



Headteacher: Sean Trimble

WHAT WE KNOW ABOUT OURSELVES - LARWOOD SCHOOL SELF EVALUATION SERIES 2019-20

FOCUS: CREATIVITY LEAD

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 one pupil 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:

Hands-on learning in Literacy and Math training (November)

- Training for whole staff on how to incorporate hands on learning in the curriculum with ideas for starters, hands-on lessons and continuous provision.
- Displayed a number of different activities I use in both Literacy and Numeracy and had teachers share ideas of what they do.
- A number of classes have since borrowed my ideas and resources for both lessons and continuous provision.

CREST Awards Science (January 2019)

- I facilitated training to staff in CREST Science- helping them to understand Star and Superstar ability levels, planning and resources and decide where their pupils should start.
- Hands- on/ STEM approach to Science lessons (1x a week in addition to their Science topics).
- Encourages collaborative and student-lead investigations.
- Pupils earn badges upon completion of 8 investigations (program can continue throughout Primary and Secondary)
- Pupil and staff positive feedback given on CREST science (attached) Good

Math Workshops- The Puzzle Solving company (January 2020)

- I organised the day closely with Tim (the manager) so it was differentiated appropriately for all the year groups and classes involved.
- All the children were engaged and loved the hands- on workshops
- Feedback from teachers said it gave the lower ability children the chance to really shine and feel good about themselves. (Feedback attached)
- Staff asked about ordering some of the puzzles the pupils really enjoyed (* this is still to be carried out)

Author visit- Billy Bob Buttons (January 2020)

- Mr. Buttons split his time between years 3,4 and 5,6 carrying out workshops on creative writing and how to use detailed descriptions.
- Both sessions pupils were highly engaged; asking questions and offering answers and eager to put what they learned into their writing.
- A large number of pupils bought books and got them signed and have given feedback they read them at home with their parents and cannot wait to get more.
- Mr. Buttons read two of his books to KS1 -which was an absolute joy to watch their enthusiasm, laughter and excitement in response to the author.
- We purchased all of Mr. Buttons books and many of the pupils come and borrow them (with a large number of these pupils usually not avid readers which is very positive)

Science Day (March 2020)

- Organised in-house instead of getting a visitor in
- Each Teacher had a different hands-on activity
- The activities were tailored to 'our pupils' the way they learn and their interests.
- I facilitated a Science weekly assembly with experiments to engage pupils and 'hook' them in for Science day.
- A number of adults mentioned that the day was a success and both them and the pupils really enjoyed themselves (feedback attached).
- All pupils (across the school) engaged and cub was only used as a 'calm space' for one pupil first thing in the morning.
- Points across the school were very good and all the pupils spoke highly about the day.
- Collaborative work between pupils who normally do not socialize.



YouTube Channel/Virtual School (April 2020)

- Team Maroon leader for years 4, 5 ,6- Managing 9 staff members.
- Promoted and encouraged creativity for all videos.
- Offered ideas and methods to staff on how to make learning more hands-on or ways to match the theme cross-curricular.
- Filmed videos myself that were popular and engaging with our pupils (attached)

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

- Inventory and purchase of all resources for CREST science program.
- Ability for pupils to earn their badges for Star/Superstar accreditation this year.
- Ordering Math resources for the whole-school based on Puzzle Workshop, my training session and teacher suggestions.
- Observe hands-on learning within the lesson; especially in the areas of CREST science.
- Observe continuous provision stations across the school and obtain pupil feedback.

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?
Develop the communal Resource areas (Math, Literacy, Science)	To re-organise the Science and Math cupboards-to re-label boxes and implement a more organised system of finding things to support teacher's lessons. To replenish resources; buy new resources matched to CREST science, Continuous provision, and hands-on learning.	Student achievement Teacher satisfaction Engagement in lessons Reduced time spent outside of the classroom	Yes Approximately £1000
Further development of Continuous provision	To offer advice and ideas on hands-on provision for Continuous provision stations. To complete learning	Student achievement Teacher satisfaction Engagement in lessons Reduced time spent outside of the classroom	Approximately £500 for additional resources

	walks to observe individual class continuous provision implementation.	Positive assessment progression	
Further development of CREST science at Larwood.	Replenish passports and stickers, and TOC for back of Science books to encourage teachers to begin implementing CREST early Autumn term. Complete joint observations with SLT to ensure consistency in teaching and using STEM across the school	Student achievement Teacher satisfaction Engagement in lessons Reduced time spent outside of the classroom Positive assessment progression	Approximately £1 per pupil/badge
Implement CREST at Brandles	Consistency in STEM Science and desirability to continue on with award.	Student achievement Student and Teacher satisfaction	Approximately £1 per pupil/badge
Continuation of Literacy, Math and Science days where visitors come in/facilitate in-house celebration days to enhance engagement in the Core subjects.	To promote engagement in Literacy, Math and Science through hands-on, creative learning	Positive assessment progression Student achievement Cross-curricular links	£1500 (Each visitor costs approximately £475)

IT SAYS THAT FEEDBACK IS ATTACHED BUT NO FEEDBACK....?

