

WESC Foundation College SAR 2015-2016

February 2017

Tracy de Bernhardt Dunkin

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Principal's Overview:

Effectiveness of Leadership and Management – including Ofsted L&M, Ofsted Care L&M, and CQC Effectiveness, Responsiveness and Leadership

Summary

Leadership and Management occurs in all inspection regimes and covers a range of different matters. This year the constituent grades are three at Requires Improvement, and two at Good. Overall the grade must be Requires Improvement.

Areas for improvement are varied but trends include Data use and management, role competency frameworks (including management) being embedded and a focus on personalised person centred approach.

Educational Rationale for Grade: Requires Improvement

Strengths:

- Change of management structure and implementation
- Impact of Teachers' Forum and rota including stream meetings and staff training

Areas for Improvement:

- Reflecting the review process in data collection
- More flexible delivery of learning - personalised
- More flexible accreditation

Ofsted Care Rationale for Grade: Requires improvement

Strengths:

- Databridge report
- Enabler competency framework

Areas for Improvement:

- Quality of records
- Embed young person focused, reflective, supervision

CQC Well led Rationale for Grade: Requires Improvement

Strengths:

- Executive team have completed Hays leadership profiling
- Restructure of teams and roles

Areas for Improvement:

- Job role expectations and leadership competency framework.

CQC Effective – Rationale for Grade: Good

Strengths:

- Effective staff competency framework
- All staff are now compliant on the competency framework
- Strong partnership with Devon Local Authority
- Effectiveness of Databridge

Areas for Improvement:

- Quality of recording of staff supervision
- MCA, DoLS and Best Interest recording

CQC Responsive Rationale for Grade : Good

Strengths:

- Person-centred approaches
- Empowering our young people
- Community links

Areas for Improvement:

- Further opportunities for community links

Quality of Teaching Learning and Assessment

Summary

This area only consists of one grade: Requires Improvement. The grades at Observation in the summer term 2016 were good, implying that the problem areas had been addressed by that time, with the exception of four teachers. All performance issues are being or have been addressed.

Rationale for Grade: Requires Improvement

Strengths:

- Attendance rates
- Achievement data for accreditation

Areas for Improvement:

- English and Maths progress against targets
- Baselining Dart learners
- KS 5 progress in Dart

Personal Development, Behaviour and Welfare including Ofsted Care and CQC Caring,

Personal Development, Behaviour and Welfare

Summary

This area only consists of one grade: Good. The areas listed as for improvement are not weaknesses but rather examples of excellent practice which are currently in development and not fully embedded. Behavioural issues peaked in the early part of the year but effective strategies are being implemented which have reduced these dramatically.

Rationale for Grade: Good

Strengths:

- Meeting PSHE progress targets
- Healthy living strategy encompassing school / college and care
- Assemblies reinforcing safeguarding messages

Areas for Development:

- Assessment of wellbeing at admissions
- Support to learners via external organisation such as Thrive
- Counselling support for staff ie Balloons

Outcomes for Learners

Rationale for Grade: Requires Improvement

Summary

This area only consists of one grade: Requires Improvement. Work has not been sufficiently consistent and practice has dropped in quality as compared to previous years. The new profiling system will provide a more stable and level independent baselines for measuring starting points and establishing progress. Social Enterprise is now under a different Executive member and is thriving as a result of redoubled energy and attention.

Strengths:

- Accreditation
- Work experience placements
- Apprenticeship development and innovation

Areas for Improvement:

- Ensuring any changes of circumstance are agreed in advance with LA
- Widening areas to take apprenticeships at WESC
- Forest School opportunities

Quality of Care, including Ofsted Care quality of Care and CQC Care

Summary

The constituent grades are: Requires Improvement and Good. Overall the grade must be Requires Improvement. Main areas for improvement are around Care Planning.

Ofsted Care Rationale for Grade: Requires Improvement

Strengths:

- Awareness of how best to meet the needs of individuals
- Range of activities offered to young people

Areas for Improvement:

- Quality of Care Plans
- Auditing
- Recording of targets and expected outcomes within care planning

CQC Caring - Rationale for Grade: Good

Strengths:

- Effective provision of dignified care
- Effective staff value base
- Staff challenge of performance evidenced in supervision and grievance process.

Areas for Improvement:

- Consistency of quality of care plans
- Inclusion of external agencies and families in care planning

Safeguarding including Ofsted Care Children Protected and Supported, CQC Safe

Summary

Safeguarding has been the main focus of investment during the year, so it was reassuring that both grades here are Good. Areas for improvement include embedding reflected practice and formalising medication audits.

Ofsted Care – Rationale for Grade: Good

Strengths:

- Referrals are made within 24 hours
- Reflective practice is embedded within management team
- Management oversight on all accident/incident logs and safeguarding logs

Areas for Improvement:

- Reflective practice to be embedded across all support staffing groups

CQC Rationale for Grade: Good

Strengths:

- Young people feel safe
- Young people know how to keep themselves safe
- The organisation is not risk adverse
- There is scrutiny of all behaviours

Areas for Improvement:

- Staff knowledge and confidence of how to raise concerns
- Formalise medication audits

| Total Numbers | Key Stage 5 | Post 19 | Adult Day Service | LSH | 52 Weeks | Total |
|---------------|-----------------|-----------------|-------------------|-----|---------------------|-------|
| Numbers | 19 ¹ | 17 ² | 8 ² | 7 | 12 (+ 3 in college) | 82 |

| Subjects | KS5 | Post 19 |
|----------------------------------|-----|----------------|
| Main subject | | |
| National Curriculum | | |
| Victoria Curriculum | 9 | 7 |
| Vocational subjects | 10 | 8 ¹ |
| Functional Skills English | 10 | 9 |
| Functional Skills Maths | 10 | 9 |
| ICT | 9 | 7 |

Functional Skills: Please note that all learners studying functional skills are at stepping stones level studying towards Functional Skills.

FW studying at Exeter College. EB on Part timetable, with no vocational subjects

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Learner Outcomes and Progress Measures: Targets

Please note that for LGB period 6th June 2016 to 21st July 2016 there was a two week period where all learners were 'off-timetable' to complete activities week. In addition key stage 4 had a one week work experience.

English Exe Stream 2015/16

| English | Number of Students | Expected Progress Number (Number of Targets Set) | Expected Progress % YTD (Full Year) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|---|--|--|-------------------|
| Key Stage 5 | 10 | 77 | 100% | 42 | 55% ↓ |
| Post 19 | 9 | 57 | 100% | 39 | 68% ↓ |

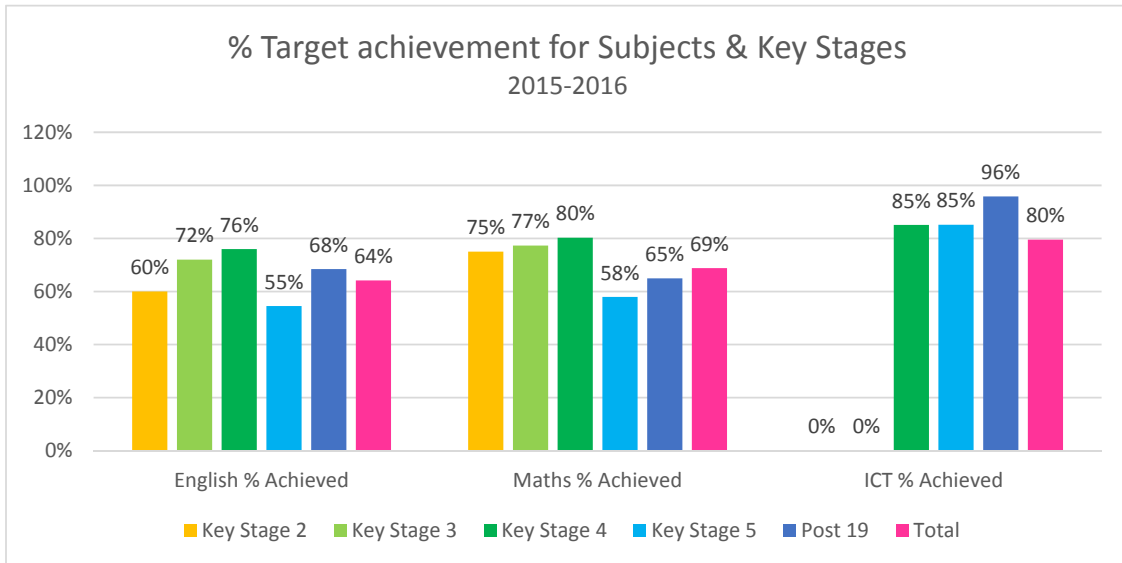
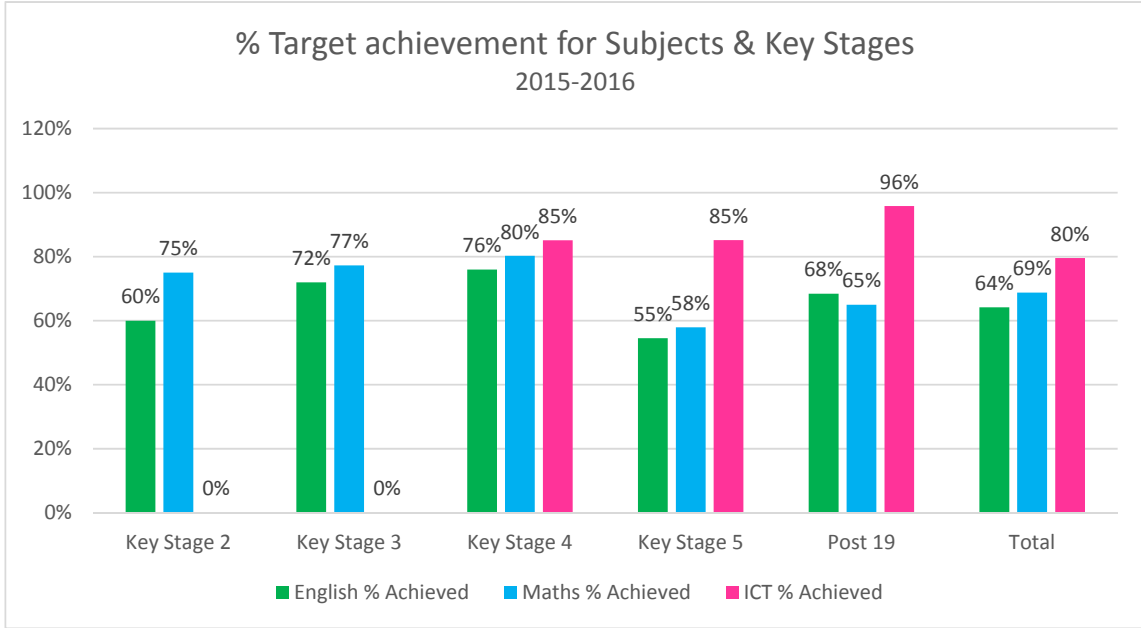
Maths Exe Stream 2015/16

| Maths | Number of Students | Expected Progress Number (Number of Targets Set) | Expected Progress % YTD (Full Year) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|---|--|--|-------------------|
| Key Stage 5 | 10 | 88 | 100% | 51 | 58% ↑ |
| Post 19 | 9 | 80 | 100% | 52 | 65% ↑ |

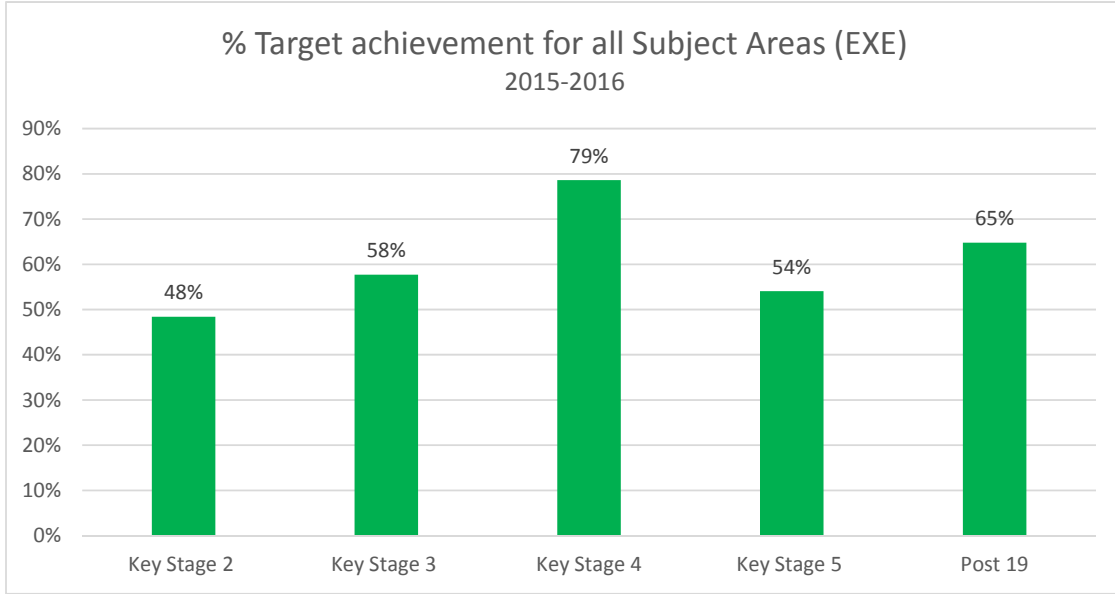
IT Exe Stream 2015/16

| IT | Number of Students | Expected Progress Number (Number of Targets Set) | Expected Progress % YTD (Full Year) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|---|--|--|-------------------|
| Key Stage 5 | 9 | 27 | 100% | 23 | 85% ↑ |
| Post 19 | 7 | 48 | 100% | 46 | 96% ↑ |

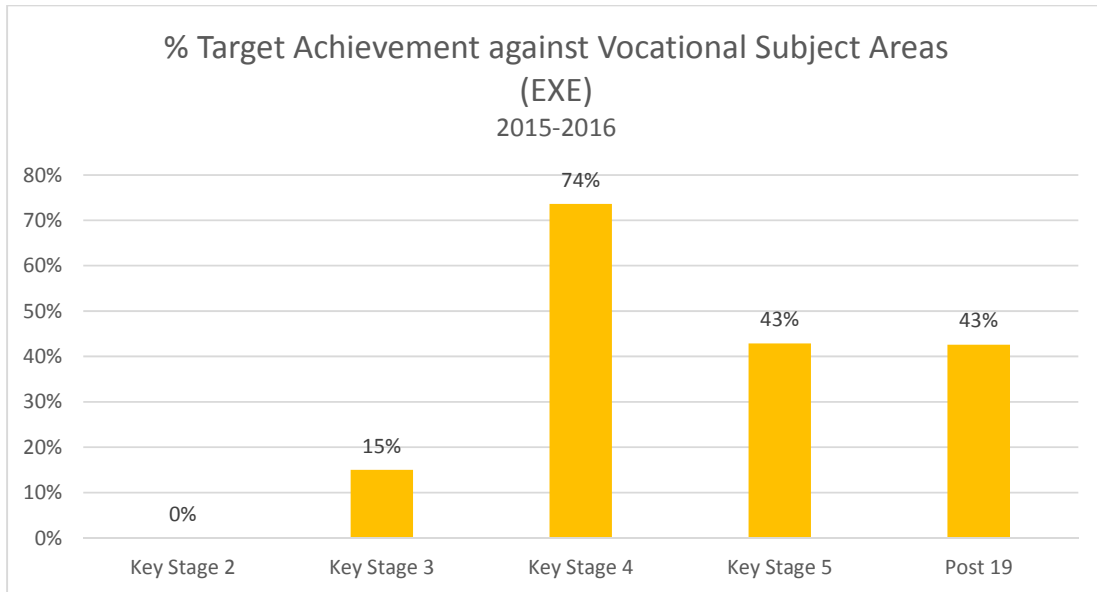
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Includes all academic targets, does not include mobility and therapies

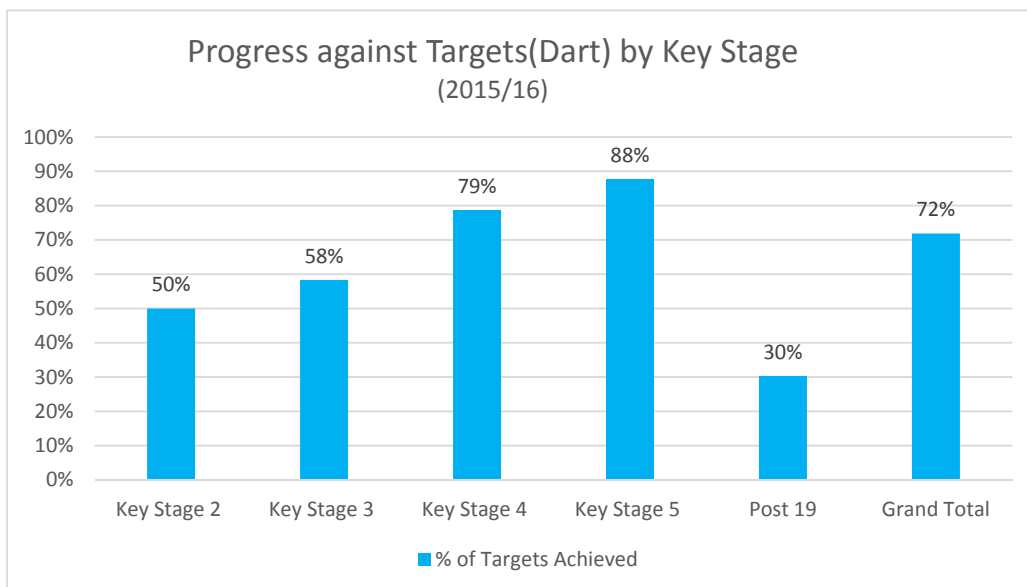


Includes all target for Vocational subjects only.

Dart Stream progress in Victoria Curriculum- Learner Achievement

2015/16- Progress against Targets

| Victoria Curriculum | Number of Students | Expected Progress Number (Number of Targets Set) | Expected Progress % YTD (Full Year) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|---------------------|--------------------|--|-------------------------------------|---|-------------------|
| Key Stage 5 | 9 | 139 | 100% | 122 | 88% ↑ |
| Post 19 | 7 | 56 | 100% | 17 | 30% ↑ |



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Accredited qualification achievements:

Achievement for 2015/16

English (Post 16) – OCR Cambridge Award in English (Unit achievement only)

| Level | Award title | Unit Title | No of learners entered | No Achieved | % Achievement |
|---------|---------------------------------|--|------------------------|-------------|---------------|
| Entry 1 | Read simple texts | Read for purpose and meaning in simple text | 1 | 1 | 100% |
| Entry 2 | Speaking Skills | Speak to provide and request information | 6 | 6 | 100% |
| Entry 2 | Listening and responding skills | Listen and respond to detail | 3 | 3 | 100% |
| Entry 3 | Speaking Skills | Speak to communicate information, ideas and opinions | 5 | 5 | 100% |
| Entry 3 | Listening and responding skills | Listen and respond to specific information | 4 | 4 | 100% |
| Level 2 | Speaking Skills | Speak to communicate information, ideas and opinions | 1 | 1 | 100% |
| Level 2 | Listening and responding skills | Listen to respond in a constructive manner | 1 | 1 | 100% |

Maths (post 16)- OCR Cambridge Award in Maths (Unit achievement only)

| Level | Award title | Unit Title | No of learners entered | No Achieved | % Achievement |
|---------|--------------------------------|---|------------------------|-------------|---------------|
| Entry 1 | Calculation with whole numbers | Add and subtract whole numbers | 4 | 2 | 50% |
| Entry 1 | Handling data | Extract and sort data | 6 | 4 | 67% |
| Entry 2 | Calculation with whole numbers | Add, subtract and multiply whole numbers | 3 | 1 | 33% |
| Entry 2 | Handling data | Extract, sort and present data for interpretation | 4 | 1 | 25% |
| Entry 3 | Handling data | Extract and interpret data | 5 | 4 | 80% |
| Entry 3 | Calculation with whole numbers | Calculation with whole numbers | 4 | 2 | 50% |

ICT OCR Life & Living ICT Post 16 (Unit achievement only)

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| Level | Award title | Unit Title | Number of learners entered | Number Achieved | % Achievement |
|---------|--------------------------------|---|----------------------------|-----------------|---------------|
| Entry 1 | OCR Life & Living - ICT Skills | ICT 10161 (Scheme codes F01, F02, F03) | 2 | 2 | 100% |
| Entry 2 | OCR Life & Living - ICT Skills | ICT 10166 (Scheme codes F07, F08, F09, F10) | 4 | 4 | 100% |
| Entry 3 | OCR Life & Living - ICT Skills | ICT 10170 (Scheme codes F12, F13, F15, F16) | 6 | 6 | 100% |

NCFE Award in Radio Production

| Level | Unit Title | Number of learners entered | Number Achieved | % Achievement |
|---------|---------------|----------------------------|-----------------|---------------|
| Level 1 | Various Units | 5 (19 units) | 5 | 100% |

4 learners achieved full award, 1 learner achieved unit accreditation

NCFE Award in Podcasting

| Level | Unit Title | Number of learners entered | Number Achieved | % Achievement |
|---------|------------|----------------------------|-----------------|---------------|
| Level 1 | Award | 1 | 1 | 100% |

ASDAN- PSD (Personal & Social Development) Full Qualification

| Level | Award title | Number of learners entered | Number Achieved | % Achievement |
|-------------|---|----------------------------|-----------------|---------------|
| Entry Level | ASDAN Award in Personal and Social Development E3 (QCF) | 2 | 2 | 100% |

ASDAN- PSD (Personal & Social Development) Unit achievement only

| Level | Unit Title | Number of learners entered | Number Achieved | % Achievement |
|---------|--|----------------------------|-----------------|---------------|
| Entry 2 | Making the Most of Leisure Time | 2 | 2 | 100% |
| Entry 3 | Community Action | 2 | 2 | 100% |
| Entry 3 | Personal Safety in the Home and Community | 5 | 5 | 100% |
| Entry 3 | Using Technology in the Home and Community | 2 | 2 | 100% |
| Entry 3 | Making the Most of Leisure Time | 11 | 11 | 100% |

Further results expected for the following moderation:

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- OCR Life & Living (unit achievement) - No results received, moderation still outstanding.
- NCFE Occupational Studies- Moderation still outstanding

Torbay Outreach – 110 (total numbers) Learner numbers by key stage (no changes since last LGB)

| Range | VI | Severe VI | Ed Blind | CVI |
|------------------|----|-----------|----------|-----|
| Pre-school | 10 | 2 | 1 | 1 |
| KS1 | 6 | 3 | 0 | 2 |
| KS2 | 24 | 7 | 1 | 9 |
| KS3 | 24 | 3 | 1 | 7 |
| KS4 | 12 | 2 | 0 | 0 |
| College/6th Form | 10 | 0 | 0 | 3 |
| HE | 0 | 0 | 0 | 0 |
| Total outreach | 86 | 17 | 3 | 15 |

Work Experience

| Work experience | Time at placement per day | KS3 | KS4 | KS5 | Post 19 |
|--|---------------------------|-----|-----|-----|---------|
| Social Enterprise shops | 2 – 5.5hrs | - | - | 2 | 2 |
| Dawlish Garden Trust | 5 – 6hrs | - | - | 3 | 1 |
| Catering/Hospitality/Café | 4 – 5.5hrs | - | - | | 3 |
| Schools | 2.25 - 3hrs | - | - | 1 | 1 |
| Animal Care (On & Off Site inc. Donkey Sanctuary) | 3- 3.25hrs | - | - | 1 | 3 |
| On Site (Inc. Reception, Fundraising) | 1 – 4.75hrs | - | - | 5 | 2 |
| Other (Inc. Residential home, Radio, Exeter city) | 2 – 3 hrs | - | - | 3 | |

Members of Key Stage 4 completed a work experience week placement

Attendance- Summer term

| Student population | Number of Students | Attendance % |
|----------------------------------|--------------------|--------------|
| Key Stage 5 | 18 | 95% ↔ |
| Post 19 in education | 17 | 86% ↓ |
| Total number accessing education | 55 | 92% ↑ |

Excludes FW (accessing Education at Exeter College) & MT (Transitioning)

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Learners under 80%

| Learner | Site | Attendance | Reason |
|---------|-----------------------|------------|------------------------------------|
| XX | College (Post 19) | 4% | Unwell throughout the summer term |
| XX | College (Key Stage 5) | 78% | 14 days off school through illness |

Attendances – 2015-16

| Student population | Number of Students | Attendance % |
|----------------------------------|--------------------|--------------|
| Key Stage 5 | 18 | 96% |
| Post 19 in education | 16 | 90% |
| Total number accessing education | 55 | 93% |

Does not include the attendances of leavers throughout the academic year (not including the attendances of KM (started attending 25/4/16), FW (attending Exeter College), MT (transitioning to WESC))

Learners under 80%

| Learner | Site | Attendance | Reason |
|---------|-------------------|------------|-----------------------------------|
| XX | College (Post 19) | 58% | Unwell throughout the summer term |

Mobility Targets- Summer Term 2016

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 18 | 17 | 14 | 82% ↑ |
| Post 19 | 15 | 6 | 5 | 83% ↑ |

Mobility Targets- Summer Term 2016- DART

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 8 | 9 | 9 | 100% |
| Post 19 | 6 | 3 | 3 | 100% |

Mobility Targets- Summer Term 2016- EXE

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 10 | 8 | 5 | 63% |
| Post 19 | 9 | 3 | 2 | 67% |

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Mobility Targets- 2015-2016

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 18 | 72 | 64 | 89% |
| Post 19 | 15 | 50 | 44 | 88% |

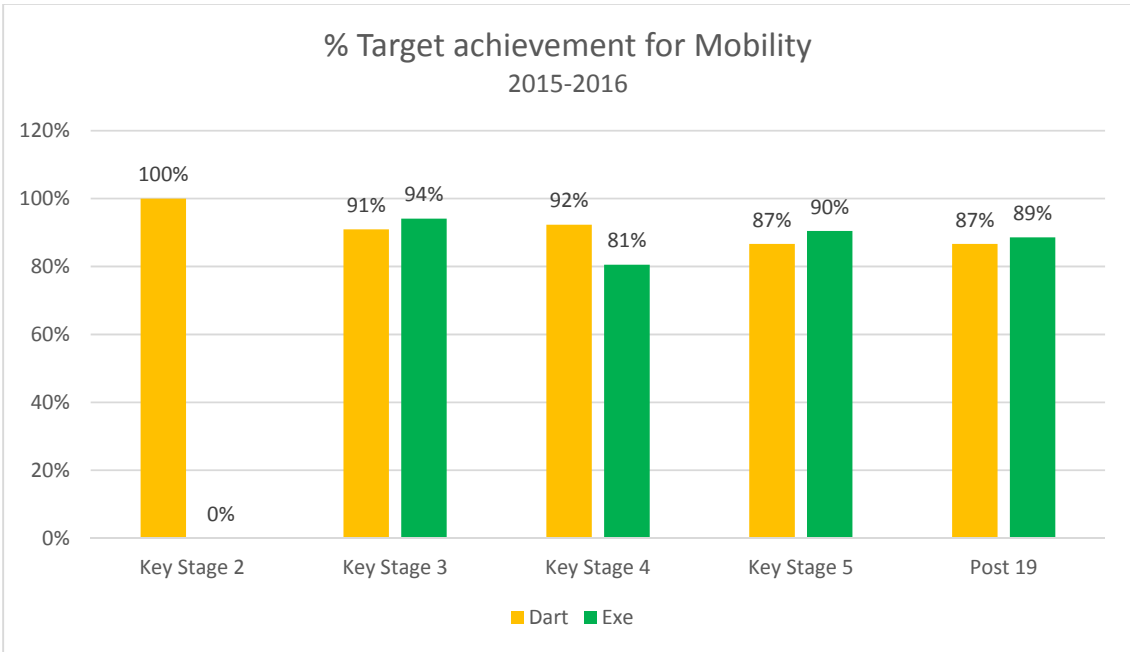
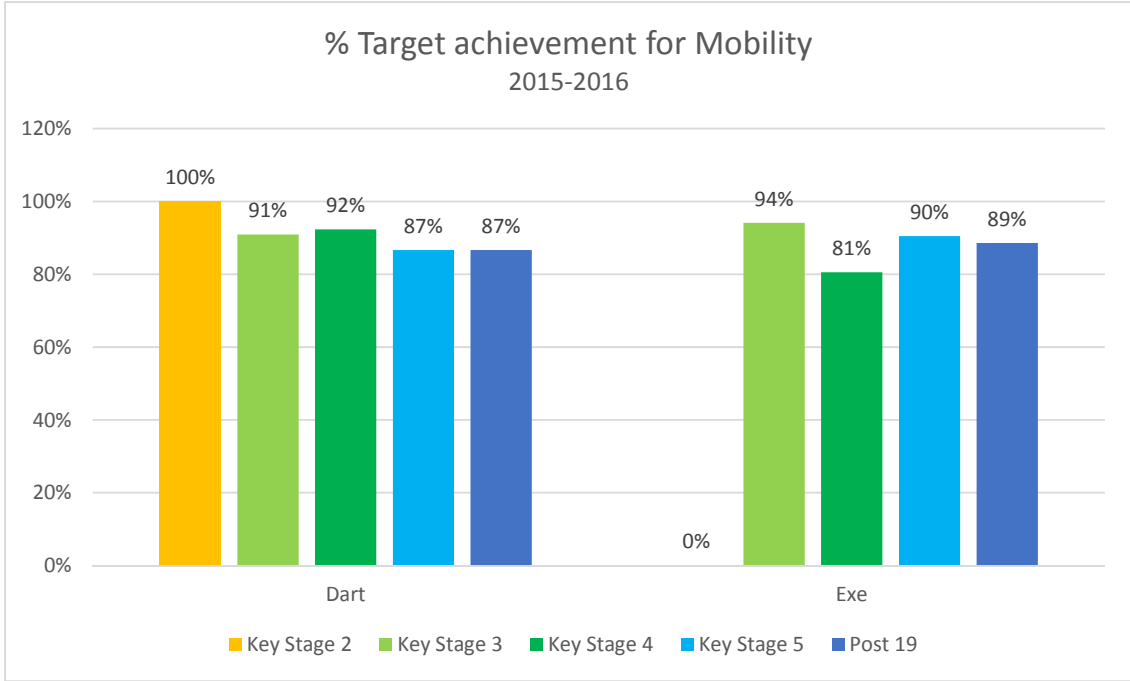
Mobility Targets- 2015-2016- DART

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 8 | 30 | 26 | 87% |
| Post 19 | 6 | 15 | 13 | 87% |

Mobility Targets- 2015-2016- EXE

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 10 | 42 | 38 | 90% |
| Post 19 | 9 | 35 | 31 | 89% |

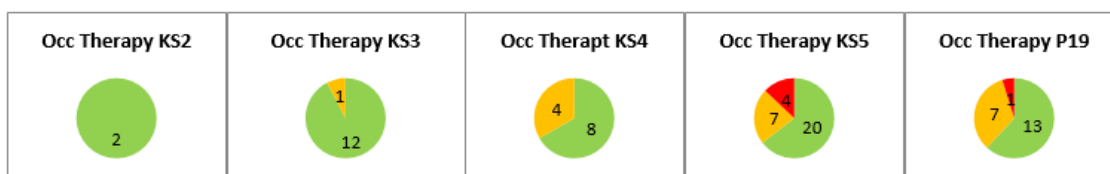
College SAR 2015-6



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Occupational Therapy- Summer Term 2016

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 18 | 31 | 20 | 65 ↓ |
| Post 19 | 14 | 21 | 13 | 62 ↓ |



Occupational Therapy Summer Term 2016: DART

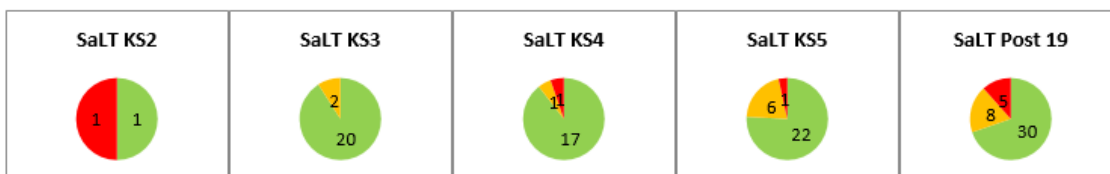
| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 8 | 15 | 12 | 80 ↑ |
| Post 19 | 5 | 8 | 6 | 75 ↔ |

Occupational Therapy Summer Term 2016: EXE

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 10 | 16 | 8 | 50 ↓ |
| Post 19 | 9 | 13 | 7 | 54 ↓ |

Speech and Language Summer Term 2016

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 14 | 29 | 22 | 76 ↑ |
| Post 19 | 15 | 43 | 30 | 70 ↑ |



Speech and Language Summer Term 2016: DART

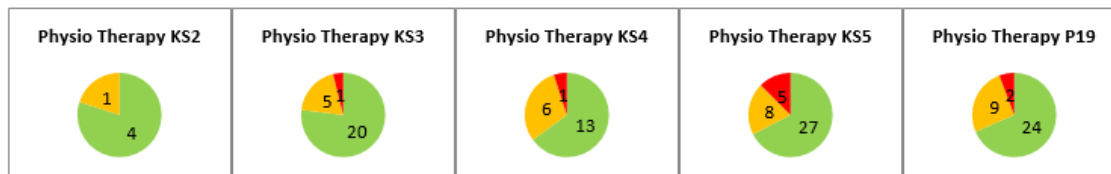
| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 7 | 15 | 11 | 73 ↑ |
| Post 19 | 7 | 15 | 11 | 73 ↑ |

Speech and Language Summer Term 2016: EXE

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 7 | 14 | 11 | 79 ↑ |
| Post 19 | 8 | 28 | 19 | 68 ↑ |

Physiotherapy Targets- Summer Term 2016

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 17 | 40 | 27 | 68 ↑ |
| Post 19 | 15 | 35 | 24 | 69 ↔ |



Physiotherapy Targets Summer Term 2016: DART

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 8 | 29 | 19 | 66 ↑ |
| Post 19 | 6 | 22 | 13 | 59 ↑ |

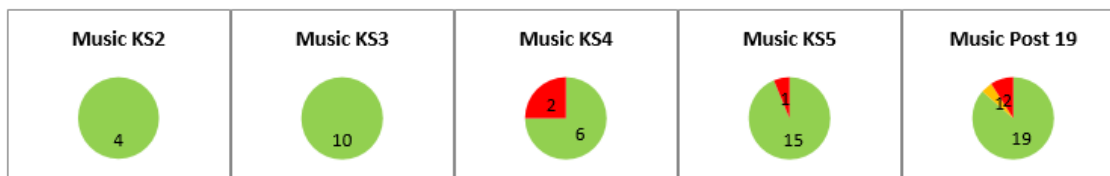
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Physiotherapy Targets Summer Term 2016: EXE

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 9 | 11 | 8 | 73 ↑ |
| Post 19 | 9 | 13 | 11 | 85 ↑ |

Music Therapy Targets Summer Term 2016

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 8 | 16 | 15 | 94 ↑ |
| Post 19 | 11 | 22 | 19 | 86 ↔ |



Music Therapy Targets Summer Term 2016: DART

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 6 | 12 | 11 | 92 ↑ |
| Post 19 | 7 | 14 | 12 | 86 ↓ |

Music Therapy Targets Summer Term 2016: EXE

| Key Stage | Number of Students | Expected Progress Number (Number of Targets Set) | Actual Progress Number (Number of Targets Achieved) | Actual Progress % |
|-------------|--------------------|--|---|-------------------|
| Key Stage 5 | 2 | 4 | 4 | 100 ↑ |
| Post 19 | 4 | 8 | 7 | 88 ↑ |

Mark Braithwaite, Deputy Principal

Effectiveness of Leadership and Management

Rationale for Ofsted Grade: Requires Improvement

Strengths:

- Change of management structure and implementation
- Impact of Teachers' Forum and rota including stream meetings and staff training
- Areas for Improvement
- Reflecting the review process in data collection
- More flexible delivery of learning - personalised
- More flexible accreditation

The year was one of change to reflect the needs of our student cohort and ensuring that our timetabling and targets more fully reflected the needs of learners while presenting suitable challenges in supporting their transition to adult status. The college was re-inspected in September 2016 and given an overall Good.

We consolidated and restructured our management of education in December 2015 to ability streams lead by Lead Teacher/Managers for Exe and Dart as previously reported. This also included the appointment of a Deputy Director for Education. This has been in place since January 2016 and has created a middle management structure that has helped in influencing the quality of teaching and learning and attainment in the latter stages of the academic year. This post holder resigned to take up a Headship at a local maintained special school in July 2016 we decided not to reappoint and spread this workload amongst current team. 3.5 FTE teachers retired at year end 2016 and, pre-empting some difficult budget decisions, we agreed to appoint two new teachers to cover the gap left in Dart. We were carrying some capacity and these changes have enabled us to streamline our provision without compromising quality.

In the summer term 2016 we reintroduced a more flexible momentum curriculum to more easily reflect the needs of our Dart stream learners. We have also registered with Ascentis following the decision of OCR Cambridge to drop their offer for English and Mathematics in December 2016 for Exe stream. The net impact of these changes will be to give us more flexibility to assess students internally and manage their learning more effectively and is more conducive to improving levels of achievement for the year ahead.

Our Head of Therapies retired at end of academic year 2016 and we appointed a Senior Physiotherapist as Team Leader for Therapies. We are now applying a more coordinated approach to timetabling therapy into the curriculum and a more closely matched allocation of therapy time based on annex 6 funding agreed with the learner's Local Authority.

A programme of staff development every third Tuesday has included Inspection Ready training for staff and Executive, Safeguarding and Prevent training and clarity on EHCP processes/planning. We now have a termly schedule of teacher forum meetings that rota full forum meetings, staff training and individual stream meetings on a three weekly cycle.

Our Senior Practitioner group met twice in the spring and summer terms 2016 to help develop curriculum options in moving away from the Victoria curriculum towards a more action research approach of systemised observation and recording of progress. This is being supported by the Principal and piloted this term. We have also developed a Tutor handbook for staff to define the personal tutor role.

We appointed the role of ICT Coordinator with a focus on access technology. This is designed to develop the embedding of access technology for learners and to raise the profile of ICT in the curriculum. This will also complement work on ICT taking place in Therapy.

Quality of Teaching, Learning and Assessment

Ofsted Rationale for Grade: Requires Improvement

Strengths:

- Attendance rates
- Achievement data
- Areas for improvement:
- English and Mathematics progress against targets
- Baselining Dart learners
- KS 5 progress in Dart

It is essential that as a specialist independent school and college that we are suitably ambitious and challenging for our learners and enable them to progress towards being more independent as adults.

Achievement and attainment need to reflect this position and improve on the national benchmark averages. We have had a year of change this year and need to demonstrate in our data that learners are fully benefiting from these changes.

The overall attendance rates have been very good at well over 90% and Student Council has been more involved in the summer term in influencing the timetabling for 2016/17. They were very clear that they wanted academic learning – functional skills to take place in the morning to avoid visual fatigue in the afternoon to give a suitable mix of learning. This has been successful in giving learners a voice in curriculum development and is an area that we are keen to develop further.

The Introduction of a momentum curriculum has been helpful to the experience of learners in Dart and supporting the stability of their programmes. Overall progress including achievement of targets will benefit from this approach for the forthcoming year and provides a more personalised approach to learning.

The data for target achievement in Education needs to be more consistent. Exe targets for English at 55-76% are below the national average. In contrast accreditation is 100% but we need to look at the relationship between target setting and accreditation to examine why target achievement is not higher. In Maths progress against targets is between 55%-80% but accreditation is between 25%-80% so both are below the national averages for cohorts. For ICT the pattern is better with progress against targets between 85%-96% and accreditation at 100%.

In Dart the patterns of progress against targets are patchy according to the data, with KS5 progress showing a real need for improvement. We are preparing to baseline Dart students in the autumn term to help identify and more accurately record progress against targets

We are working to record and monitor data patterns on achievement of targets more effectively and we need to get better at writing SMART targets consistently that are smaller in number but are transferable across subject areas and ensure that this is recorded on Databridge. There has been a level of confusion in writing targets over the year with a change of Director at end of autumn term. I hope the message is clearer now and we recognise that a smaller number of achievable targets are more helpful to learner progress and overall achievement. That being said, the challenge is one compounded by the EHCP process that presents a mismatch between the high number of outcomes that we are required to write targets for and the needs of learners and the process to reduce the number of targets will need to be given further training time. Review data is not recorded on Databridge at present. From a quality perspective the review process including pre-reviews, annual reviews, transition and placement reviews has been a great strength to managing learning outcomes and bringing together multi-agency perspectives on learner progress and attainment and it is a weakness in overall analysis of education performance that this is not yet recognised in our data.

Achievement of accreditation is broadly looking good across all areas of provision with 100% unit achievement across our awards with the exception of a spiky profile for mathematics.

We are putting in place an action plan to tackle what appears to be underperformance and we are confident this will make immediate improvements this year with a change of awarding body to Ascentis who offer more accessible accreditation arrangements for learners, timetabling changes to delivering maths learning at more conducive times for learners, and more training for other Functional Skills teachers delivering mathematics. We will also look at taking action to improve progress against targets in English and baselining Dart.

The overall results for progress in meeting mobility targets looks positive and work with the team to review and write SMART targets and this broadly characterises the position for Therapy.

A broad range of work experience has made a significant impact on the experiences of learners this year as we widen our range of employers to enable those who can benefit from an external work experience the opportunity to participate. Equally, we have been developing internal work experience options for those who favour this route and we have done work on refining the match for learners. This was offered for a full week in the summer term to KS4 and enrichment ie activities week over 2 weeks.

We celebrated learner achievement this year with an awards ceremony on-site in July and awards were compered by our celebrity Ambassador. Learners received a range of certificates and trophies and parents attended and enjoyed the celebration. The focus on learning and achievement has been fully represented on our website and via our parents/carers newsletters produced termly.

I reported on the summer term graded observation of teachers' programme at the last LGB for which we gave an overall grade 2 based on the majority of grade 1s and 2s with one grade 4 that is subject to capability and re-observation.

Personal Development, Behaviour and Welfare

Rationale for Ofsted Grade: Good

Strengths:

- Meeting PSHE progress targets
- Healthy living strategy encompassing school/college and care
- Assemblies reinforcing safeguarding messages
- Areas for development:
 - Assessment of well-being at admissions
 - Support to learners via external organisation such as Thrive
 - Counselling support for staff ie Balloons

The deaths of two learners impacted on staff and learners alike last year and confirmed the vulnerability that our learners cope with on a day to day basis. We have written a clear procedure for responding to these circumstances for the future. Personal Tutors and our PSHE teacher have been working to develop our support to learners to build their resilience. Progress of learners against PSHE targets have been good and PSHE has broadened to include this year a healthy living strategy that includes focus on diet and mindfulness and resilience training. It has included developing the role of our Clinical Psychologist to incorporate a staff training element as well as seeing students on an individual basis.

Assemblies this year have reinforced safeguarding messages in the form of “Keeping Children Safe in Education” and the Prevent/Anti-Bullying strategy and have reinforced the strong messages on safeguarding communicated through the RAG rating system introduced this year and the re-writing of our Safeguarding policy.

We drafted a role description for Personal Tutors supported by an external consultant and this will help clarify the role for next year and improve the quality of personal tutor support to the young people.

Outreach data confirms a systemised programme of support to Torbay schools and we will be undertaking this year’s evaluation survey and reporting to the next LGB group. Previous years have confirmed high levels of satisfaction with the service.

A growing number of “split” placements are being managed via outreach and this ensures that learners are based in a mainstream environment but receive the appropriate specialist support via WESC.

Outcome for Learners

Ofsted Grade: Requires Improvement

Rationale for grade:

Strengths:

- Accreditation
- Work experience placements
- Apprenticeship development and innovation
- Areas for Improvement:
- Ensuring any changes of circumstance are agreed in advance with LA
- Widening areas to take apprenticeships at WESC
- Forest School opportunities

Outcomes for learners has merited more planning to ensure that Outcomes identified in Annex 6 Local Authority contracts are tracked and met effectively and any changes agreed are followed up with a change of circumstances form that can be agreed with the Local Authority in advance of any change. We are more focused on ensuring that this process is joined up and that learners can confidently prepare for next steps in their journey including: employment, supported living or more independent lives as adults but further work needed here. We are keen to move forward on apprenticeships following the successful Level 2 apprenticeship in retail in our social enterprise in partnership with Petroc and we will be exploring opportunities to widen apprenticeships at WESC to maximise the opportunities for work based training to improve the preparation of the young people to take their place in society in an effective way.

Through Outreach we are developing further modes of learning to support VI learners in the community. In partnership with National Star College and EDF we are supporting a learner on a Supported Internship that includes Braille training at WESC and staff development on VI for EDF staff.

We are also working with professional staff in Guernsey to augment specialist VI support for learners who have limited access to support. The work is being funded privately by the CEO of Specsavers – who is a resident of the island Social Enterprise are developing a number of horticulture options that will offer wider opportunities for our learners who require internal work placements without paying to send them to a private Garden Trust.

We also want to take advantage of “outdoor” learning opportunities to embed functional skills within a different learning context. This is now recognised as an essential opportunity for SEN pupils: Andrew Colley, lecturer in special education at the Cass School of Education and Communities, University of East London. “SEN students have often learned helplessness and passivity because, consciously or not, we as practitioners exert a huge amount of control and [going outdoors] forces us to relinquish that,” he explains. “Giving SEN students that feeling of space, and the sensory stimulation that comes with being outdoors, is absolutely vital.”

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For information I have also added destinations for 15/16.

2015-2016 Destinations

| Name | Destination |
|------|---|
| XX | End of full time education –family home |
| XX | Meath Trust |
| XX | Innovate Trust (52 week provision) |
| XX | Awaiting funding for Heather House |
| XX | Transferred to Adult Day Service |
| XX | Transferred to Adult Day Services |
| XX | Transferred to College |
| XX | Transferred to College |
| XX | Transferred to College |
| XX | Transferred to College |
| XX | Transferred to College |
| XX | Transferred to College |
| XX | Transferred to College |
| XX | Magdalen Close Hostel (52 week provision) |
| XX | Own flat (Local Housing Authority) |
| XX | Own flat |
| XX | Deceased |
| XX | Deceased |

Care – Marc Phillips, Director of Care and Support Services

The total number of young people on roll at WESC during the summer term in the table below includes young people in School, College, All Year Round Provision, those accessing the Day Centre and those in Landlord Supported Housing.

Learner statistics:

| Issue: | August term 2015 | Spring term 2016 | Summer term 2016 |
|--|------------------|------------------|------------------|
| Total number of young people on roll at WESC | 80 | 81 | 81 |
| Number of issues logged, some of which consisted in the following actions: | 151 | 75 | 46 |
| <ul style="list-style-type: none"> • Number of external referrals/ consultations made by the safeguarding team to either MASH/Care Direct/LADO: | 7 | 10 | 3 |
| <ul style="list-style-type: none"> • Number of referrals received from external source: | 11 | 1 | 4 |
| <ul style="list-style-type: none"> • Number of issues shared with Social Worker/other (e.g. health professional): | 7 | 8 | 11 |

The following are statistics gathered this term as requested by our Inspectorate:

| Young people under 18 years of age | Autumn term 2015 | Spring term 2016 | Summer term 2016 |
|---|------------------|------------------|------------------|
| Number of young people at WESC under 18 | 29 | 26 | 24 |
| Number of individual referrals | 48 | 29 | 26 |
| Number of young people this referred to | 18 | 16 | 11 |

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| Young people 18 and over | Autumn term 2015 | Spring term 2016 | Summer term 2016 |
|--|-------------------------|-------------------------|-------------------------|
| Number of young people at WESC 18 and over | 51 | 55 | 57 |
| Number of individual referrals | 101 | 46 | 20 |
| Number of young peoples this referred to | 28 | 19 | 11 |

Evaluation:

As the table above shows there were 46 safeguarding issues reported to designated persons in the summer term 2016. Due to a system change in recording some of the 46 referrals were duplicates, however, relevant staff have been informed and training given.

Some of the concerns that arose in the summer term were as follows:

- Young person living in the Landlord Supported Housing provision reported concerns about a fellow tenant. Emotional support was given.
- Young person's infatuation with teacher – PSHE Tutor discussed appropriate relationships and boundaries with this young person.
- Young person returning to WESC unkempt after holidays – strategies discussed with parent and Social Worker informed.
- Young person's care under question whilst in hospital – Care Direct informed.
- Financial issues between young person and their family – Social Worker and Advocate involved.

There continues to be a number of new issues that are reported to the Designated persons showing a high awareness by staff of how minor issues, if referred early, offer good intervention.

Safeguarding Training Statistics:

| Training: | Autumn term 2015 | Spring term 2016 | Summer term 2016 |
|---|-------------------------|-------------------------|-------------------------|
| Total number of staff who attended safeguarding training | 269 | 223 | 298 |
| Total number of training sessions this term, which consisted of the following: | 24 | 17 | 39 |
| Safeguarding induction training sessions | 13 | 5 | 9 |
| • Number of Safeguarding team member training sessions attended: | 2 | 6 | 5 |
| • Number of Safeguarding refresher updates/briefings: | 4 | 6 | 14 |
| • Number of Safer recruitment training sessions: | 5 | 0 | 1 |
| • SOVA (Safeguarding of Vulnerable Adults) training: | 0 | 0 | 0 |
| • MCA & DoLS (Mental Capacity Act and Deprivation of Liberty Safeguards) | 0 | 0 | 10 |

Evaluation:

There were 15 new starters in the Spring term 2016 and of those 11 members of staff attended induction day training, 8 members of staff also attended who had started in previous terms making a total of 19. This included all disciplines from education staff, care staff to administration and business development staff. Hands-on staff complete Safeguarding induction training on their first day of employment, where possible.

The figure in the above table for 'Safeguarding refresher updates/briefings' consists of the following:

- Prevent information leaflet – emailed to all staff (excluding volunteers) x 298
- Annual SEND Conference (Special Educational Needs and Disability) x 5 members of the Exec team attended
- 9 x E- Safety training courses x 91 staff attended
- 1 x Child Protection, Raising Awareness Level 2 course x 53 staff attended
- 1 x E-learning safeguarding children and young people group 2 x 1 staff accessed
- 1 x Safeguarding updated x 1 staff

The figure in the above table for 'Safeguarding team member training sessions attended' consists of the following:

- Babcock Safeguarding Forum x 1 team member attended
- 2 x Safeguarding Level 3 courses – 2 x team members attended
- 1 x Safeguarding Level 3 refresher course – 1 x new team member attended
- WRAP (Workshop to Raise Awareness of Prevent) x 1 team member attended

There were 7 members of staff who attended Safer Recruitment training.

10 members of staff accessed MCA E-Learning.

Three new safeguarding members were recruited to the team in 2016 and attended the relevant training. However, two members of the Safeguarding Team retired at the end of the summer term 2016, one of which was the Deputy Designated Safeguarding Lead (DDSL). A new DDSL was appointed in the autumn 2016.

Trends:

The monitoring of trends in Safeguarding each term will highlight to us the general direction in which something is developing or changing.

The Safeguarding team will monitor numbers, outcomes and trends and ensure best practice is disseminated to all staff through training.

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| Trends | Summer Term 2016 |
|---------------------|-------------------------|
| Bullying | 0 |
| Domestic abuse | 2 |
| Emotional abuse | 0 |
| E-safety | 0 |
| FGM | 0 |
| Financial abuse | 4 |
| Forced marriage | 0 |
| Institutional abuse | 0 |
| Neglect | 5 |
| Physical abuse | 1 |
| Racist Incidents | 0 |
| Sexual abuse | 0 |
| General | 4 |
| Not CP/SOVA | 11 |
| Radicalisation | 0 |
| CSE | 0 |

As you will note from the above table there were 27 trends recorded this term out of 46 referrals received. We strive to continually update and improve our MIS (Databridge) system to enable clear and accurate data to be extracted.

As a result of these statistics the above fields were mandatory from September 2016 to enable a clear and precise picture of trends to emerge so that action can be taken to alleviate issues accordingly.

Ofsted and CQC Notification Monitoring

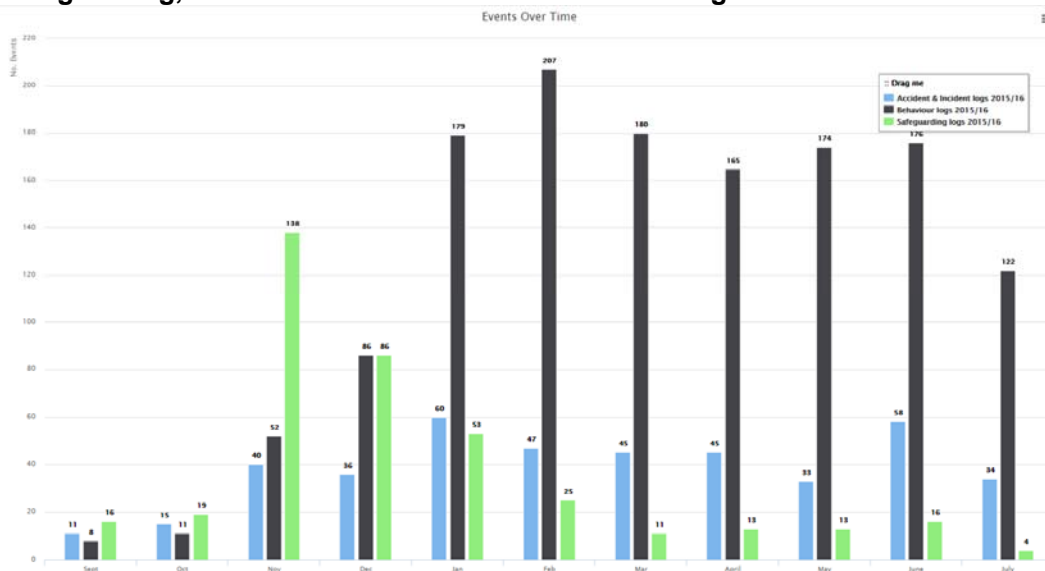
| ISSUE NOTIFIED | NUMBER OF NOTIFICATIONS AUTUMN 2015 | NUMBER OF NOTIFICATIONS SPRING 2016 | NUMBER OF NOTIFICATIONS SUMMER 2016 |
|---|--|--|--|
| OFSTED: | | | |
| 1. Death of a young person | 1 | 0 | 1 |
| 2. Mental Health issue of a young person | 0 | 0 | 0 |
| 3. Child or Adult Protection issue | 0 | 0 | 0 |
| 4. Serious injury of a young person | 0 | 0 | 0 |
| 5. Serious complaint | 0 | 0 | 0 |
| 6. Serious incident of a young person | 0 | 0 | 0 |
| 7. Hospital admission of a young person | 0 | 0 | 0 |
| 8. Infectious diseases | 0 | 0 | 0 |
| 9. Other Ofsted notifications: | 1 | 0 | 0 |
| CQC: | 1 | 1 | 5 |
| TOTAL | 3 | 1 | 6 |

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During summer term 2016, there were five notifications to CQC (DoLS applications) and one notification to Ofsted. The notifications were reported within the timescales set out by Ofsted and CQC.

Following discussion with Inspectors during the last Ofsted Care Inspection (20th-24th June 2016) WESC was informed they no longer are required to notify Ofsted of any events. Hereafter, any notifications to Ofsted will be as a courtesy only if a serious incident occurs.

Safeguarding, Accidents & Incidents and Behaviour log entries 2015/16



Information taken from Databridge. Prior to 12th February 2016 behaviour logs continued to be reported on both paper format and Databridge, for the period from 5th September 2015 to 12th February 2016 an additional 249 behaviour logs were reported in paper format, from March all behaviour recordings have been on Databridge. Safeguarding and Accidents & Incidents have solely been recorded on Databridge since the start of the academic year.

Staff Supervision- Summer Term 2016

This evaluation can be read alongside the spreadsheets for the summer term 2016, detailing the number of staff supervised.

Summer (April/May) 2016

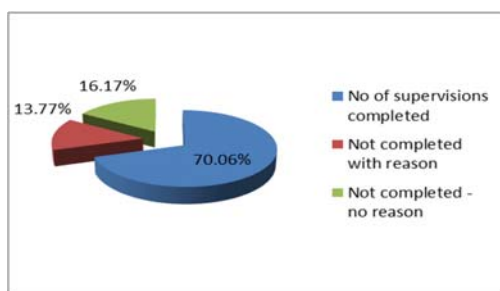
For the first half of the summer term 2016 there was a total of 167 operational staff requiring supervision. Of this 167, 117 staff received supervision. Of the 50 that did not receive supervision – 5 x on maternity leave, 1 x off sick, 5 x due to Team Leader being on long term sick, 1 x Team Leader had to cancel due to needing to be hands on, 4 x due to Team Leader being on maternity leave, 1 x cancelled due to staffing problems, therefore, staff could not be supervised. Of the remaining 27 staff members, they did not receive supervision and no reason was given by their supervisor.

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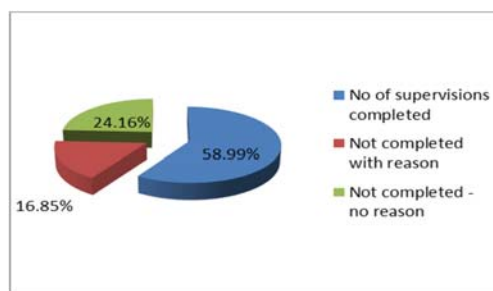
| | No of staff requiring supervision | as % | No of supervisions completed | as % | Not completed with reason | as % | Not completed - no reason | as % |
|---------------|-----------------------------------|-------------|------------------------------|---------------|---------------------------|---------------|---------------------------|---------------|
| Managers | 28 | | 25 | 89.3% | 3 | 10.7% | 0 | 0.0% |
| AYRP | 31 | | 21 | 67.7% | 1 | 3.2% | 9 | 29.0% |
| Shift A | 17 | | 15 | 88.2% | 2 | 11.8% | 0 | 0.0% |
| Shift B | 31 | | 19 | 61.3% | 8 | 25.8% | 4 | 12.9% |
| Shift C | 32 | | 16 | 50.0% | 8 | 25.0% | 8 | 25.0% |
| Night staff | 11 | | 10 | 90.9% | 1 | 9.1% | 0 | 0.0% |
| Health team | 4 | | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% |
| Therapy | 13 | | 11 | 84.6% | 0 | 0.0% | 2 | 15.4% |
| TOTALS | 167 | 100% | 117 | 70.06% | 23 | 13.77% | 27 | 16.17% |

Based on these figures and the reasons given – 83.83% of staff were available to receive supervision.

First half of the summer term 2016



First half of the spring term 2016



Summer (June/July) 2016

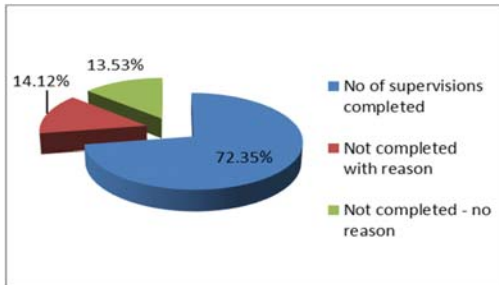
For the second half of the summer term there was a total of 170 operational staff requiring supervision. Of this 170, 133 staff received supervision. Of the 47 that did not receive supervision – 3 x off sick, 3 x on maternity leave, 1 x on annual leave, 7 x due to Team Leading being on long term sick, 10 x Team leader left, therefore, staff could not be supervised. Of the remaining 23 staff members, they did not receive supervision and no reason was given by their supervisor.

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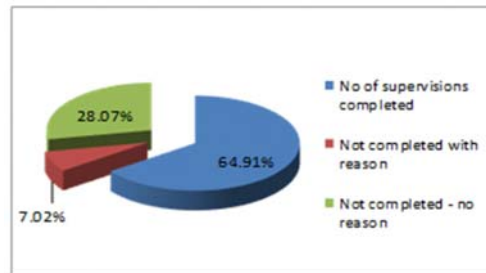
| | No of staff requiring supervision | as % | No of supervisions completed | as % | Not completed with reason | as % | Not completed - no reason | as % |
|---------------|-----------------------------------|-------------|------------------------------|---------------|---------------------------|---------------|---------------------------|---------------|
| Managers | 27 | | 22 | 81.5% | 1 | 3.7% | 4 | 14.8% |
| AYRP | 32 | | 23 | 71.9% | 0 | 0.0% | 9 | 28.1% |
| Shift A | 20 | | 17 | 85.0% | 3 | 15.0% | 0 | 0.0% |
| Shift B | 32 | | 19 | 59.4% | 9 | 28.1% | 4 | 12.5% |
| Shift C | 32 | | 22 | 68.8% | 10 | 31.3% | 0 | 0.0% |
| Night staff | 11 | | 10 | 90.9% | 1 | 9.1% | 0 | 0.0% |
| Health team | 4 | | 0 | 0.0% | 0 | 0.0% | 4 | 100.0% |
| Therapy | 12 | | 10 | 83.3% | 0 | 0.0% | 2 | 16.7% |
| TOTALS | 170 | 100% | 123 | 72.35% | 24 | 14.12% | 23 | 13.53% |

Based on these figures and the reasons given – 86.47% of staff were available to receive supervision.

Second half of the summer term 2016



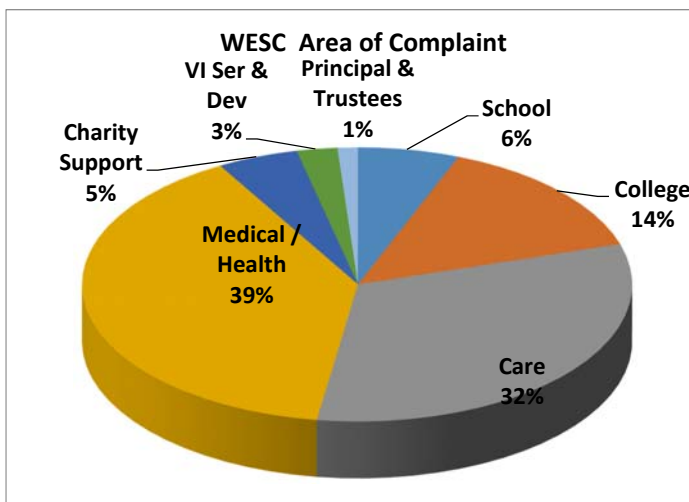
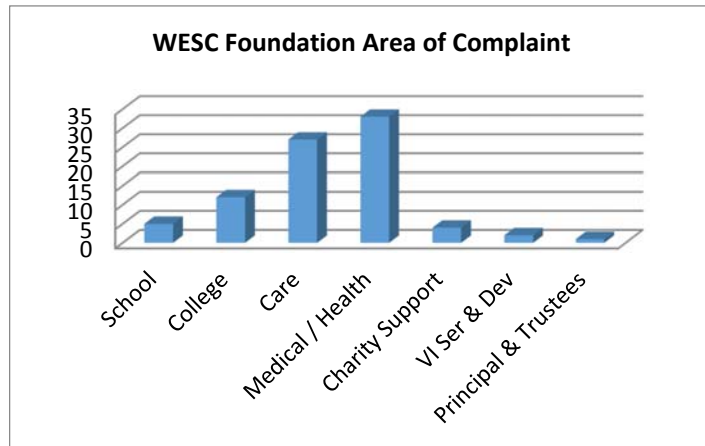
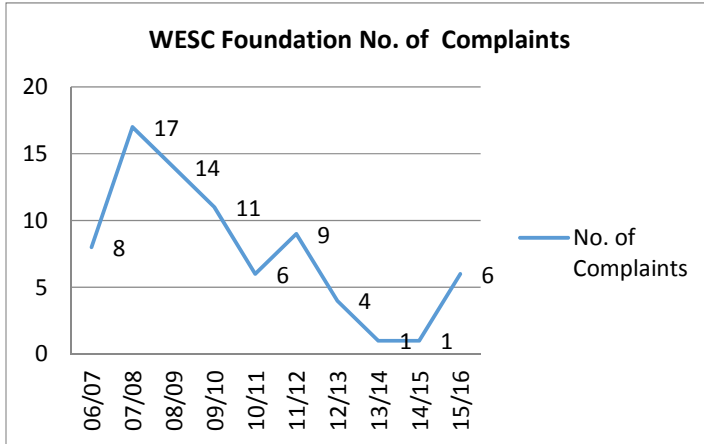
Second half of the spring term 2016



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Record of Complaints beginning from the academic year of 2006/07 to 27th July 2016

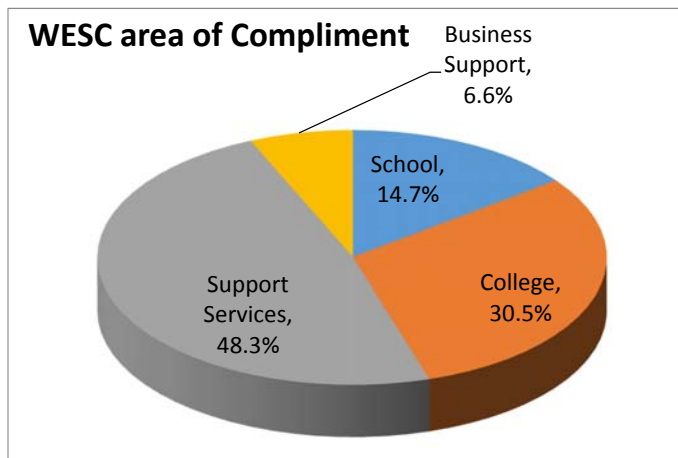
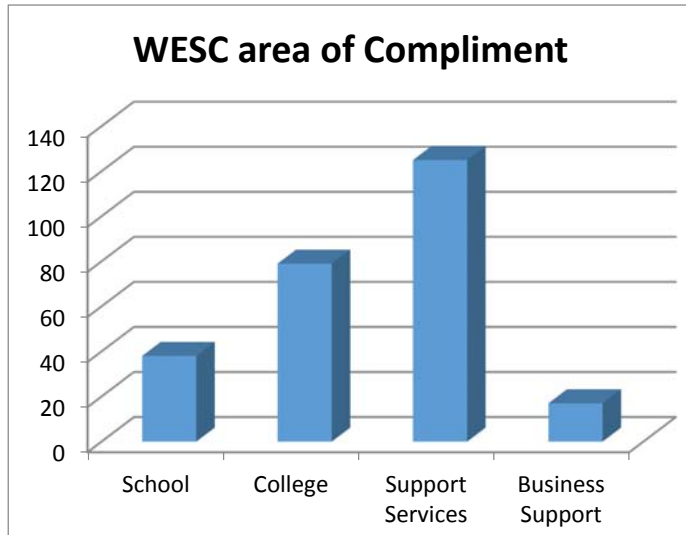
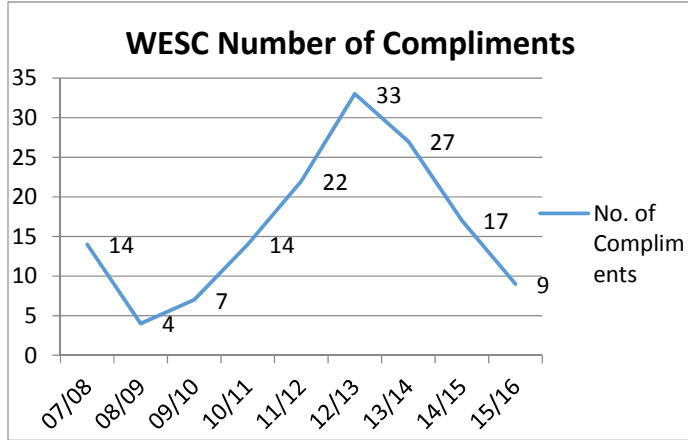
There were no formal complaints recorded in the summer term 2016



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Record of Compliments commencing from the academic year of 2006/07 to 27th July 2016

There were seven complaints recorded in the summer term 2016



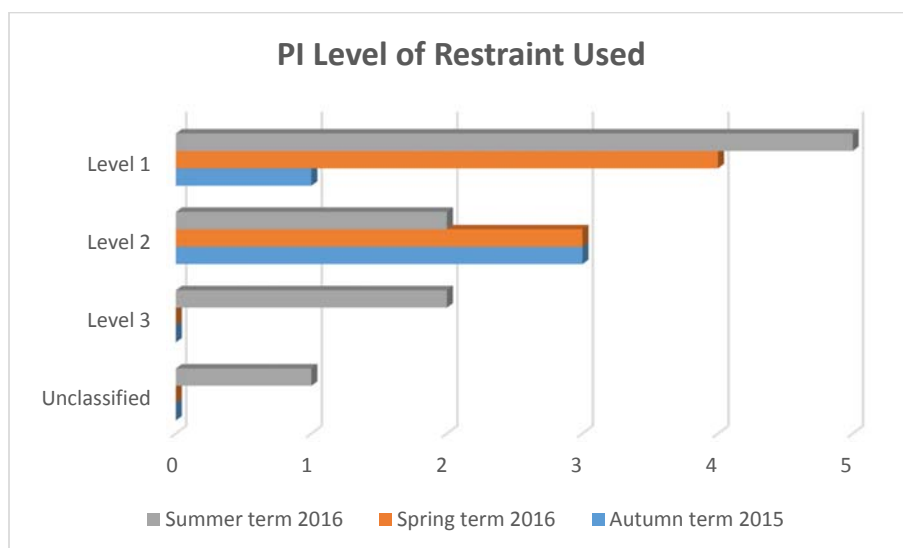
Physical Intervention

'Physical Interventions' have been defined in the BILD (British Institute of Learning Disabilities) guidance as:

"A method of responding to the challenging behaviour of people with learning disability and/or autism which involves some degree of direct physical force which limits or restricts the movement or mobility of the person concerned".

Over the summer term (30th March 2016 to 29th July 2016) there were 10 incidents where physical intervention was necessary.

The data in this report has been gathered from WESC Foundation's database system (Databridge) under the accident/incident category. The following graph indicates the breakdown in levels of restraint used by staff using the NAPPI (Non-Abusive Psychological and Physical Intervention) model.



Definitions of levels:

10. Level 1 = Physical intervention but person can remove him/herself (no restraint)

11. Level 2 = Intervention administered by one person

12. Level 3 = Restraint delivered by level 2 NAPPI trained staff and has restricted the movement of the young person.

Training

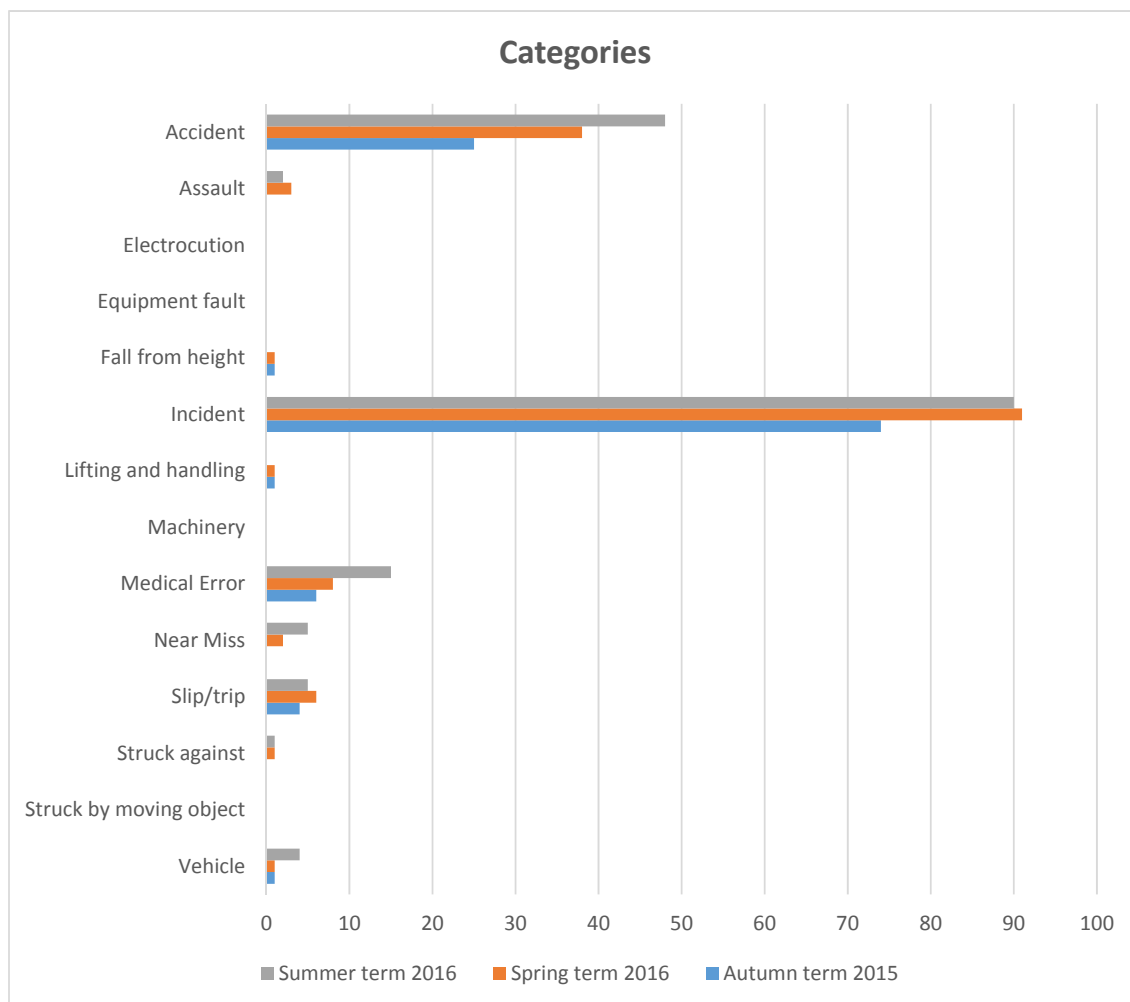
NAPPI training carried out in the summer term was as follows:

- Level 1 – 2 courses x 25 staff trained
- Level 1 Additional Skills – 1 course x 3 staff trained
- Level 1 Trainer Recertification – 1 course x 3 trained
- Level 2 Trainer Recertification – 1 course x 2 trained

NAPPI specialise in BILD (British Institute of Learning Disabilities) Accredited Managing Challenging Behaviour training, with an emphasis on Positive Behaviour Support approaches.

There were 170 accident/incidents recorded in the summer term (30th March to 29th July 2016), which are categorised in the table below. Ten of these records culminated in physical intervention and are itemised as above (9 x incidents, 1 x assault).

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A post incident analysis is carried out by Managers after an incident has been logged. Staff are debriefed accordingly and agreed actions/recommendations are established and carried out.

The following number of issues logged have been referred externally:

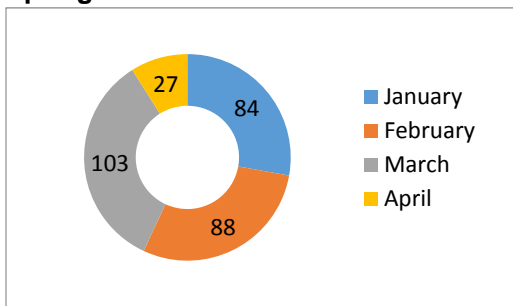
| Number of external referrals/consultations made by safeguarding team: | Summer term 2016 |
|---|------------------|
| MASH | 0 |
| LADO | 3 |
| Care Direct | 1 |
| Social Worker | 21 |

Off Site Activity Data Summer term (11th April 2016 to 21st July 2016)

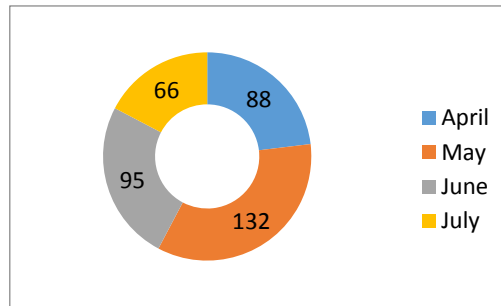
In the summer term 2016, there were 381 off-site activity/trips organised by care staff for residential young people as opposed to 302 in the spring term 2016. In the summer term 2016 we had 61 young people in residential care who were either: termly/weekly boarders, accessed respite and resided only on certain nights, were all year round residents or those who have attended the Day Centre. There was a total of 808 young people who were off-site on an organised trip over the summer period. The following charts show the breakdown for these figures in comparison to the spring term 2016:

This chart shows the number of trips out organised each month:

Spring 2016

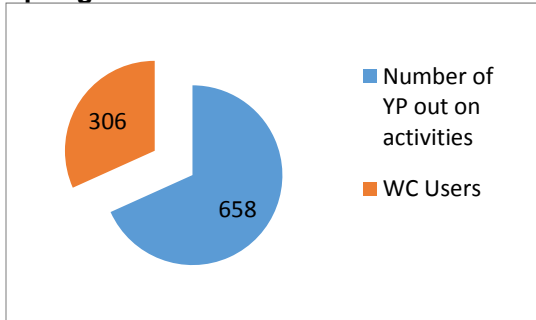


Summer 2016

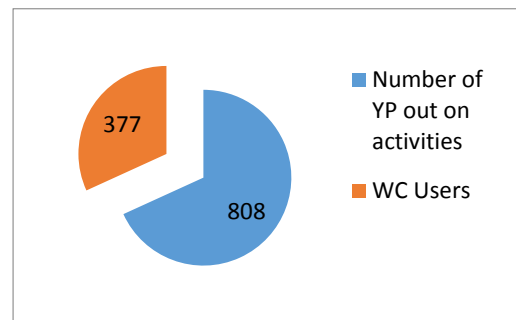


Number of wheelchair users:

Spring 2016

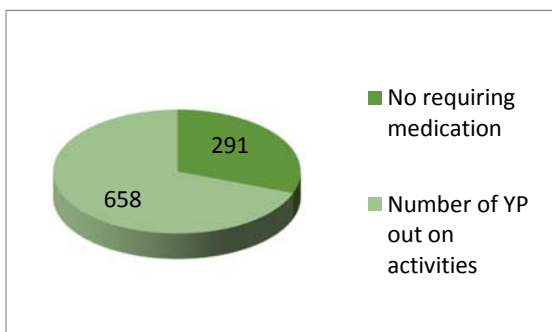


Summer 2016

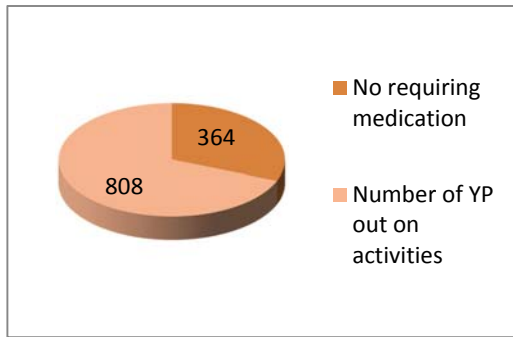


Number requiring medication whilst out:

Spring 2016

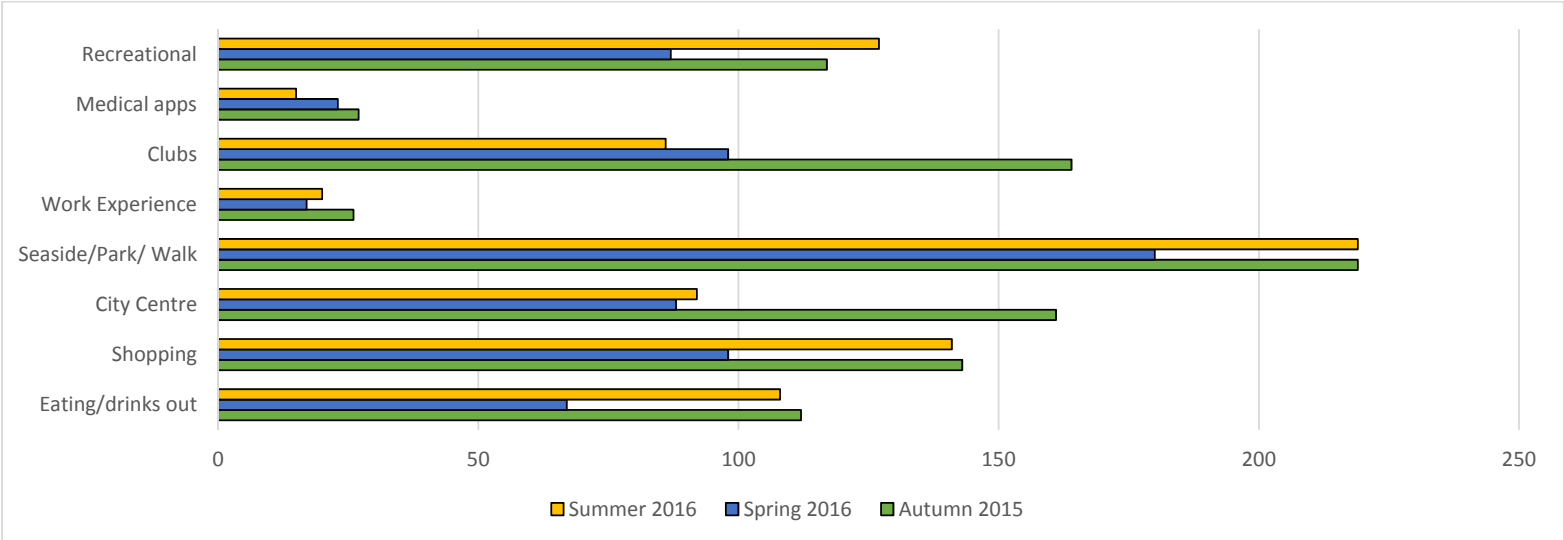


Summer 2016



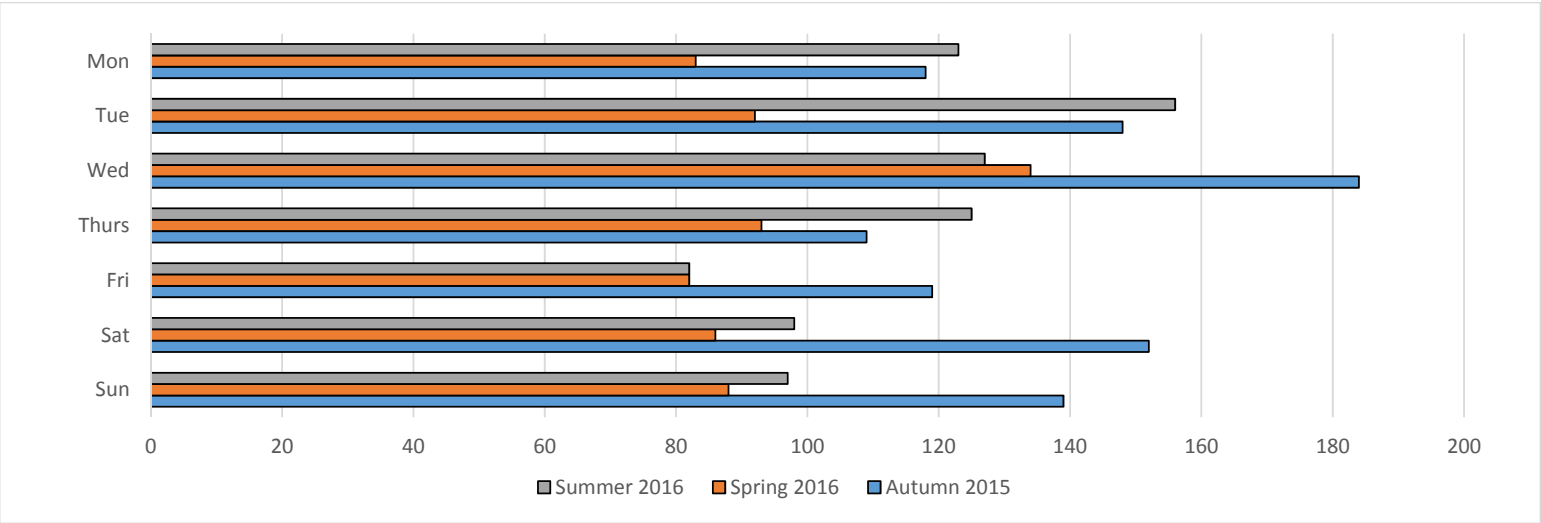
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Below showing activities young people participated in: Exercise in parks and at the seaside continues to be the most popular outing.



Most common days the young people go out on: Tuesday seem to have been the most popular day in the summer term as opposed to Wednesday in the autumn and spring terms.

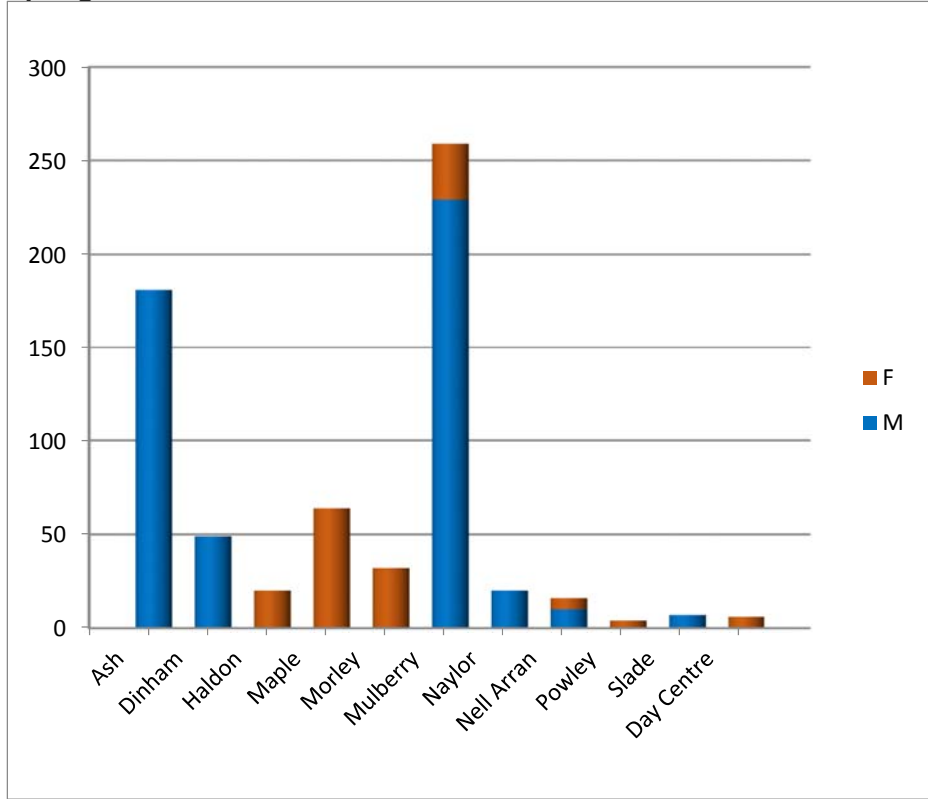
College SAR 2015-6



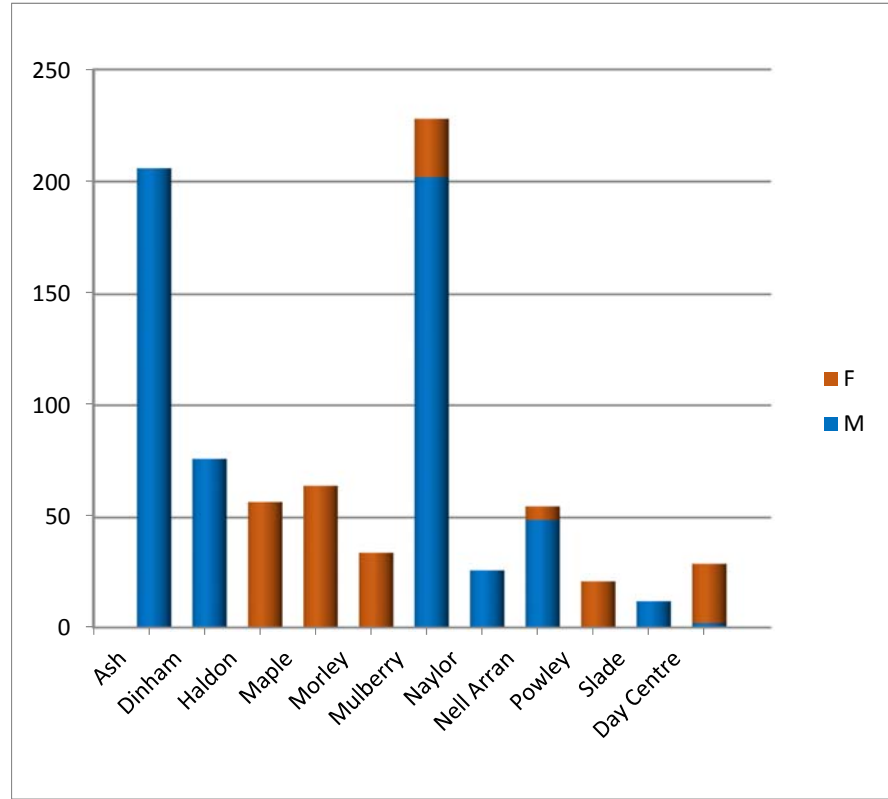
Number of young people going out in each residential house male/female. The all year round provision in St David’s House (Ash, Maple and Mulberry) continue to show the largest amount of off-site trips due to young people accessing community wide activities during the day. The Day Centre is now fully up and running and has shown an increase in activities due to mobility skills being practiced and shopping for supplies for their Friday cake making enterprise. All other houses are Education based during the day.

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Spring 2016



Summer 2016



Care Quality Commission (CQC)

Safe: Good

Strengths:

- Young people feel safe
- Young people know how to keep themselves safe
- The organization is not risk adverse
- There is scrutiny of all behaviours

Areas for Improvement:

- Staff knowledge and confidence of how to raise concerns
- Formalise medication audits

Service users in St. David's House tell us they feel safe, this is evidenced in the residential survey. They are regularly supported to understand how to keep themselves safe. Safeguarding is a standing item agenda at the fortnightly house meetings. People are safe because the service protects them from bullying, harassment, avoidable harm and potential abuse. They know how to raise a concern and who they can speak to, including recognising the members of the safeguarding team. Staff are encouraged to raise concerns and to challenge when they feel people are at risk. However, a recent concern received by the CQC appears to indicate not all staff within the organisation feel they have the platform to discuss their concerns, therefore further work is required from the registered manager to check and reinforce this with staff. In addition to this the Safeguarding Team would be further strengthened in its knowledge if some of its members received additional training specific to adult safeguarding. This is currently being explored with the Local Authority training offer.

Risk continues to be managed positively and in a way that does not restrict individuals from taking risks as part of their development and in order to lead more fulfilling lives. A good example of this is the residential holiday to the Calvert Trust which enables our young people to engage in activities such as abseiling and canoeing. Risk Assessment templates have been enhanced to include quantitative risk ratings and a peer auditing process now monitors and promotes consistency, quality and healthy peer discussion and challenge.

When service users behave in a way that may challenge others positive behaviour support plans direct staff how to support individuals in a safe and dignified way. All young people have a Lalemand Scale and those that reach the 'Disruptive' level have a positive behaviour support plan. Support plans are used to understand and reduce the causes of behaviour that distresses people or puts them at risk of harm.

Staff manage medicines consistently and safely. Medicines are stored correctly, disposed of safely and accurate records are kept. When errors are made they are clearly documented and are managed openly, seeking advice from external professionals when necessary. Medicine errors are regularly reviewed for trends and areas for learning. Medication audits are completed periodically however, this needs to be formalised into the WESC Quality Improvement Calendar.

Effective: Good

Strengths:

- Effective staff competency framework
- All staff are now compliant on the competency framework
- Strong partnership with Devon Local Authority
- Effectiveness of Databridge

Areas for Improvement:

- Quality of recording of staff supervision
- MCA, DoLS and Best Interest recording.

A recent Skills Audit was used to rebalance the staff teams to ensure the right competencies, knowledge, qualifications, skills and experience was spread across the support we provide. WESC provides regular opportunities for staff to access training and this continues to be a focus to increase the competencies and knowledge of the St. David's team. Many of the team have or are working towards their QCF level 3 (or equivalent), which exceeds the regulatory requirements, and a program of induction and peer mentoring, including the Care Certificate, has been designed to support those new to health and social care.

Over the past months WESC has been working much closer with the local authorities. This has strengthened our relationship and we work in partnership to continue to develop the provision. Current work includes the review and growth of our care quality improvement system and assessment and training of managers and support staff in their knowledge of the Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DoLS). Links with other organisations through social media, local forums and peer working promotes and guides best practice which helps to drive improvement.

Supervision remains an area of focus and this forms part of the current PIAP. The management teams have to press for completion by all line managers. A new template to audit the completion, quality and required reflective nature of supervisions was planned to embed the training provided to all line managers at the start of this calendar year. Staff understand the principles of the MCA and put this into practice. There has been a recent shift in staff challenging practice as a result of training they have received. MCA assessments are in place for those that require them and a Best Interest form has been designed to capture the decisions made when an individual lacks capacity. Further work needs to be done to ensure this documentation is consistently recorded in all individual's care plans however, significant progress has been made. All DoLS authorisations have been applied for, as appropriate, however a significant number still require processing from the placing authorities.

Support staff work closely with the MIS team to improve the effectiveness of Databridge. Care records capture those that are at risk of malnutrition or dehydration and reports are produced to inform the care and treatment by both the WESC team and external health professionals.

Caring: Good

Strengths:

- Effective provision of dignified care
- Effective staff value base
- Staff challenge of performance evidenced in supervision and grievance process.

Areas for Improvement:

- Consistency of quality of Care Plans
- Inclusion of external agencies and families in care planning

There has been a concerted effort and a sense of enthusiasm and ownership from many of the keyworkers to raise the quality of care planning. A recent independent auditor commented how the information contained within them gave such a complete and round description of the individual and how best to support them. Care Plan audits support the increase in consistency and guides keyworkers to areas of development. Care planning will be strengthened with a more inclusive approach drawing further on those external to WESC e.g. parents and family members and other health professionals.

The views of individuals are proactively sought through house meetings, individual keyworker sessions and with the support from local advocacy services. Kindness, respect, compassion, dignity in care and empowerment are the key principles in how WESC trains and supports its staff. Staff recognise the importance of these values and challenge staff behaviour and practices which falls short of this.

Responsive: Good

Strengths:

- Person centred approaches
- Empowering our young people
- Community links

Areas for Improvement:

- Further opportunities for community links

Individuals in St. David's House receive consistent, personalised care, treatment and support. They are supported by their keyworkers and in house meetings to be identify their needs, choices and preferences and how those can be met. Staff make every effort to make sure people are empowered and included in this process. The strengthening of the care plans describes to supporting staff how best to provide this. Regular reviews of the care plans ensure the changing needs of the individual are acted upon promptly and reflected in how best to support each person. Care plans reflect the person as a whole, including their goals, abilities and aspirations for the future.

WESC continues to develop its links to the local community which supports the widening of social groups for those within St. David's. This will be strengthened further over the coming months with the development of the West Hill site. Keyworkers play a vital role in bridging the link to maintain relationships with family and friends. Supporting staff regularly work with outside professionals to ensure all needs are met and support individuals to access these services to maintain continuity of care.

Well-Led: Requires Improvement

Strengths:

- EXEC team have completed Hays leadership profiling

Areas for Improvement

- Job role expectations and leadership competency framework.

There is a need for greater inclusion of the service user, families and external agencies. This work has begun, however, time is needed for this change in culture to embed. Further work is needed to actively seek the views of those that access the service, their families and external agencies coming into the service. The registered manager needs to develop staff confidence to question practice and report concerns about the care offered by colleagues, cares, and other professionals. There is also a need for a more robust system to feedback to staff outcomes following concerns they have raised to ensure they have sense their concerns has been listened to and managed effectively. A clearer understanding of the remit and boundary of each role would also support staff to better understand what is expected of them and give them greater confidence in the way the service is managed.

The Executive team will be developing an expectation and leadership competency framework over the coming year. WESC has a robust approach to staff development and this has been further enhanced with the implementation of the Enabler Competency Framework. This clearly outlines what level of knowledge, training and behaviours staff must demonstrate to progress. The Executive Team have completed Hays leadership profiling.

Director of Care and Support Services Summary

The Ofsted Care Report has been written by the Manager for Children's Care and Support and the CQC report written by The Director of Care & Support Services.

The restructure of the Care Management team has supported the development and raising of management oversight of both regulated provisions. The appointment of the Manager for Children's Care and Support has increased the Safeguarding Team's knowledge base of child protection and has continued to mentor the judgements made by all members. The Safeguarding Team meetings offers the platform for reflection, support and healthy peer challenge. The competency framework now gives clarity and direction for support staff to develop themselves to have the skills required to meet the needs of the young people at WESC.

There is a difference in grades for care between Ofsted and CQC. The difference can be attributed to differing focus of each inspectorate. The Ofsted grade descriptors place greater emphasis on the *"overall outcomes, experiences and progress of children and young people"*. The recent Ofsted report identified a requirement to demonstrate and evidence progress *"young people's care and support plans do not contain specific targets for young people to achieve and there is no evidence of how their progress is measured"*. There is a consistent message within both areas of a greater need to improve consistency in quality of care planning. This is to be addressed with the current PIAP. The care planning within the CQC regulated area is of a better quality and a peer mentoring process has already begun to raise standards across the care provision as a whole.

There is a consensus between both Care Reports that, following the inadequate grading by Ofsted Care, the strengthening of the safeguarding process has increased both staff awareness and understanding of safeguarding concerns. This is demonstrated by a reduction of approximately 66% in safeguarding records from the autumn to summer terms. Management analysis is now completed in a timely manner with any requirement to refer externally now completed within 24 hours.

Statistics for behaviour over the whole 2015/16 academic year has shown a steady reduction from a peak of 207 logs in February down to 122 logs in July. However, each term has seen an increase in the number of physical interventions reported. This is accounted to the behaviour of one school weekly boarder. Following a multi-agency meeting the Local Authority agreed additional staff support, this combined with a health review has seen a significant decrease in both number of incidents and severity since her return in September 2016. Both reports have graded Leadership and management as Requires Improvement. They highlight the need to embed our current quality assurance processes and develop further systems to increase governance of all care provision.

College SAR 2015-6

HR- Maureen Biss, Deputy CEO

Training statistics:

| Training: | Summer 2015 | Autumn 2015 | Spring 2016 | Summer 2016 |
|--|-------------|-------------|-------------|-------------|
| Total number of staff employed at WESC | 373 | 269 | 264 | 252 |
| Total number of staff who attended safeguarding training | 165 | 269 | 264 | 83 |
| Total number of training sessions this term, which included the following: | 9 | 24 | 53 | 13 |
| Safeguarding induction training sessions | 6 | 13 | 9 | 6 |
| Number of Safeguarding designated person training sessions attended: | 1 | 2 | 2 | 0 |
| Number of Safeguarding refresher updates/briefings: | 3 | 4 | 7 | 1 |
| Number of Safer recruitment training sessions: | 0 | 5 | 0 | 1 |
| Safeguarding recording and Analysis | 0 | 0 | 8 | 1 |
| Epilepsy and midazolam | 0 | 0 | 11 | 1 |
| MCA/Dolls-deprivation of liberty | 0 | 0 | 0 | 1 |

Staff Numbers- Autumn Term

| | Autumn 2015 | Spring 2016 | Summer 2016 |
|---------------|-------------|-------------|-------------|
| Staff numbers | 271 | 264 | 252 |
| Staff FTE | 215.66 | 208.82 | 195.15 |
| Male | 73 | 70 | 65 |
| Female | 198 | 194 | 187 |

Recruitment- Autumn Term

| | Autumn 2015 | Spring 2016 | Summer 2016 |
|---|--|------------------------------|---------------------------------------|
| No of staff vacancies advertised | 9 (this includes enabler adverts for more than one post) | 6 including multiple enabler | 12 (including multiple for enablers) |
| No of vacancies filled | 20 | 30 | 21 |
| Average recruitment advertising spend per staff vacancy | £135.00 (2 weeks on 'This is Devon' Website) | £300 | £150 |
| No of volunteers recruited | 10 | 11 | 11 |

College SAR 2015-6

| | Staff numbers at 31.8.16 | FTE at 31.8.16 | FTE vacancies as at 31.8.16 |
|---|---------------------------------|-----------------------|------------------------------------|
| Teachers & teacher lead teachers | 14 | 12.11 | 0 |
| Enablers and seniors | 144 | 102.16 | |
| Managers (Care & Support) | 5 | 4.70 | 1 |
| Therapist/nurses/mobility | 15 | 10.36 | 2.56 |

Staff absence

| Staff Absence/Sickness | Rolling year to Dec 2015 | Rolling year to end May 2016 | Rolling year to End Aug 2016 |
|-------------------------------|---------------------------------|-------------------------------------|-------------------------------------|
| Days lost | 2231.29 | 2686.77 | 2497 |
| Average days per employee | 8.23 | 10.17 | 9.9 |
| Days lost <8 days | 817.29 | 855.77 | 970 |
| Days lost >28 days | 1080 | 1427.5 | 1063 |

Staff absence by area:

| Role | Spring Term 2016 (Rolling 12 Months) | Summer term (Rolling 12 months) |
|------------------------------------|---|--|
| Teacher | 197.50 | 97.25 |
| Enablers/Therapist/mobility/nurses | 2019.39 | 1936.72 |
| Support Managers | 50.12 | 15.69 |

Staff training events- Summer Term

| Staff | Safeguarding Training | NAPPI | Manual Handling | Fire Training | Epilepsy Training |
|-----------------|------------------------------|--------------|------------------------|----------------------|--------------------------|
| Managers | 7 | - | 2 | 1 | - |
| Teachers | 9 | - | 10 | - | 9 |
| Enablers | 122 | 18 | 70 | 10 | 7 |
| Support | 13 | 1 | 22 | 14 | 2 |

Evaluation by Maureen Biss:

21 new members of staff that joined WESC in Summer term 2016. This included all disciplines from education staff, care staff to administration. All new hands-on staff completed safeguarding induction training on their first day of employment, where possible.

The focus in the summer term was to continue to ensure those staff in front line role have been accessing safeguarding training. Staff recruitment continues to be a challenge, with some difficulty being experienced recruiting 3 nurses and some all year round enabler staff. There are no current vacancies for enablers in the education area.

Increased scrutiny has been carried out before recruiting to non- front line staff and reorganising roles has allowed for an overall reduction in headcount.

Staff absence reduced in all areas from an average of 10.17 to 9.9 days. However, further work is needed. All staff were informed over the summer that there would be greater scrutiny of absence and it is hoped that steps being taken will reduce absence rates still further longer term.