

# Larwood School

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## WHAT WE KNOW ABOUT OURSELVES-LARWOOD SCHOOL SELF EVALUATION SERIES 2019 -2020

### FOCUS: BEHAVIOUR, ATTENDANCE

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 2019-20, we added to our capacity from 80 to 86 pupils. This was due to the revamping of a previous space called the Playbarn, which enabled ore pupils to join our school and reduce lost time away from education. This was in direct response to the placement crisis that Hertfordshire has been experiencing with special needs pupils.
- 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
- Like other schools across the country our provision was effected by Covid 19. We took the decision to close down at the start of the crisis (March) due to a lack of staff and the high infection rate. During the Easter holidays we opened for Key Worker pupils, then slowly but carefully expanded numbers over a period of weeks. BY June we had all pupils experiencing some physically based provision, except those that needed to shield, and those whereby parents choose to keep children at home for a variety of reasons. Therefore, we had half of the year effected by Covid 19, which impacted upon our attendance, progress and curriculum model.
- We adapted our provision in light of Covid 19 to provide a physical school and virtual school.
- We continued to support a local secondary SEMH School (Brandles) that had gone into Special Measures following inspection in 2018. In Feb 2020, they were formally adopted in Larwood Academy Trust.
- We were inspected by Ofsted in October 2019 and it concluded that:

*Larwood School continues to be a good school.*

*There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.*

*Pupils thrive at this school. They learn in a stimulating environment where adults deliver curriculum that is exciting and helps pupils learn well. Pupils' needs are often met through carefully planned activities from specialist teachers. Staff organise learning to get the very best from pupils.*



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.

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 2019-20

Year	Number of pupils and % change over the year	Boy/girl	% Autistic Spectrum Condition	% 2years plus at Larwood	Profile Low/Mid/High
1	0-	NA		0	
2	6-50%	Boys	67%	0	80/20/0
3	10-50%	Boys	60%	40%	90/10/0
4	17-53%	16 B 1G	67%	41%	78/22/0
5	25-28%	23B 2G	44%	50%	92/8/0
6	26-35%	20B 6G	50%	11-46%	84/16/0

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

1. The biggest 'in year' pupil variation took place for across three year groups this year, whilst we have tended to have one year that stands out. Therefore, Years 2, 3 and 4 all had 50%+ variation. Our systems have refined to such an extent that this is our 'norm' and I have challenged many an external visitor (including Ofsted in October 2019) to identify new pupils in the class. None have been successful so far!
2. We remain heavily boy orientated however, we did have our highest number of girls for some time- 7. Curriculum adjustments were made to reflect this, including some topics and groupings being for girls only.
3. The Space Hub evolved and much of its practice refined to assist pupils with autism. This was noted via our 2019 inspection.
4. As with many other schools and the rest of the UK, we only had what can be described as a 'normal' six months of provision. From March onwards, we had to rapidly adapt due to Covid 19. This led to a restructuring of staff roles and a vast range of video/online learning resources being used for our pupils. We maintained a Key Worker/most vulnerable group throughout the pandemic, and then gradually extended numbers when safe to do so. Therefore, by July, we had approx. two thirds of the pupil population accessing at least two days of physically taught curriculum per week.

## POSITIVE OUTCOMES FOR 2019/20

- There was a drastic reduction in incidents and more so RPI's

Incidents reduction from previous year: 404- 163 decrease of 60%

RPI's: 2017/18- 23    2018/19- 9    2019/20-1

**The above data are comparisons made for a seven-month period and excludes data during the covid-19 period (March onwards) Excellent bullet!!**

- Attendance, compare to previous years has improved and was above the SEMH average for primary schools 90%.

2018/19 – 93.25%    2019/20- 95%

### Period of seven months up to March 2020

- Time out of class has significantly decreased. Such sessions are limited to a very small proportion of pupils and mostly occurred during the start of the academic year allowing more pupils to fully engage in learning.

2018/ 19- 398    2019//20- 124    -69% reduction (Sept 2019- March 2020)

This has had a direct impact on progress and attainment and an indicator that staff are ensuring that behavior strategies are being implemented consistently.

- A target of reducing the number of physical escorts was set at the start of this academic year. The number has decreased from 194 (September to March 2018/19) to 83 (September to March 2019/20) This is a reduction of 52%, which is a clear indicator that our approach to behavior management, in particular physical escorting, has been very effective. 50% Of the total escorts were down to 4 students and 1 pupil in particular made up 25% of the total escorts for 2019/20
- We have expanded the STEPS training team from 3 to 4. We deliver training at the start of each term. In the Autumn term we do a whole school refresher and then focus on a variety of aspects throughout the year, which may include physical skills updates, theory etc. We deliver such updates/ refreshers to all staff, small groups or individuals. Staff are very positive and respond really well to being able to access additional support whenever they want, which in turn reflects on the positive behavior management across the school

## WHAT DIDN'T GO ACCORDING TO PLAN OR AS WELL AS WE HAD HOPED IN 2019/20

- A member of staff qualified as a STEPS trainer and delivered two training sessions for a small number of staff and some individualised training sessions. The plan for the year was to deliver refreshers to individuals'/ class teams at more regular intervals, but due to Covid-19 this process was interrupted
- Behaviour support staff were starting to monitor and record their involvement with incidents and interventions used to deal with such incidents and share best practice with class teams/ staff. This process proved to be successful initially but due to the interruption of Covid-19 the process was paused. This also included behavior support staff being based in classes to support individuals that are in crisis of additional academic support



- Although there has been a substantial reduction in incidents and even more so in RPI's, it would have been beneficial to have been able to monitor the number of RPI's in the Summer term as there has always been an increase at this time. The reasoning is that we believe that we have established a very supportive, effective, therapeutic environment and pupils feel safe and cope well within our structures.
- Although there has been a significant reduction in the number of physical escorts, an ethos of taking space without being escorted still needs to further developed. Realistically, at times and the nature of some individuals, there will always be a need to physically intervene, but it needs to be in exceptional circumstances that warrants the action

### WHAT SHOULD LARWOOD SCHOOL DO TO ENHANCE BETTER PUPIL PROGRESSION, AS A RESULT OF THIS SELF-EVALUATION, NEXT YEAR?

Description	Desired impact	Indicators for success	Any cost?
Emphasis will be on reducing the number of physical escorts and creating a culture of taking space and self-regulation. Escorting should only be used with individuals that are at risk or pose a threat to others	Consistent approach to behaviour management across the school-especially physical escorting	Reduction of RPI's (holds and escorts) and incidents	Refresher training for STEPS trainers. No cost for staff refreshers
Sustain a proactive response to behaviour management and support to ensure pupils spend less time out of class. Behaviour support assistants will be linked to different classes/ individuals to support them	Enhanced pupil progress and attainment.	Progress and attainment reports and a reduction of incidents	N/A
Continue with and maintain a robust system of monitoring pupil attendance.	Improve attainment, progress and ensure social and emotional development	Attendance above the national standard. We aim to improve on the 95% average attendance for 2019/20	N/A
BM support staff will contribute to the intervention referral	To promote social and emotional wellbeing .	Monitoring of incidents and impact of interventions	N/A

process and monitor impact.			
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