



Larwood Academy Trust

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Brandles School

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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.

For our school context please see separate Pupil Profile Report for 2020-21

The Space Hub

What has been working well and therefore we will Keep!

The Hub new COVID environment –

- Individual hubs. Introduced for covid reasons but the children respond and settle well in their hubs. They like knowing where their belongings are and it has lowered anxiety. The impact has been that daily reading, phonics and individual, consolidation maths tasks all take place for all children every day. It also enables a calming environment after lunch play and the pupils need this time.

Impact-Observation comments from NAS Accreditation May 21:

“very calm”

“differentiation was evident - all doing time and different activities”

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"Writing the activity on the desk is a nice way of doing the work, plus it doesn't seem overwhelming or intimidating in amount vs a worksheet for example."

"lots of 1:1 support"

"relaxed environment, some eating breakfast alongside doing their work was lovely to see"

"Activities were accessible and allowed them to achieve"

- Dining time – Middle area/outside area for Black/yellow/blue shirts. Dining in rooms had to adapt. The children ate in their own hubs. They like having their own area but not for lunch eating as seen in the comments:

Impact: Hub survey 21

Do you like having your own area? 92%

- *I like us being together.*
- *I prefer the lunch area.*
- *I like to share area*
- Some children, as a shirt reward could choose to go to the middle area to be trusted. This has been really successful and they have enjoyed that responsibility. As restrictions lift we will return to the "dining areas" for many but the responsible shirt people will still have the option to sit in the middle.

Impact: *"I like sitting in the middle because it means I can be trusted."* (Pupil quote May 21).

- Carousel/choice learning – This has reduced anxiety levels as they are in charge of their learning. Next year, this may take a while for new children to respond to and with a new cohort of children, we may need to adapt and tweak areas but the principle will remain the same. The impact is that the sessions are shorter but there is more learning for all children.

Impact: *"The carousel approach seems to continue to work well"* (Observation 22/6/21)

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Hub survey 21

Do you like the carousel to do your learning? 92%

- *I like to choose*
 - *I like the new carousel.*
 - *I like choosing which activity I do next*
 - *I choose what I learn myself.*
- The Autism Accreditation process was positive and therefore, although we knew we were creating a great learning environment for our pupils, we had this confirmed from the National Autistic Society (See Autism Accreditation report - June 21)

Impact– *“Space Hub is an excellent addition to Larwood School which provides pupils with the opportunity to have a more of a nurturing programme with smaller numbers and a more individualised approach to their education.”*

Other observation notes, *“All groups focused and working on the various tasks that had been set*

Pupils very free to discuss work/tasks/building and design.

- On-line learning was very successful for hub – (Evidenced on parent emails, BW, Microsoft Teams, Children’s video evidence).
Hopefully none of this will need to be kept but we would definitely follow the same model as it worked so well.

Impact-10/12 pupils regularly accessed the sessions., 3/12 pupils had daily 1:1 learning sessions because they couldn’t access the learning within the group, 1/12 pupils decided to home school and used the plans and work but printed off and taught the topics herself with the hub resources. (See emails, photos, evidence file), 1 parent chose not to put her child under any additional mental health stress but towards the end decided to access the online learning, she was regularly supported, checked on and mailed. (See contact log, mails), daily 1:1 reading sessions for 11/12 pupils. Very successful and the impact and enjoyment towards reading increased. Some pupils returned on higher levels, some saying they enjoyed the sessions and all engaged the majority of the time. (see mails, contact log, Teams Hub page) One pupil stated that *“I loved the 1:1 reading sessions”* (Pupil survey 2021), 1:1 nurture intervention for 7:12 children. (See Teams hub page), differentiated learning for every session (evidenced in Teams Hub file). Usually a hands-on activity, computer based activity,

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harder task and also worksheets if preferred. We also held weekly quizzes to consolidate learning. Visual timetables used for each session so they knew what was happening (Evidence in EW folders and on Teams)|, we were also first to go into isolation and therefore we were able to support the others in school when lockdown happened – Staff training. (Evidence on EW computer) and Video created after lockdown evidencing pupil voice and experience. (EW computer, shared with SLT) showed their different views with the majority being positive but a few opting to be at home on their gaming devices.

- Staffing levels – increased staffing has enabled more activities, consistent work across all subjects. All Hub staff take responsibility for particular sessions and curriculum areas and teach.

Impact-Notes from observations during 2021-*“All staff actively engaged and supporting pupils”*
“2 pupils benefiting from 1-1 support-one in relation to numbers/use of time and the other connected to rhyming words” (Observation 20/5/21)

“Lovely atmosphere-low levels of anxiety, high levels of engagement”

- Positive impact for ASC children having additional, increased time for socialization and interaction. Before they started 100% of the children had socialization issues and poor peer interactions (See EHCP's). The impact is that these children who were unable to have and make friends learn those skills. Observations have shown that this is now something they have achieved or are working towards.

Impact-*“This was a lovely session whereby pupils were simply enjoying the time to play in a socially Co-operative and fun way.”*

In the Hub survey 100% of Hub pupils stated that they had friends and they play with others. (See survey below)

- Movement of pupils to the main school have been considered, discussed and implemented. One pupil moved early because of the progress he had made and staff had the knowledge and confidence that he had outgrown the nurturing environment and was ready for an early transition to the school; and it would also prepare him for

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his Secondary placement. Social stories were used and an adapted timetable was applied for a smooth transition. The impact was shown because the pupil gained his black shirt within 6 weeks, showing that he was ready for the move. He had learned the social skills required and was able to have pride in his success. His social development has been huge, he had started hub with extreme violence and disengagement, almost on a daily basis and his ability to self-regulate was considerably better (see Behaviour watch and behaviour data). Three more Year 5 pupils are transitioning in September for similar, positive reasons, including preparation for Secondary transition.

Impact-Another child who was a school refuser came into Hub and he has settled well
"This morning was amazing. XXX was super excited and although there was an initial struggle to get up after that he was ready to go. There was also no problem with getting in the taxi." Email from mum April 21

- Positive Space Hub survey feedback.
- 12 Pupils with ASC, ADHD, ODD, PDA, global delay, trauma, 1 LAC
- 1 pupil who started in April 2021. (Class transition)

Question	Total – Yes	Comments
Do you think Space Hub is a good place to learn?	92%	<ul style="list-style-type: none"> • Because there are a lot of things to do. • Now it is. Too much play
Are you happy in Space Hub?	100%	<ul style="list-style-type: none"> • Chromebooks, lego and Dora figure. • Sometimes • But I don't like going in my taxi.
Do the staff help you in a kind way?	92%	<ul style="list-style-type: none"> • They check on me when I am hurt. • I just like it, it's really nice. You really care about me. • Trying to annoy children isn't good (OB)
Do you think you can challenge yourself if you want to?	84%	<ul style="list-style-type: none"> • I just don't want to – it's just right. • I do that quite a lot. • Sometimes
Do you find the environment helpful?	100%	<ul style="list-style-type: none"> • Quiet room • The construction room is my favourite • I like Thomas
Do you feel safe in Hub?	100%	<ul style="list-style-type: none"> • Apart from when children are angry. • Sometimes no but I don't know why.

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Do you like having your own area?	92%	<ul style="list-style-type: none"> I like us being together. I prefer the lunch area. I like to share area
Do you like the carousel to do your learning?	92%	<ul style="list-style-type: none"> I like to choose I like the new carousel. I like choosing which activity I do next I choose what I learn myself.
Would you like to do more cooking?	92%	<ul style="list-style-type: none"> Definitely We do lots of cooking. More cooking – yes We do lots of cooking
Do you think your behaviour and anxiety (worries) are better than they were before you came to Hub?	100%	<ul style="list-style-type: none"> I'm less violent. My behaviour is better at home too. I used to be really violent. I can calm easier and more quickly. By a long shot! It's like you've shot a sniper and made it easier for me. I don't pretend to be hurt or sick anymore. I remember in RD I got all the chairs and got naked on all the chairs. I was savage. My mum had to get me.
Did you join in Lockdown learning?	100%	<ul style="list-style-type: none"> A bit I found it hard It was ok Did it with mum I loved 1:1 reading I liked the learning, I didn't like lockdown.
Did you think we did a good job to help you learn, understand and keep in touch with each other?	84%	<ul style="list-style-type: none"> I didn't like it, I wanted to be with my friends.
Did you enjoy lockdown learning?	84%	<ul style="list-style-type: none"> I could watch You tube It was alright (the person who put no) It was ok. I liked the breaks in between I liked Education City.
Was it nice to return to Hub?	92%	<ul style="list-style-type: none"> I like home better I like it, it's good. I prefer learning in Space Hub. I would prefer to stay at home and play Minecraft.
Do you have friends in Hub?	100%	<ul style="list-style-type: none"> GS
Do you play with others in Hub?	100%	<ul style="list-style-type: none"> Not all the time

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

- Day trips/outings and real life experiences out of school due to COVID – see Covid guidelines. (Start when possible)
- New, better WIFI connections wasn't completed - Covid related reasons and access.
- Carousel learning will continue but tweaks to it will be made with the introduction of cards as a visual cue for activities they need to complete. (Start Sept 21).
- Improved - Space Moves observation was unacceptable and very different outcomes to every other observation (See observation notes) Outcome showed miscommunication in expectations and delivery. EW put immediate changes into place and communication and support was given to the team. Outcome was that following observations showed a dramatic improvement. clear learning intention and success criteria

Autism Accreditation observation May 21 noted:

staff all engaged with supporting pupils

use of timer to show when to move on to next activity and when it was half way

use of visual displays and challenges at each station

pupils all engaged and enjoying each station

use of watching wall (although it wasn't being used at the time I observed).

Very well structured and managed

- Improve – Writing in Hub. Covid meant that many haven't written much over that time. The majority struggle with letter formation and handwriting. Next year we will add an additional session concentrating 1:2 small group daily intensive writing interventions.

Next Steps for 2021-22.

Description	Desired impact	Indicators for success	Any cost?
Increased numbers to 16 and staffing to	To provide outstanding	Continued outstanding practice	Staff cost - ?

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include another teacher (Jan 22)	provision to more pupils	through observations and progress data. Continued, successful socialization of ASC pupils indicated in behaviour data and de-escalation practice.	
Improved areas for Hub: Covered courtyard, new rooms and storage	To provide outdoor areas with sensory areas and proprioception.	Observations Engaged children More learning spaces	£49000-expansion support sought and gained from Herts and paid for by them.
Increased weekly cooking, more utensils and ingredients	Improved confidence, socialization, real life experience and life skills	Observations Social and emotional data.	£500 works out

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