



## **Self-assessment Report –School 2014-15**

### **Outcomes for learners – Judgement Grade Good**

The overall achievements against subject and core objectives are good at 90% the subject target achievement is 75%. There are varying numbers of targets set for individuals, depending on the number of subjects and core objectives, which gave an inconsistency during comparison, although this has shown individualized planning and in many instances has been effective.

#### **Key Stage 2**

There are 3 learners at key stage 2. Two follow an adapted Victoria School Curriculum and one follows the national curriculum. Overall Core targets 100% achievement. Overall subject targets 97.96% achievement.

#### **Key Stage 3**

There are 9 learners at key stage 3. Two female and three male learners followed the national curriculum. One female learner had a dual placement and attended WESC for one day per week. One female and three male learners followed an adapted Victoria Curriculum.

Overall Core targets 90.81% achievement, overall subject targets 92.72% achievement

#### **Action and improvement required:**

Mobility targets for boys with 56% achievement.

#### **Key Stage 4**

There were 8 learners at key stage 4. Three males and two females followed the National Curriculum. One male and two females followed the adapted Victoria Curriculum.

Overall Core targets 72.43% achievement, overall subject targets 98.25% achievement

**Action and improvement required in:**

Core targets at KS4 requires improvement.

SKIP and mobility targets for KS4 are an area for improvement.

**Data collection**

Data for school has been recorded in 4 locations, Pivots, B squared, Databridge and in subject termly planning. Databridge has been updated numerous times in the spring and summer term and final adjustments are being made to make it fit for purpose. In the year data was not transferred across to Databridge. In the next academic year B squared and Databridge will be the only data collection points.

**KS2 - Total numbers**

There were two females and one male learner in this group.

Ethnicity: all were white British.

One female learner has Batten’s disease and the male learner has complex needs, both are following an adapted Victoria Curriculum. The female learner following the national curriculum had severe health needs and attended part time, 3 days per week, she did not attend lessons in Humanities or PHSE lessons.

**Overall Attendance- 83.75%**

Male student: 98.68%, Female student with health needs: 58.02% (103 days absent for illness, 45 other authorised absences)

Part time female student 94.55%

In terms of VI the learners were represented as follows:

Male learner: educationally blind

Female learners: one severe VI and one totally blind

In terms of additional disabilities, with learners having more than one disability, their representation was as follows:

	MSI	HI	PhD	PMLD	SLD	MLD	SLCN	SpLD	ASD	SEMH	OTHER
<b>Male</b>							1			1	
<b>Female</b>			2	1	1		1				2

### **Annual Review Targets**

Annual review targets achieved for the one male learner was 100%. The female learners were in their first year of WESC and therefore this summer was their first annual review.

### **Accredited Learning**

The one part time female learner studying national curriculum subjects achieved 100% targets in English, PSHE and ICT, she did not study maths at WESC, **achieving 83% in science and 67% in PE.**

### **Core subjects (One female learner)**

Overall results were as follows:

English	100% achievement
ICT:	100% achievement
PSHE:	100% achievement
Science	<b>83.33% achievement</b>
PE:	<b>67% achievement</b>
Maths	Did not attend

Adapted Victoria Curriculum: 97.96% achievement, consisting for the male learner 96% and female learner 93%

### **Mobility**

**Overall achievement of Targets was 77% achievement, consisting of 50% for male and 90% for female**

### **SKIP targets**

Overall achievement 100% for both male and female.

**KS3 - Total numbers**

There were three female and six male learners in this group.

Ethnicity: seven white British, one white other and one information not obtained

4 Complex Learners (following MSI Victoria Curriculum & Momentum and 5 LD Learners following National Curriculum of which 1 learner was on a reduced/part-time timetable.

**Overall Attendance- 93.04%**

In terms of VI: 2 male Educationally blind, 2 males severe VI, 2 males totally VI

2 females VI, 1 female severe VI

	MSI	HI	PhD	PMLD	SLD	MLD	SLCN	SpLD	ASD	SEMH	OTHER
<b>Male</b>	1	1	2	1	1	1	3	1	1	4	4
<b>Female</b>	0	1	0	0	1	1	0	1	1	2	2

### **Annual Review Targets**

Two female and one male were new to WESC therefore this was their first annual review.

Males 78% targets achieved and 96% partially achieved. Females 40% targets achieved and 100% partially achieved.

<b>Key Stage</b>	<b>Gender (number of students)</b>	<b>Achieved</b>	<b>Partly Achieved</b>	<b>Not Achieved</b>	<b>% of Targets Achieved</b>
KS3	Male (6)	18	4	1	78.30%
	Female (4)	2	3	0	40%

### **National curriculum subjects**

Overall results were as follows :

- Science 87% achievement, consisting of 93.33% for male and 75% for female
- English 89% achievement, consisting of 85.20% for male and 100% for female
- Maths 78% achievement, consisting of 77.9% male and 50% female, one female learner only attended part time
- ICT 81% achievement, consisting of 81.8% for male and 75% for female
- PE. 83% achievement, consisting of 82.22% for male and 83.33% for female
- PSHE. 89% achievement, consisting of 88.89% for male and 88.89% for female
- Humanities. 78% achievement, consisting of 77.30% for male and 77.80% for female

### **Mobility**

Overall achievement of Targets was 69% achievement, male 56% and female 81%

Targets including partially achieved is 81% including partially achieved, consisting of male 74% and Female 85%

**SKIP targets**

Each target has 10 small objectives or small steps to achieve the overall target: objectives achievements towards the targets was 93% for male achievement and 86% for female.

Overall subject achievement of targets was 92.72% achievement

**KS4 - Total numbers**

There were 8 learners in key stage 4. Four female and four male learners in this group.

7 white British and 1 white English.

3 male and 2 female students followed the National curriculum. 2 female and 1 male followed an adapted Victoria Curriculum.

**Overall Attendance- 91.42%**

In terms of VI: 2 Females VI, 1 Female educationally blind, 1 Female totally blind

1 Male VI, 3 Males severe VI

	MSI	HI	PhD	PMLD	SLD	MLD	SLCN	SpLD	ASD	SEMH	OTHER
Male	0	0	2	1	1	1	3	0	1	4	0
Female	0	0	2	0	3	0	3	0	1	1	2

### **Annual Review Targets**

Key stage 4 both genders had low achievement at 71.4%.

Further analysis shows partial achievement towards targets, 86% for boys and 100% for girls.

### **National Curriculum subjects**

Overall results were as follows :

Science	82% achievement, consisting of Male 82.40% and Female 81.60%
English	73 % achievement, consisting of male 77.8% and Female 72.22%
Maths	72% achievement, consisting of Male 74.1% and Female 69.60%
ICT	84% achievement, consisting of Male 80.6% and Female 86.4%
PE	96% achievement, consisting of Male 92.6% and Female 100%
Humanities	78% achievement, consisting of Male 75% and Female 81%
PSHE	95% achievement, consisting of Male 90% and Female 100%

### **Mobility**

Overall achievement of Targets was 74% achievement, consisting of 72% for male and 76% for female

Partial achievement of targets was 90% for male and 93% for female

### **SKIP targets**

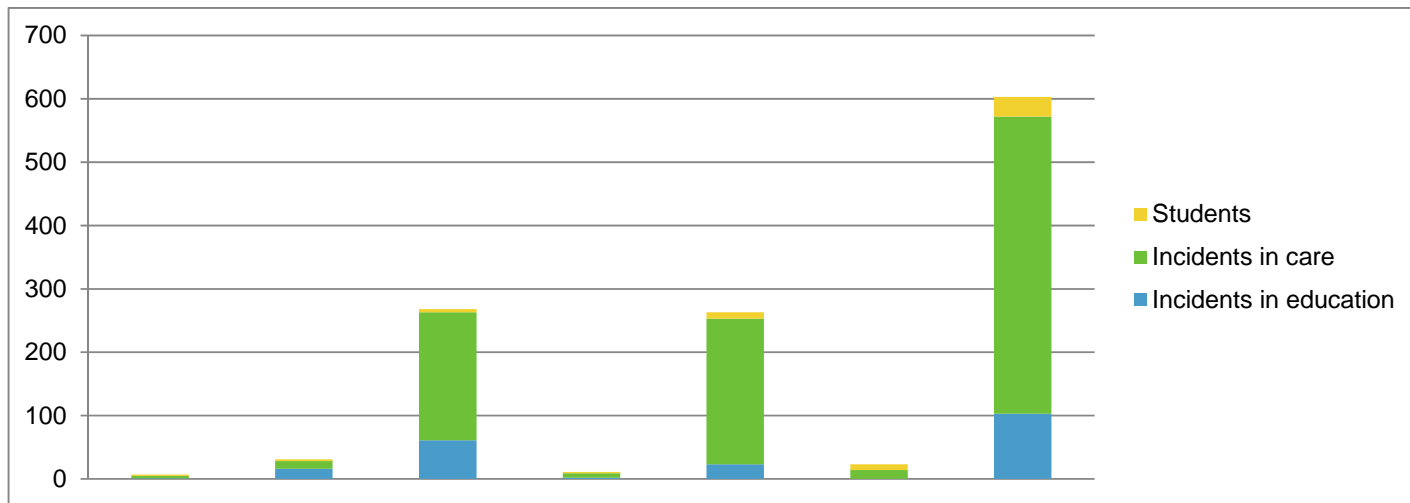
Each target has 10 small objectives or small steps to achieve the overall target:

Overall Core targets 72.43% achievement, overall subject targets 98.25% achievement

### **Behaviour Data September 2014 – June 2015**



Key stage	Incidents in education	Incidents in care	Students	Comments
KS2	1	4	2	
KS3	16	12	3	
KS4	61	202	5	141 one female learner
KS5	2	7	2	
Post 19	23	230	10	62 for one female learner, 73 for one male learner
52 weeks		14	9	
<b>Total</b>	<b>103</b>	<b>469</b>	<b>31</b>	



**Quality of teaching, learning and assessment - Grade Good**

Teaching and Learning are good. The increase in the proportion of good or better since the last SAR is set against the back drop of having a significantly increased amount of specialist critique inserted into the observation criteria, which we might have expected to drop the proportion.

The school observations for the year were as follows:

<b>Graded Observations</b>	<b>Grades</b>	<b>Percentage</b>
Outstanding	2	9%
Good	14	67%
Requires Improvement	4	19%
Unsatisfactory	1	5%
Total	21	100%

**Teacher details**

11 teachers have MQVI qualifications (1 in training)

2 teachers have MSI qualification (2 in training)

3 NQTs

All teachers were observed during learning walks in the first 6 weeks of the autumn term.

All teachers receiving requires improvement had an action plan, performance management support, developmental observation within 4 weeks and re-observation within 6 weeks.

Most teachers received developmental and peer observations

2 teachers requiring improvement, succeeded on a good grade during a subsequent observation. 2 teachers resigned. One teacher on long term sick with work related stress.

Issue	Evidence	Where evidence can be found	Name / role of responsible person	Date / Frequency of review
Progress towards outcomes against starting point	Destination data compared with starting point data	Databridge, B squared, pivots, subject termly planning	DPSP / Education Managers	Half Termly
Progress towards targets in National curriculum	Target achievement	Databridge, B squared, pivots, subject termly planning	DPSP / Education Managers	Half Termly
Non Accredited learning target achievement	RARPA, SKIP, Annual Reviews	Databridge, annual reviews	DPSP / Education Managers	Half Termly
Work experience	Work experience records using skills' analysis and showing progress recorded at placement	Databridge, work placement books	DPSP / Education Managers	Half Termly
Mobility Targets	Mobility target spreadsheet. Written evidence	Databridge and mobility target spreadsheet	DPSP / VI Manager	Half Termly

**Teaching and Learning**

Issue	Evidence	Where evidence can be found	Paper / ICT based	Name / role of responsible person	Date / Frequency of review
Quality of teaching	i. Staff qualifications and training records ii. Classroom observation records – 1 developmental, 1 graded, 1 peer per year iii. Action plans for those achieving Grades 2, 3 and 4 iv. Observation moderation records	i. HR ii. DPSP Records iii. DPSP Records iv. DPSP Records	ICT	Director of HR DPSP	Annual In staff Performance Management

Quality of Learning support	<ul style="list-style-type: none"> <li>i. Staff qualifications and training records</li> <li>ii. Classroom observation records – 1 developmental, 1 graded, 1 peer per year</li> <li>iii. Action plans for those achieving Grades 2, 3 and 4</li> <li>iv. Observation moderation records</li> </ul>	<ul style="list-style-type: none"> <li>i. HR</li> <li>ii. DPSP Records</li> <li>iii. DPSP Records</li> <li>iv. DPSP Records</li> </ul>			Annual In staff Performance Management
Quality of initial / baseline assessment	Moderation records Records of meeting of senior staff to moderate three learners per half term.	P/CEO office	Paper based records	P/CEO	Half Termly
Quality of mid term planning and target setting	Moderation records Records of meeting of senior staff to moderate three learners per half term.	P/CEO office	Paper based records	P/CEO	Half Termly

Quality of formative assessment	Moderation records Records of meeting of senior staff to moderate three learners per half term.	P/CEO office	Paper based records	P/CEO	Half Termly
Quality of summative assessment	Moderation records Comparison with external accreditations or validation. IV and EV reports. Independent visitor report of 3 tracked learners. Records of meeting of senior staff to moderate three learners per half term.	P/CEO office	Paper based records	P/CEO	Half Termly
Care and therapeutic support	Staff qualifications and training records , Work schedules and logs for: Enablers Intervenors OTs Physiotherapists Speech and Language Therapy Music therapy	i. HR ii. Databridge iii. Therapy Office	Both	i. Director HR ii. Head of Service Provision	Termly

<p>Specialist VI assessment and interventions</p>	<p>NVT assessment and programmes CVI VI profiles Sensory integration</p>	<p>i. Staff qualifications and training records ii. Information on each programme including action research and the relevant learning gain</p>		<p>i. Director HR ii. DPSP and Curriculum Managers</p>	<p>i. Annually ii. Termly</p>
<p>Research and development</p>	<p>Eyelanders JNCL Project JISC Project</p>	<p>i. Staff qualifications and training records ii. Information on each programme including action research and relevant learning gain</p>		<p>i. Director HR ii. DPSP and Curriculum Managers</p>	<p>i. Annually ii. Termly</p>

**Effectiveness of leadership and management Grade – Requires Improvement**

There is clear evidence of increased discussion and debate around educational issues at Board level. Trustees are more engaged with the processes around teaching and learning and since they are being provided with more succinct and concise information, fully analysed and clearly explained, they are able to question and challenge more effectively. The PIAP is reported on at all Board meetings as a written update and discussed in depth.

We have recruited a new Chairman of Trustees who has a strong education background and who is dedicated to driving WESC onwards to much greater success by equal measures of support and challenge. He is also in the process of entirely re-constituting the charity and has appointed a Local Governing Body for the school and college.

<i>Issue</i>	<i>Evidence</i>	<i>Where evidence can be found</i>	<i>Paper / ICT based</i>	<i>Name / role of responsible person</i>	<i>Date / Frequency of review</i>
<i>Governance issues relating to outcomes for learners</i>	<i>Board Agenda and Minutes. Agenda and minutes of Local Governing Body</i>	<i>P/CEO Office</i>	<i>Paper based</i>	<i>P/CEO</i>	<i>Termly</i>
<i>Governance issues relating to teaching learning and assessment</i>	<i>Board Agenda and Minutes. Agenda and minutes of Local Governing Body</i>	<i>P/CEO Office</i>	<i>Paper based</i>	<i>P/CEO</i>	<i>Termly</i>
<i>Governance issues relating to self assessment</i>	<i>Board Agenda and Minutes. Agenda and minutes of Local Governing Body</i>	<i>P/CEO Office</i>	<i>Paper based</i>	<i>P/CEO</i>	<i>Termly</i>



<i>Equality and diversity</i>	<i>Board Agenda and Minutes. Agenda and minutes of Local Governing Body</i>	<i>P/CEO Office</i>	<i>Paper based</i>	<i>P/CEO</i>	<i>Termly</i>
<i>Safeguarding</i>	<i>Board Agenda and Minutes. Agenda and minutes of Local Governing Body. S20 reports. Safeguarding meeting minutes attended by trustee.</i>	<i>P/CEO Office</i>	<i>Paper based</i>	<i>P/CEO DPSP</i>	<i>Termly</i>

SPLD Specific learning difficulty	Specific learning difficulty
MLD Moderate learning difficulty	Moderate learning difficulty
PMLD Profound & multiple learning difficulty	Profound & multiple learning difficulty
SLD Severe learning difficulty	Severe learning difficulty
SEMH Social, emotional and mental health	Social, emotional and mental health
SLCN Speech, language and communication needs	Speech, language and communication needs
HI Hearing impairment	Hearing impairment
VI Visual impairment	Visual impairment
MSI Multi-sensory impairment	Multi-sensory impairment
PD Physical disability	Physical disability
ASD Autistic spectrum disorder	Autistic spectrum disorder