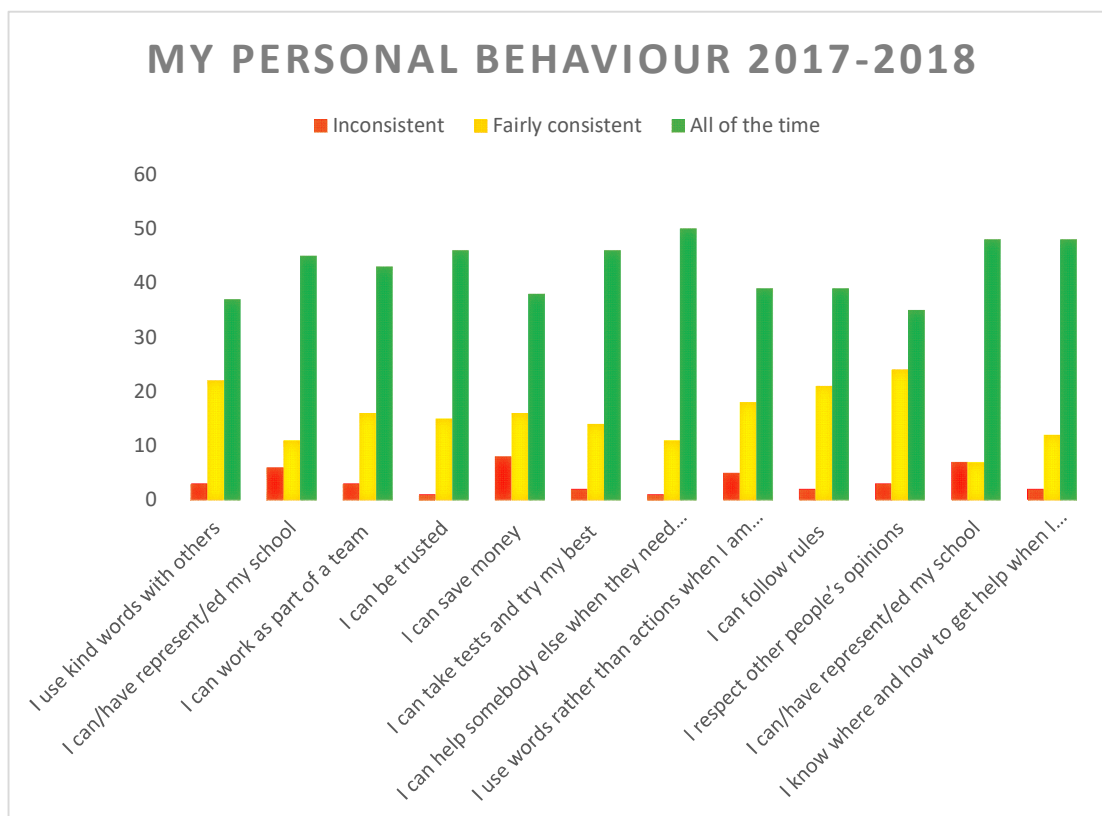




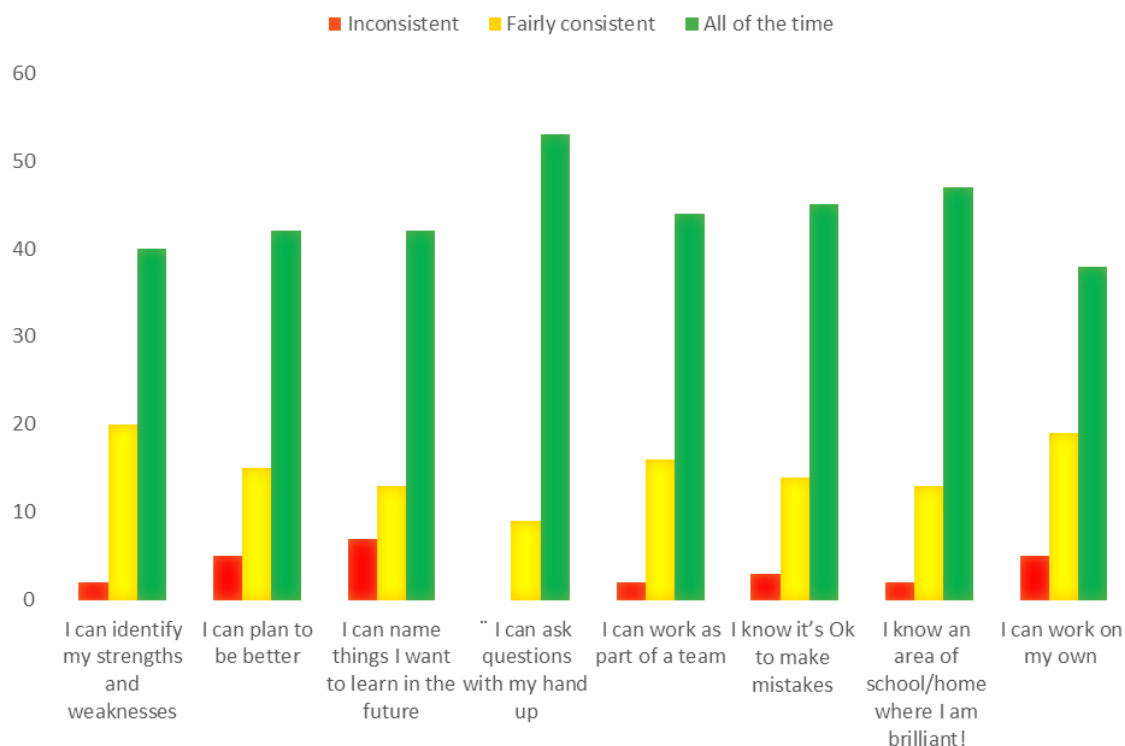




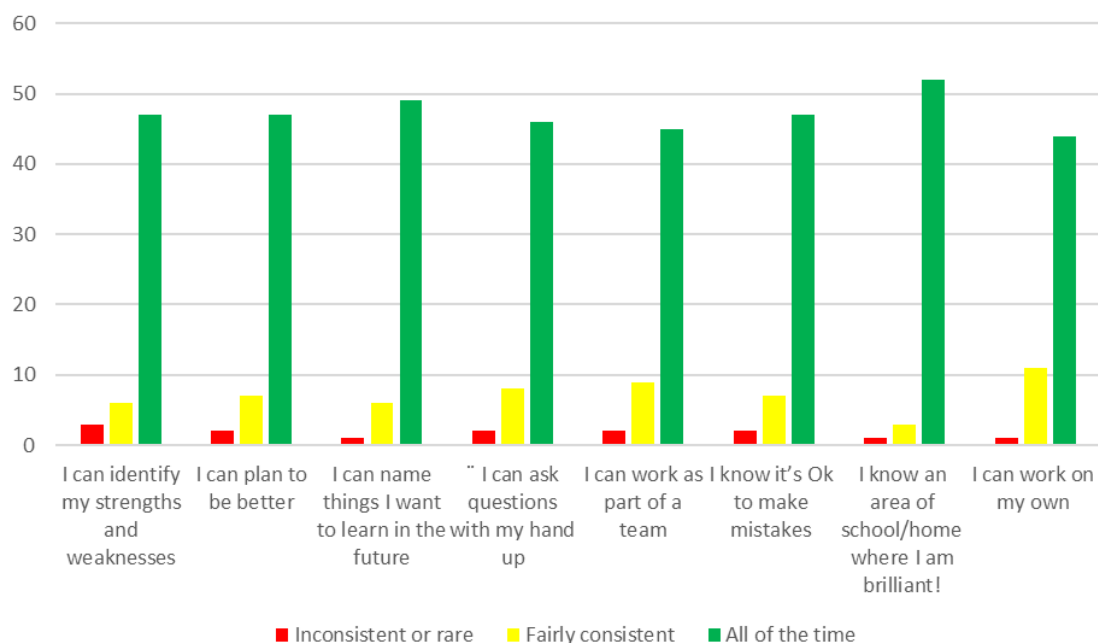
MY PERSONAL BEHAVIOUR



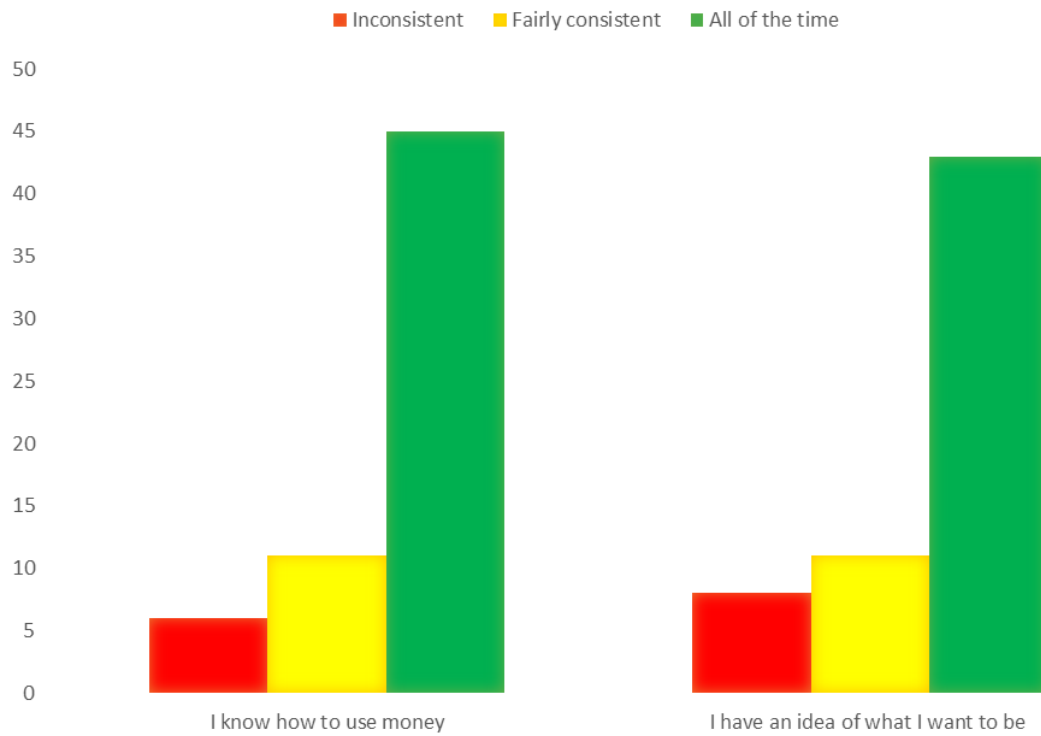
ABOUT ME 2017-2018



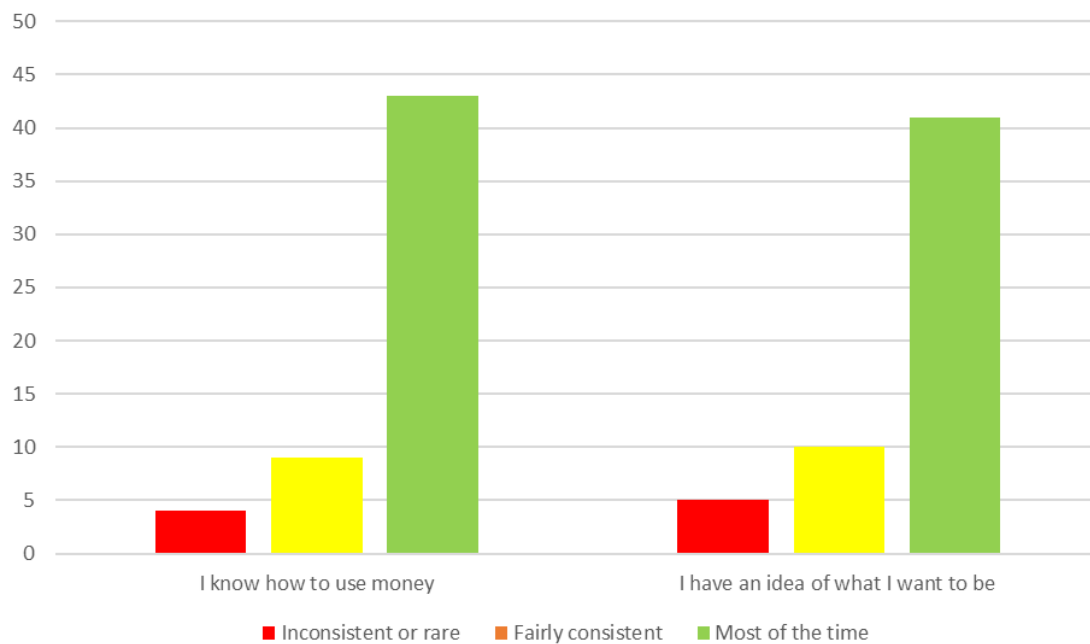
About me - 2018-2019



THE FUTURE 2017-2018



The future



TABLED DATA 2017-2018

Safety:	Inconsistent or rare	Fairly Consistent	All of the time
<i>I know how to keep safe</i>			
At school	3	12	47
In a kitchen	3	8	51
I know what to do in an emergency	3	11	48
At home	1	8	53
During play	1	11	50
In the community	6	9	47
On line	5	13	44
In a taxi	2	11	49
I can follow rules	4	23	35
<u>Being healthy:</u>			
<i>I am aware of the following for being healthy</i>			
I can identify good and not so good food	0	9	53
I know about hydration and its importance	6	8	48
I am active at school	1	11	50
I know how sleep affects me	2	12	48
I am aware of drugs-good and bad	9	12	41
I am active after school and at weekends	4	16	42
I know that I shouldn't be using computers/games and gadgets for too long	7	13	42
<u>About me:</u>			
I can identify my strengths and weaknesses	2	20	40
I can plan to be better	5	15	42
I can name things I want to learn in the future	7	13	42
" I can ask questions with my hand up	0	9	53
I can work as part of a team	2	16	44
I know it's Ok to make mistakes	3	14	45
I know an area of school/home where I am brilliant!	2	13	47
I can work on my own	5	19	38
<u>My personal behaviour:</u>			
<u>I use kind words with others</u>	3	22	37
<u>I can/have represent/ed my school</u>	6	11	45
I can work as part of a team	3	16	43
I can be trusted	1	15	46
I can save money	8	16	38
I can take tests and try my best	2	14	46
I can help somebody else when they need me	1	11	50
I use words rather than actions when I am upset or angry	5	18	39
I can follow rules	2	21	39
I respect other people's opinions	3	24	35
I can/have represent/ed my school	7	7	48
I know where and how to get help when I need it	2	12	48

The future:			
I know how to use money	6	11	45
I have an idea of what I want to be	8	11	43

Tabled data 2018-2019

Safety:	Inconsistent or rare	Fairly Consistent	All of the time
<i>I know how to keep safe</i>			
At school	1	9	46
In a kitchen	1	5	50
I know what to do in an emergency	3	4	49
At home	1	8	47
During play	2	9	45
In the community	1	9	46
On line	2	4	50
In a taxi	1	4	51
I can follow rules	1	7	48
<u>Being healthy:</u>			
<i>I am aware of the following for being healthy</i>			
I can identify good and not so good food	1	5	50
I know about hydration and its importance	1	5	50
I am active at school	0	5	51
I know how sleep affects me	2	7	47
I am aware of drugs-good and bad	2	5	49
I am active after school and at weekends	0	5	51
I know that I shouldn't be using computers/games and gadgets for too long	2	9	45
<u>About me:</u>			
I can identify my strengths and weaknesses	3	6	47
I can plan to be better	2	7	47
I can name things I want to learn in the future	1	6	49
" I can ask questions with my hand up	2	8	46
I can work as part of a team	2	9	45
I know it's Ok to make mistakes	2	7	47
I know an area of school/home where I am brilliant!	1	3	52
I can work on my own	1	11	44
<u>My personal behaviour:</u>			
<u>I use kind words with others</u>	1	14	41
<u>I can/have represent/ed my school</u>	2	6	48
I can work as part of a team	2	9	45
I can be trusted	1	8	47
I can save money	6	9	41
I can take tests and try my best	2	6	48
I can help somebody else when they need me	2	4	50
I use words rather than actions when I am upset or angry	2	13	41

I can follow rules	1	13	42
I respect other people's opinions	2	12	42
I can/have represent/ed my school	1	5	50
I know where and how to get help when I need it	1	4	51
The future:			
I know how to use money	4	9	43
I have an idea of what I want to be	5	10	41

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?
To continue using these discussions alongside the Chris Quigley Personal and Social development assessment system.	Consistency with the established discussions alongside the new curriculum.	More detailed and indepth conversations	N/A
To change the conversations to once a term as there are very few changes within 6 weeks.	More manageable for class teams ad not so quickly repetitive for the children.	Children more engaged in the conversations rather than "I don't want to do that I've already done it recently"	N/A
To make sure that all children' the data is being inputted by the end of term – some data was missing due to being new/changing class. Class teams need to be responsible to allocate a mentor to the children in their class as they arrive. They also need to make sure staff outside of the class team are completing their discussions.	More pupils covered including picking up new starters throughout the year	More pupils in end survey.	N/A