



Larwood Academy Trust

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Brandles School

Headteacher: Mr David Pearce | BA (hons), PGCE, NPQH |

What We Know About Ourselves-Larwood School Self Evaluation Series 2020-21

Larwood School Context and Generic Profile-Please see separate document.

NB-This year we have introduced the use of **KISS** to assist our self-evaluation review process:

K-Keep it

I-Improve (by doing what and what would be the expected outcome)

Start-a different way of working or project to assist this area, outlining the reasons and outcomes

Stop it! With reasons for this.

Curriculum and Assessment.

What has been working well and therefore we will Keep!

The Intent, Implementation and Impact of our curriculum was summarized as follows during our Challenge Partner Review in June 2021:

“The school has an exciting and engaging curriculum. It is built around literacy, numeracy and creativity. Larwood is a fun place to learn. There is a strong focus on the development of a love of learning. Teachers create surprise scenarios which pupils are invited to respond to and solve. For example, the deputy headteacher allowed the wheels of his car to be removed to act as a stimulus – ‘What do you think happened here?’ Midsummer Night’s Dream was taught recently which included making puppets and writing comic strips to bring the play alive for the pupils.

‘Typically, pupils arrive having missed significant periods of learning. They quickly adapt to the structured approach built around small steps of success. The school captures these improvements in a detailed assessment framework.’

‘Leaders are responsive to the fluctuating needs of the pupils. For example, the Monday morning curriculum has been adapted to a more practical approach to mitigate any effects of weekends at home or long taxi rides.’ - The impact of all of these three areas identified in the

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Challenge Partner Review report is that Larwood pupils want to learn, they are consistently producing work that is of their own highest standard – for example in one end of year report a teacher wrote ‘when you arrived at Larwood School, you told me that you won’t read and now you love reading and it is a joy to listen to you.’

- Middle Leaders are increasingly developing their own roles and influence on the curriculum and assessment matters.

Impact: *Middle leaders are passionate about their respective areas of responsibility. There is strong evidence that pupils benefit from the phonics approach to reading. These leaders are looking forward to being able to get alongside staff as pandemic restrictions recede to help develop how well their subjects are taught*” – Challenge Partner Review 21

- Crest – please see individual SEF from MT
- Drop in lesson observations – we ceased doing lesson observations for a half term in March so that pupils and staff could settle back into routine without additional pressures. We also considered that this would have an additional measure of reducing the risk of covid related infections by reducing the amount of staff mixing across ‘bubbles.’

In March, we returned to our drop in style lesson observations and used this as a chance to check through books so as to minimise going into classes too often.

Impact: This style of lesson observations meant that Senior Leaders were able to see a broader cross section of subject areas in a much shorter length of time. For example, when we previously did 30 minute lesson observations once per half term, it could be 2.5 terms before we were able to see History as an example. Now we are able to see all subjects within a half term including, ‘Hands on Mondays,’ Thursday skills, transition between subjects, reading, PSHE etc. Any inconsistencies could be addressed directly with staff 1:1 as well as in a teacher meeting. We are able to see rapid change in any minor areas that require improvement. Overall, lesson observations reflect high quality teaching and consistently outstanding practice from teachers and support staff.

- Remote assemblies will be kept with the exception of signing assemblies which we will look to reinstate when covid risk assessment deems it safe to do so as this is one assembly that pupils have indicated is missed.

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Impact of remote assemblies on individuals has been positive. Pupils were participating in assemblies much more confidently than they did in the hall during live assemblies, pre covid. We saw pupils sharing good work with the whole school themselves, rather than relying on an adult. We saw pupils sharing their ideas and even dancing in front of the camera.

- Book scrutinies show that the marking policy is being followed very effectively alongside the implementation of the learning intentions and differentiated success criteria.

Impact-*‘Engagement is enhanced with pupil-friendly language such as work described as either hot, sizzling or scorching’* – challenge Partner Review report 21 The impact of these two areas combined means that any gaps or misunderstanding in pupils’ learning is being picked up and addressed rapidly. This is evidenced through the blue pen cycle (Part of the Marking Policy) Challenge partner review stated *‘There is a culture of high challenge. For example pupils are encouraged to develop the communication skills to be able to provide feedback to their peers on their work’*.

- Mastery curriculum – teachers and support staff worked hard to maintain levels of high expectation throughout lockdown learning and during in school learning that was challenging due to the restrictions around covid.

Impact-*‘The school seeks to embed the mastery and retention of learning by drawing on the community resources such as local cafés, eating out, theatre and cinema trips. There are ‘stunning starters’ and ‘fantastic finishes.’* – Challenge partner review 21 – Please note that stunning starters and fantastic finishes still took place but all on site.

- Skills –
Prior to covid we had established a settling in period for the first half term of the autumn term where pupils stick with their classes and do not mix across the school while they trial the various skills. This was a useful model when it came to keeping skills going through our covid measures. Next year, hopefully after the October half term we will be able to return to our full menu of skills choices for the pupils including offsite experiences. We are continuing to develop what is on offer for pupils and to build on previous skills and experiences that pupils have access to in earlier years. In our Autism Accreditation review this was acknowledged as an area of strength –

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Impact- *“Pupils participate in weekly skills sessions with their peers from different classes across the school. This was initially a Level 1 Qualification where pupils learn basic skills of independence which culminate in them planning and executing a meal with their peers in The Town Centre. This has been so successful that it has developed further and Larwood now provides a Level 2 qualification which builds on these skills of independence and focuses more on abilities to manage a home successfully”*

- PE – last week of term new opportunity ie. The obstacle course
Mr V introduced a new element into PE this academic year where each class had the opportunity to experience new physical challenges that wouldn't traditionally be offered through the national curriculum. These included archery, football snooker, football golf and the most popular one - an obstacle course. These experiences offered pupils the chance to take risks with something new, discover new skills and enjoy the benefits associated with living a healthy lifestyle – this is directly linked to the Chris Quigley learning intention for PE.

Impact- Pupils vocalised that they really enjoy these lessons and ask to repeat them. Whilst initially thought of by Mr V as a bridge between normal PE lessons and the usual complement of offsite trips that could not take place during covid, they will remain post covid due to their success and buy in.

Assessment

Depth of Learning –

Depth of learning has provided us with an assessment system allowing the pupils knowledge to deepen and progress rather than a linear process of assessment. It provides us with an overall breakdown of progress and gives us lines of progress which show the individual pupil progress. It is a mainstream model and therefore progress is also at a mainstream rate. This was able to continue accurately this year despite Covid disruption and on line learning. Our online teaching and learning was more curriculum based and therefore assessments could continue, as teachers could see the majority of pupils accessing the information and learning accordingly. (See Teams Assignment pages for each class for learning and chart below for data.)

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Gaps in learning –

Gaps in learning data sheets were produced by each class team to highlight any areas where it was felt that there were gaps. (See Gaps in learning sheets – EW). Our pupils generally come to Larwood with gaps in their learning but we highlighted the main needs within each class.

The data was provided across the curriculum subjects, below are the results of the Maths and English. This then informed the interventions and allowed the interventions to focus on the gaps in the learning and the wellbeing of the children too. The range of interventions were vast and were beneficial to a large percentage of the school. (See Intervention SEF 21.)

Impact- We have been able to identify areas where teachers identified obvious gaps in Maths and Literacy that we will focus on next year via training and tracking pupil progress..

These are all key mathematical skills/foundations which you need to have to be able to build upon. Without these basics they hinder the progress they can make.

These are presented in order of most identified:

- Multiplication knowledge – in particular knowledge of timetables and having rapid recall of these. It was also noted that using written methods was weaker especially in the higher years;
- The 4 operations (addition, subtraction, multiplication and division);
- General number – counting, rounding, place value.

The teachers have identified how they can fill those gaps but we could potentially have a multiplication competition/challenge. It would be good focus on the on the most improved. It would also be good to recognise individual achievement and progression. There are apps and ICT games which can engage too.

English/Literacy

In Literacy the highlighted gaps varied however there were 3 major areas highlighted consistently.

- Punctuation and basic sentence knowledge. (full stops, capital letters, conjunctions)
- Spelling and phonics (Phonics knowledge/spelling patterns)
- Handwriting (letter formation/cursive script)

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The teachers have successfully identified a variety of ways that they will address these, for example; extra handwriting, and increased use of phonics interventions as well as class interventions.

The second lock down showed that the social and emotional aspects were more apparent as the teaching and learning had continued at an outstanding level for the majority of the pupils. In the unfortunate event of another lockdown, this model would be kept and used again.

Pebbles – Keep

Pebbles was used as a catch up program for all of the pupils on their initial return to school in September. It helped to identify their fluency of understanding and ran alongside our gaps for learning. We moved all pupils onto this program after the disruption from the pandemic.

Impact- Within a term teachers were able to feel confident to say whether their pupils were able to access Milestones or continue on Pebbles.

Moderation

Moderation is crucial to keep consistency and accuracy across the school. Moderation was adapted and delivered successfully both on line and in person. Staff find the helpful and professional discussions help clarify any misunderstandings.

Impact- *“Thank you,..... it was good to share and see others pupil's work” Staff feedback.*

No outside moderation was able to take place this year but will hopefully resume next year.

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What didn't go according to plan with reference to Improve/Start/Stop

- Knowledge of the World – improve
The delivery of RE has improved since the introduction of Knowledge of the World week – however, this continues to evolve and we will do this via a ‘deep dive’ to ensure consistent delivery across the whole school of a robust and vibrant subject area. (By Spring 2022)
- Timetables – improve
A review of the timetables found that there was the potential to capitalise on time in the day to offer more time on drip feeding literacy, maths and social skills in the day. New timetables have been drafted and shared with staff in readiness for September to be reviewed within the first term of 2021.
- Writing across subject areas
Since the initial introduction of ‘What’s the Big Idea’ in 2016 writing in literacy has vastly improved in terms of quality and quantity. We are seeing that writing across other subject areas is starting to develop. There have been some lovely examples of this published on Pobble.com in RE. There is room for development in this area and an area that will be targeted next year. (By Spring 2022)
- Residential opportunities – The year 6 residential trip is successful for those who access it however, not all year 6 pupils are confident to attend as they haven’t had previous experiences of being away from home. In addition, the vast majority of our pupils need to develop independency skills therefore the following was agreed at SLT for next academic year:
Building into the curriculum experience a gradual extension from KS1 to the current year 6 trip (non Covid times). I think that this would add to the Larwood culture and give children wonderful experiences to look forward to each year, build up resilience to being away from home that gets increased each year.
- Phonics delivery – phonics is delivered well to pupils at Larwood but with more frequent phonics lessons – delivered through the essentials curriculum (see below) the desired impact is that pupils will make more rapid progress in reading which will in turn support their learning across the whole curriculum. (Autumn Term 2021)
- RSE – non statutory delivery
Minor area to ensure that this is delivered at a time that ensures it is given appropriate time and importance as it was left too late this past academic year.

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- Middle leaders develop skills to identify and articulate the impact of the curriculum on pupil outcomes and leaders ensured that pedagogy and delivery of learning is sequenced and applied as consistently in all subjects as it is in English and mathematics, picking up on work that was interrupted by the pandemic (Ofsted related and ongoing)
- Larwood Mentoring –improve with full review of the process during 2022
Larwood mentoring really helps class teams and the school to identify how the pupils feel about their learning, their self-confidence and their ability to become positive members of society. It allows them to have a pupil voice. *“Initiatives or innovations that empower autistic people as experts in their own lives e.g. examples of co-production; working in partnership; developing effective consultation tools and processes to ensure that autistic people have a voice etc”.* (Autism Accreditation 21) This will be improved by adapting and changing some of the areas, incorporating an comments box to support the reasons for their answers as well as making some of the questions more concise. Some questions are very open and some of the ASC children find the openness difficult.
- Individual lines of progress – improve
Individual lines of progress for each child needs to be included for Maths, English and Science to show an accurate line of good progress which is more accessible to our pupils.
This data can't be compared accurately with previous years due to the disruption and changes in year groups.

Subject		Making Progress	Reaching mainstream expectation of progress
Writing		35% 26%	65% 71%
Reading		21.%	79%

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		15%	83%
Maths		32% 19%	68% 79%
Science		23% 22%	77% 75%
History		84%	15%
Geography		83%	17%

Black – Summer term 2021

Red – Spring term 2020

Please note Covid had an impact on learning from Spring 2020 and no children were assessed in Summer 20. Lock down occurred again Jan 2021 - March 21.

Some of the previous year's data doesn't add to 100% because of new children with no assessments.

Any year on year comparison has to be looked at with caution due to changing cohorts, behaviours, outside influences and Covid.

Next Steps for 2021-22.

Description	Desired impact	Indicators for success	Any cost?
Residential trips	add to the Larwood culture and give children wonderful experiences to look forward to each year, build up resilience and independence by being away from	More year 6 pupils attending the residential trip when it's their turn (not including the year 6 class of 21/22 as	£585 approx + new tents

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	<p>home that gets increased each year.</p> <p>Year 6 pupils would have the opportunity to start year 7 with a 'buddy'</p>	<p>they wouldn't have experienced this).</p> <p>Improved social skills</p> <p>Increased independence seen in lessons</p>	
<p>Essentials – delivery of maths/literacy/social skills through dedicated time slots in the timetable</p>	<p>Pupils benefit from a drip feed approach to these three areas and make progress across the curriculum because of increased confidence in reading, literacy, maths and social skills</p>	<p>reading age progress improvement</p> <p>DOL assessment tracker/lines of good progress</p> <p>Workbooks show improvement in individual learning journey</p> <p>Teacher assessments</p> <p>Larwood mentoring</p> <p>Improvement in positive behaviours due to improved social skills and more adults in the classroom at key times.</p>	<p>n/a – requested money for specific areas of the curriculum that may benefit essentials</p>

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Recording all subjects on Depth of learning	Comprehensive data overview of all subjects	Teacher assessment Moderation of a variety of subjects.	N/A
Individual lines of progress for Maths, English and Science	Individualised tracking of pupil's progress so we can identify the rate of their learning.	Tracking their progress to their rate of learning needs rather than the mainstream expectation. The progress should be more accurate and eliminates more groups of children who classify as mainstream "concern". Overview and report data	
Assessing every subject in DOL	We will start to assess all curriculum subjects from September 21, this will give a better indication of the depth of learning across the foundation subjects. Add to the evidence of a full, rounded curriculum and identify pupils ability in a variety of	Witnessing areas which are strengths and successes for our pupils shown in data from DOL	

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	skills, not just the “main” academic subjects.		
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Creating our own Larwood SAT’s	Creating our own Larwood SAT’s using our own adaption to SAT’s testing in line with our pupil’s needs. These will include traditional questions with a mixture of hands-on activities through linking ongoing assessments and continual one off tests.	Successful, engaged and happy pupils whilst having their skills challenged and tested at appropriate levels	Resources- in conjunction with Creative curriculum and curriculum budgets (£500) ?

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