



Headteacher: Sean Trimble

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

FOCUS: CURRICULUM

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 more 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

- Developing a more consistent approach to learning intentions and success criteria. Mini sessions were initially given for specific staff and then a whole staff session was held. All lessons now include a minimum of 3 levels of differentiation with separate success criteria. **Seen via lesson observations, learning walks, work scrutiny and assessment data.**
- Skills sessions in the autumn term were 'taster sessions' in class groups which allowed new pupils to stay with their peers and class team and ensure that all children were integrated warmly to their group and all pupils had a firsthand/hands on experience of all the onsite skills on offer. Previously, the autumn term had been difficult in terms of skills for the new pupils who joined week on week up to the October half term. There were generally only 2 skills on site left to choose from which meant that those groups became very large and also that children weren't able to choose skills that interest them – this goes against the skills model that we aim for.



- Continued hands Hands-on Monday's to allow the children to learn according to their needs. This had a positive effect on the start of the week with many pupils, but also we know the majority of our pupils learn better using a kinesthetic approach.
- Adaptation of continuous provision across the whole school. Work stations with hands on materials that link directly to the subjects being taught are set up in the classroom and changed at least weekly. This allows the children to safely practice what they have learnt in their lessons, fail, try something new and try again without the pressure of time constraints and emphasis on 'right or wrong' ways to achieve an outcome. There have been several staff training sessions on continuous provision, why this links into our drip feed approach where we allow children to learn and overlearn and 'understand a concept' in several different contexts. Staff have also shared specific ideas with each other. Children have been observed in lessons observation, learning walks to be enjoying this approach. More time is needed to formally track this approach but what we do know about our children is they respond well to a creative and hands on curriculum.
- Completely new information shared on the School website for all parents/pupils/governors and external visitors to see. This gives a more comprehensive view of our curriculum, allows visitors to drill down into content and explains our curriculum intent, implementation and how we judge impact, for all to see.
- An outstanding range of trips to complement the curriculum including trips to London, zoos, places of worship, trips to the West end musical School of Rock. PGL was canceled this year due to COVID however, year 6 were given as many of the same experiences during their Wednesdays in July including, campfire cooking, water fights, team and individual outdoor activities.
- Skills curriculum including such activities as Fairlands high ropes and water center, play leader coaching, skiing, Walk on the Wild side and Community projects, cooking, Mad Science and many others. This adds to the depth and breadth of our unique curriculum offer.
- Christmas performance that included children from every class (all who wanted to participate did so). The vast majority of our pupils have never done this at their previous schools and many were banned from taking part due to inappropriate behaviour and staff not able to support them to do so.
- Larwood Choir – this year 12 children, including 2 from space hub, went to perform for their 9th annual invite to the Quantam Care Residents Christmas Lunch at Tewin Bury Farm. This involves singing and dancing in front of hundreds of residents, children from other schools, carers and all being in a brand new environment. There is always nerves to be overcome and beams of pride at the end for a job well done.
- Music and Performance (MAPs) and Music Art Drama (MAD) sessions with a performance by the Year 6 that was not able to take place due to COVID.
- Stunning starter and fantastic finishes to engage the children in the topic they have/will be been studying such as pirates, Trip to London, visits from the local emergency services, sea side, Dragons and Castles.
- Successful implementation of the Depth of learning for assessment across all subjects.
- Moderation sessions with staff (once a half term) and external parties (once a term).
- OFSTED inspection which looked at the specific subjects of PE, PSHE, Math's and Literacy with an emphasis on reading. The inspector was impressed with the use of 1Decision as a tool for PSHE as it allows children to make choices about hard topics in a safe space as well the fact that the videos are filmed at Larwood and makes the setting safe and recognizable. It was also duly noted that children



make excellent progress in reading and this is a continued focus for us. Feedback from the inspectors also judged that the leadership's judgment of lessons was accurate.

- We continued with work with ASC practice, revisiting concepts such as the importance of sensory stories, comic book conversations, sensory breaks etc. We were on track for our Feb 2021 accreditation review which has now been postponed due to COVID.
- The progress of the majority of children in line with mainstream progress "good" expectations (See SEF report on Progress and Attainment) and children making progress on their individual lines of progress.
- Assemblies to highlight important issues, give opportunities to participate in events such as World Book Day and our popular singing and dancing assemblies all took place from Autumn Term until just prior to lockdown when it was not safe to congregate in larger groups any more.
- Introduction of the CREST science model – please read 'creative curriculum report'
- Deep dives into subjects started to take place as well as two book scrutinies per half term instead of one. One subject from the core curriculum and one from the foundation. This provided leadership and therefore teachers and support staff with a much more accurate approach to what was being taught, we were able to quickly identify gaps (such as the aforementioned success criteria inconsistencies) and make changes.
- 3 curriculum leads were appointed – Math's, Literacy and Creative Curriculum for Math's, Literacy and Science. Various work took place with these leads but some plans were disrupted due to COVID. Please read corresponding reports.
- Hundreds of lessons were taught remotely using the Larwood YouTube channel – Many of these videos were brilliant, engaging and creative. Not as many pupils/families engaged with the videos as we would have liked but the opportunity to learn was there for children.

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

We had started to further develop our consistent approach to the whole curriculum and not just the foundation subjects – for example more writing in all subjects and not just literacy. We had focused attention specifically on RE or as we call it Knowledge of the World. We teach this in a one-week block, focused specifically on one key religion of religions that can be compared and contrasted – we had noticed in 2018/19 that there was a lack of consistency in different classes – some were doing more hands on activities, more likely to take trips to places of worship and delve deeper into the subject whereas other classes were still doing more traditional worksheets/watching religious videos. We now have a more consistent approach to KOTWW but there is still room for more creativity and enthusiasm to the subject. This will continue in 2020/21.

Similarly, history and geography are not consistently approached or given the same emphasis as the foundation subjects. Opportunities for pupils to be more active historians and geographers are at times missed. More staff training, book scrutinies and opportunities to share creative ideas as well as further implementing the Chris Quigley model in these two subjects will see deeper learning taking place.

The use of pobble.com continued but lacks consistency – this is still a good tool that children and parents respond positively to although it may need a bit of 're-branding'

Covid disrupted the overall learning of the vast majority of our pupils from March until the end of the academic year. We are looking to change our approach to learning in some regards through the use of the Recovery curriculum which will place emphasis on positive mental health and a wide variety of interventions (please read interventions report)



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?
Implementation of the use of 'pebbles' curriculum alongside summative early baseline assessments – largely due to COVID but ALL new pupils will now start on Pebbles.	to close gaps in learning and get children closer to keeping up	Children moving off of pebbles and back to milestone after no more than one term	nil
Continued staff training on foundation subjects	Consistent approach to CQ method and sharing of practical and creative ideas from staff	Book scrutinies, lesson obs and learning walks as well as conversations with pupils will indicate that deeper learning is taking place	Nil
Book scrutines to continue 2 per half term.	Indication of learning and to highlight and share best practice as well as being able to quickly address and change any flagged issues.	Consistent whole school approaches across all subjects for example in LI/SC and levels of creativity i.e. Not full of worksheets!	Nil
Implementation of the recovery curriculum	Positive mental health for our pupils, a reduction in stress and anxieties in our pupils and as a natural extension a reduction for their families and our staff	Children willing and happy to engage with being at school and learning and participating Continued low incident figures Positive reports from families and children	Use of the WRAP model – free Use of 1Decision nurture materials – free Online as well as staff approaches for mindfulness and movement – free