

# WESC FOUNDATION LOCAL GOVERNING BODY REPORT

(Self-Evaluation and Assessment of 2016/17)

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November 2017

Deputy Principal

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## Aims, Vision & Mission

### **Our Aim:**

To help visually impaired people learn how to take their place in society

### **Our Vision:**

To create a better life for people with visual impairment by providing a specialist centre for education, training and expertise

### **Our Mission:**

To transform the lives of those affected by visual impairment through sharing knowledge, expertise and technologies in effective partnerships

Our ethos is focused on three fundamental factors:

**Our family-centred approach:** through which we work closely with parents and carers in our Parents as Partners group, learner-centred meetings and other consultative forums which allow us to involve and inform parents of their child's progress, development and transition

**Our multi-disciplinary approach:** in which teachers, therapists, mobility specialists and the health care team deliver comprehensive services in consultation with other specialists such as ophthalmologists and child psychologists

**Our focus on neuro-science:** through which the latest research and development concerning the relationship between the brain and sight informs our specialist practice across all professional disciplines. It is this, in particular, which gives us our unique status as a specialist centre for visual impairment.

## **Principal's Overview: Completed by Mark Braithwaite, Deputy Principal**

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

#### **Summary**

As there remains a range of descriptors covering good and requires improvement the overall grade remains requires improvement. This commentary covers 2016/17 and despite an Ofsted Good for education shows a level of self- evaluation on areas requiring improvement going forwards following the restructure of education, therapy and mobility in the Spring/summer term. Care is maintaining the progress made over the last 12 months to support Ofsted re-inspection in the summer term 2018. It would be helpful to have an overall focus on training progress for the HR update so that this can be cross referenced in drawing the service strands together.

#### **Ofsted Educational Effectiveness of Leadership and Management**

**Grade: Requires improvement**

##### **Strengths**

Appointment of curriculum Manager to take over management of both Exe and Dart to have overview of operational management across streams  
Restructure of teaching to focus roles on flexible approaches and sensory support  
Peer review, graded and ungraded observations of teaching, learning and assessment

##### **Areas for Improvement**

More emphasis on the impact of teaching over time in regard to learner progress  
More emphasis on contextualizing the achievement of learners through outcomes data from EHCP annual reviews

#### **Ofsted Care The impact and effectiveness of leaders and managers**

**Grade: Requires improvement**

##### **Strengths**

Improvement in supervision completion rates as well as the quality of the supervision being delivered

##### **Areas for Improvement**

The Residential accommodation for the Ofsted residential provision is in need of renovation

#### **CQC Responsive**

**Grade: Good**

##### **Strengths**

Nurse team support health documentation  
Planned training to promote staff knowledge of basic observations

##### **Areas for Improvement**

Staff recruitment into known vacancies to reduce operational reliance on temporary staff

## **CQC Well-Led**

**Grade: Good**

### **Strengths**

Quality auditing processes are embedded

### **Areas for Improvement:**

Supervision completion rates

## **CQC Effective**

**Grade Good**

### **Strengths**

All DoLS are applied for on behalf of young people

Evidencing young person involvement in their care and support

### **Areas for Improvement**

Integration of nursing team into residential provision

## **Quality of teaching, learning and assessment**

**Grade: Requires improvement**

### **Strengths**

“Small steps” progress for Dart has been very good and accreditation recognises achievement of small steps

Maths and English target achievement has been broadly good across Exe

Vocational opportunities are wide and a range of accreditation is available

### **Areas for Improvement**

Embedding the recording of achievement against targets on MIS

Consistency of core target achievement

Tighter planning of moderation

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

### **Summary**

All three contributory grades for this area are good so the summary grade is good. The message is that listening to the “learner voice” is crucial to understanding learner need and improving provision

## **Personal Development, behaviour and welfare**

**Grade: Good**

### **Strengths**

Learner behaviour is good

Flexible pastoral support that extends into residence on a 1-1 basis

Listening to learners and giving a learner voice

Range of assemblies focusing on “British values”, prevent and staying safe on-line

## **Areas for Improvement**

Monitoring management of behaviour and linking to learning gain

## **Ofsted Care Quality of care and support**

**Grade: Good**

### **Strengths**

Maintaining the health needs and management of medication for individual young people

### **Areas for Improvement**

Embedding of care target setting and recording

## **CQC Caring**

**Grade: Good**

### **Strengths**

Care Plans accurately describing care and support

Peer auditing

### **Areas for Improvement**

Greater involvement of team leaders in the auditing process

## **Outcomes for Learners**

**Grade: Good**

There is a difference of opinion regarding peer review here relating to the evidence provided of good outcomes. The judgement of Ofsted was clear on outcomes and this was made in July 17 together with Devon's view supporting the same position. At present the EHCP outcomes are matched with timetabling and broadly this ensures that they are on course to being achieved as evidenced through annual reviews that form a legal requirement of the learner journey. Documented Learner reviews demonstrate that this is effective through the use of setting multi-professional annual review targets that link directly back to the EHCP. This tracking of progress against EHCP outcomes is not fully represented on Databridge – in some cases it forms part of core targets but not consistently at present. This is a challenge to address over this year as identified above under leadership and management.

All KS 4 and 5 learners have work placements that are designed to relate to aspirations. Learners in year 11 are provided with independent careers guidance from CSW. The Ofsted report noted the "outcomes at KS 5 are good". Ofsted noted that pupil premium for disadvantaged learners is "spent appropriately" and the evidence in the data below shows that attainment matches peer cohort.

There are a wide range of vocational pathway opportunities available at WESC with good levels of achievement and opportunities for supported internships.

### **Strengths**

Wide network of external employer placements

Recognition of supportive employers

Introduction of Supported Internship

Part time hours of work for learner going into supported living

Change to Ascentis as an awarding body has helped raise accreditation success

### **Areas for Improvement**

Improved recording of progress and achievement on placement through personal tutor

Wider network of work placements to reflect the wider needs of learners

Clearer targets for outreach service delivery



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

### Summary

Both contributory grades for this area are good so the summary grade is Good.  
The key message is consistency in embedding of good practice

### Ofsted Quality of care and support

**Grade: Good**

#### Strengths

Maintaining the health needs and management of medication for individual young people

#### Areas for Improvement

Embedding of care target setting and recording

### CQC Caring

**Grade: Good**

#### Strengths

Care plans accurately describing care and support  
Peer auditing

#### Areas for Improvement

Greater involvement of Team Leaders in the auditing processes.

## Safeguarding including Ofsted Care children Protected and Supported, CQC Safe

### Summary

The summary grade includes a mix of descriptors covering good and requires improvement therefore the overall grade remains requires improvement. The message is that incident logs are being analysed responsively and staff awareness around safeguarding has significantly improved.

### The quality of care and support

**Grade- Good**

#### Strengths

Maintaining the health needs and management of medication for individual young people

#### Areas for Improvement

Embedding of care target setting and recording

## How well children and young people are protected

**Grade- Requires improvement**

#### Strength

Staff awareness around safeguarding procedures is good

**Areas for Improvement**

Seeking and recording the views of young people following physical intervention

Reduced staffing levels on some shifts

Ensuring young people's risk assessments contain all information for staff in how to reduce / manage risks

**CQC Safe****Grade: Good****Strengths**

- 100% of logs receiving management analysis and action within 24 hours
- Progress in the quality and detail of individual risk assessments

**Areas for Improvement**

- Supervision completion

## Education- Mark Braithwaite, Deputy Principal

### Effectiveness of leadership and management

#### Grade- Requires Improvement

**Rationale for grade:** A good from Ofsted for the school including a judgement for post 16 - 19 provision of good rounded off the year. (Aligned inspection July 5-6<sup>th</sup> July 2017). We also received an overall good from Devon's monitoring visit in July. It has proven to be a difficult year involving a significant consultation with teaching, therapy and mobility staff that was successfully completed in July to be less subject specific and more outcomes focused. We have maintained a focus on Ofsted ready preparation throughout the year.

#### Strengths:

- Appointment of Curriculum Manager to provide combined management of both streams
- The curriculum is enhanced and enriched by a good range of extra-curricular activities
- SCCIF meetings between Deputy Principal/Director of Care
- Overall good Peer review, ungraded and graded observations of teaching and learning – see below
- Management of the annual review process including placement and transition

#### Graded observations – Teaching and learning 2016/17

| Inadequate | Requires improvement | Good | Outstanding | Left early or absent Due to sickness | TBC  |
|------------|----------------------|------|-------------|--------------------------------------|------|
| Nil        | 1                    | 9    | 1           | 2                                    | 1    |
|            | 7.2%                 | 64%  | 7.2%        | 14.4%                                | 7.2% |

#### Areas for Improvement:

- We need to contextualise the achievement of learners against outcomes more clearly
- More emphasis on the impact of teaching over time in regard to pupil progress
- Recruitment of new teachers and training in sensory impairment

## Quality of teaching, learning and assessment

### Grade- Requires Improvement

**Rationale for grade:** The data helpfully identifies target achievement against expectations across the curriculum. Target achievement for maths and English has been good in Exe across Key stages 3, 4 and 5 although post 19 English could be improved at 67%. KS 2 required adjustment to reflect actual achievement for 2016/17 needs improvement for one pupil on a part time split placement from another school but the very low numbers impact on overall percentages. ICT requires further improvement. Core and vocational targets were mixed with some high vocational achievement in Exe in KS 3 and 4. Core targets could be improved particularly at KS3.

Accreditation across Exe has been good and the list of awards is attached as an appendix. Small steps progress in Dart has been successful and contributed to a high level and consistency of achievement over the year. Accreditation for Dart learners has also been very positive through OCR life and living skills.

Target achievement for ICT, Science and Physical Education must be more regular and consistent. Target data was updated during the autumn and a data re-run demonstrates that achievement is now in line with expectation with some targets being extended to accommodate their partial achievement during 2016/17.

Management of pupil premium was acknowledged by Ofsted and impact on learning is measured against the peer cohort in (appendix 2.6). Two case studies have been written to support understanding of the learner journey and provide evidence of real learner progress as requested by LGB and have been forwarded as a separate agenda item.

Broadly, therapy and mobility support has been consistently good in augmenting learner programmes.

#### **Strengths:**

- Maths and English target achievement has been broadly good across Exe
- Vocational opportunities are wide and a range of accreditation is available
- Small step progress for Dart very good and accreditation recognises achievement of small steps
- Assessment and admissions provide effective starting point for learner journey
- Accreditation high in Maths and English and expectations exceeded
- Therapy and mobility achievement high

#### **Areas for Improvement:**

- Embedding of recording achievement against targets as part of lesson plenary sessions
- Consistency in core target achievement across streams
- Tighter planning of external moderation and liaison with awarding bodies

## Personal Development, behaviour and welfare

**Grade: Good**

**Rationale for grade:** Overall learner attendance for 16/17 has been good with levels exceeding 90% on average for the year and is now established as part of the Standard 20 process for review. The PSHE tutor left at Easter and we have re-organised PSHE as part of all teachers' commitment to be focused at tutor time and support at a pastoral level is now being delivered by Jane Beveridge. This support is 1-1 during the day or can be organised within residence during the evening. The behaviour logs suggest that there was a higher level of reporting in May and this tailed off later in summer term. The introduction of pastoral support during the term may have helped reduce the rise in levels of recorded incidents.

### Strengths:

- Flexible pastoral support that extends into residence for learner 1-1
- Personal tutor role in supporting learners
- Access to independent careers guidance
- The pupils behaviour is good
- Listening to learners and giving a "learner voice" i.e. WESC Community Council
- Range of assemblies focusing on British values
- Healthy eating/ anti bullying week

### Areas for development:

- Monitoring management of behaviour and linking to learning gain

## Outcome for learners

**Grade- Good**

**Rationale for grade:** We are developing our network of work experience more effectively and learners in KS 4 and 5 all have a clear work placement either supported in house via Social Enterprise charity shops, horticulture provision (on-site /West Hill) or within our wide external network of placements. The staff consultation increased the support to learners in work placement that is essential to achievement of outcomes. The chart below identifies destinations for learners transitioning into and from education. (Appendix 1.5) Outreach advisory visits are detailed below with conclusions and revisions to service delivery to increase volume of support are in planning. (Appendix 6)

### Strengths:

- Wide network of external employer placements
- Recognition of supportive employers
- Introduction of Supported Internship
- Part time hours of work for learner going into supported living
- Change to Ascentis as an awarding body has helped raise accreditation success

**Areas for Improvement:**

- Improved recording of progress and achievement on placement through personal tutor
- Wider network of work placements to reflect the wider needs of learners
- Clearer targets for outreach service delivery

## Care- Marc Phillips, 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 Manager for Adult Care and Support.

Both reports maintain an emphasis on safeguarding children and adults at risk. There has been an increase in the number of referrals to the WESC safeguarding team, some of which can be attributed to multiple entries for the same concern. The number of referrals to external agencies has increased term by term (appendix 9.1). Not all these referrals met the local authority threshold but demonstrates an open culture where safeguarding decisions are discussed with other professional, not made in isolation. It is pleasing to demonstrate a reduction in referrals to the WESC safeguarding team that are not Child Protection or Adult at Risk concerns. This shows an increase in staff understanding.

There is a lack of consistency for the completion of supervision between the two care provisions although the overall completion rates remain relatively stable at the low 90% figure. The worst performing area is affected by the greatest number of staffing vacancies however, this mustn't detract from the importance of completing this and staff who are under performing are being managed, as a result the completion of supervision has improved significantly in the 2<sup>nd</sup> half of term.

The standard 20 audits, supported by Your Care Associates, have identified 261 recommendations over the last academic year with 256 of those achieved or partially achieved to date. The number of recommendations has not decreased however, the management team have demanded an ever-increasing level of scrutiny by the external auditor to which the teams have welcomed and continued to rise to this challenge.

The number of offsite visits remains very high, ranging between 431 and 573. These visits vary in nature and offer young people access to community based activities. The graph (appendix 15, page 74) illustrates a high number of visits arranged to promote independent living skills (ILS). The data on the graph has been presented differently for the summer term to better evidence the support of young people who wish to access their places of worship. Behaviour logs indicate the same four young people with the highest incidences over the whole academic year. The first 2 terms saw reductions in incidents for all four individuals however, there is a rise in the summer term for the top three cases. This may be attributed to those young people accessing the all year-round provision and therefore accessing more provision over the data cycle. I think it would be beneficial to generate data that indicates the level of behaviour concerns, matched against the Lalemand scale, which would support analysis of the number of records. For example, does the data present a reduction in number but incidents of high level concern or higher number of records but with at a low level of anxiety? The reduction in incidents over the academic year that have required either physical intervention or restraint has reduced significantly which I believe supports the need for greater detail in behaviour analysis reporting.

## Ofsted Care Provision

### The quality of care and support

#### Grade- Good

**Rationale for grade:** Care staff continue to ensure that young people can choose, help plan and access off-site community activities on a frequent basis. The summer term saw a total of 502 off-site activities arranged, an increase from the spring term which saw 431. Feedback from the young people after an activity requires improvement.

The last year has seen a slight improvement in the setting of and recording of targets achieved in care to promote their independence, as well as ensuring that they have a range of positive experiences whilst boarding. Keyworkers work with young people to set their targets ensuring they are realistic and achievable as well as specific to the individual. This now needs to be embedded and consistent across all areas.

The spring term saw the health team expand and the introduction of a nurse practitioner on site. This has helped to promote a further improvement to promoting and meeting the health needs of young people and was highlighted within the recent Ofsted inspection.

Throughout the school year, we have worked closely with the independent consultant who carries out the S20 monitoring visits with a focus on continued development of the care plans. Each visit the consultant has made a number of recommendations for improvements to care plans and these are then fed back to the keyworkers for actioning (see appendix 16 for details of recommendation achieved).

#### **Strengths**

- Maintaining the health needs and management of medication for individual young people

#### **Areas for Improvement**

- Embedding of care target setting and recording

## How well children and young people are protected

### Grade- Requires improvement

**Rationale for grade:** Keeping children and young people safe from harm and promoting their welfare continues to be the primary focus of the safeguarding team. Through the academic year the team have continued to meet on a half termly basis, as a minimum. The summer term saw a total of 41 internal referrals come to the team. Of these, 5 related to young people within the Ofsted Provision and 1 referral was made to MASH as a result. All referrals are managed by the safeguarding team and external referrals made to relevant agencies within 24 hours.

Staff confidence in being able to recognise 'what constitutes a safeguarding concern', continues to improve; the Spring term saw 13 referrals made to the SG team that did not constitute an actual safeguarding concern, this number declined to 6 in the summer term. The June Ofsted inspection highlighted that staff demonstrated "a good awareness of safeguarding principles and protocols" which further confirms this.

During the summer term, a safeguarding questionnaire was distributed across all staff teams. The questions relating to DoLS and MCA did highlight some gaps in knowledge, this is being addressed by the Team Leaders.



Summer term saw 3 incidents involving Physical Intervention (PI), 2 at level 1 and 1 at level 2. Further improvements still need to be made in regard to capturing the views of the young people following PI; this was also highlighted again during the recent Ofsted inspection. Staffing levels, due to vacancies and sickness have been a concern on some shifts; as a result, there have been occasions where staff have been redistributed to other areas across campus in order to maintain the safety of young people. Following the recent Ofsted inspection, we are now working with our S20 consultant to identify where improvements need to be made to individual risk assessments.

### **Strengths**

- Staff awareness around safeguarding procedures is good

### **Areas for Improvement**

- Seeking and recording the views of young people following physical intervention
- Reduced staffing levels on some shifts
- Ensuring young people's risk assessments contain all information for staff in how to reduce / manage risks

## **The impact and effectiveness of leaders and managers**

### **Grade- Requires improvement**

**Rationale for grade:** Throughout the year leaders and managers have continued to ensure that there is an understanding on where our strengths are and where further improvements must be made.

The Ofsted residential accommodation is in need of renovation / improvement. Some of the bedrooms are very small and corridors narrow; this does not best suit the needs of our young people who use wheelchairs.

Managers have seen a reduction in the number of complaints this year; this went from 6 in 2016/17 across campus to 4 this year. Only 1 of these complaints was relating to the Ofsted provision. This complaint was from a parent and was dealt with promptly with a satisfactory outcome. There was some learning that came from the complaint and managers have acted upon this.

Completion rates for staff receiving supervision has increased slightly (see appendix 13, Shifts A, B and C). Last September managers began termly audits on the quality of supervision records and the agenda template was slightly amended. As a result we have started to see an improvement in evidencing reflective discussions.

Staff CPD is discussed during supervision. The first term of the school year saw a decline in staff training being offered; this was addressed and during the spring and summer terms mandatory training has been provided to staff as well as courses specifically relating to the needs of young people.

This academic year saw a change and slight increase in both the Deputy Manager and the Team Leaders across the Ofsted provision care teams. The teams have accepted the change well and recently highlighted during the Ofsted inspection that they felt "supported and listened to".

Managers do however continue to have some concerns around high staff sickness levels. These are now being addressed and managers are working closely with HR to monitor this.

## **Strengths**

- Improvement to Supervision completion rates as well as the quality of the supervision being delivered.

## **Areas for Improvement**

- The residential accommodation for the Ofsted residential provision is in need of renovation

## **CQC Provision**

### **Safe**

#### **Grade- Good**

**Rationale for grade:** The All Year Round Provision endeavour to main a safe environment for all those who access the service. The team have made significant progress in the quality and detail of individual risk assessments. Keyworkers are working with Team Leaders and the deputy manager to use the daily records contained within the MIS to inform the risk assessments and judgements of acceptable risk. Individuals have been supported to not be risk adverse and this is well evidenced by offsite activities and the residential holidays to Calvert Trust and Butlins.

There were three medication errors, within All Year Round Provision. One member of staff was involved within two of the errors. Following investigation this led to disciplinary action being taken.

WESC follows the NICE (National Institute of Clinical Excellence), guidelines to promote a process that reduces the likelihood of errors occurring.

Following the medication errors a cycle of yearly re-assessment of competence in dispensing and administering medication is being supported by the nursing team. These records are kept on the HR system.

Medication records are now audited monthly by the nurse team, in addition to this, termly audits are completed following the 'Care home medicines management checklist' produced by the Clinical Commissioning Group (CCG).

Safeguarding continues to be a priority with 100% of logs receiving management analysis and action within 24 hours. The team endeavours to foster an open, honest and robust approach to all safeguarding issues.

This can be seen as a 'golden thread' throughout team meetings and supervision where teams have the opportunity to discuss and be updated on current issues e.g. Radicalisation & Modern Slavery.

All Year Round Provision maintains and believes strongly in supervision of all staff. The supervision is carried out on a regular basis, to capture staff performance identifying any potential concerns and problems, as well as giving credit but also giving staff a sense of ownership, belonging, and empowerment. Although audits of these records demonstrate an improvement in reflective nature, there has been a reduction in percentage of completion. This relates predominantly to one Team Leader and this issue is being performance managed.

### **Strengths**

- 100% of logs receiving management analysis and action within 24 hours
- Progress in the quality and detail of individual risk assessments

### **Areas for Improvement**

- Supervision completion

## **Effective**

### **Grade- Good**

**Rationale for grade:** Approval of DoLS (Deprivation of Liberty Safeguards) remains problematic and continues to take significant management time in chasing and re-applying to the local authorities. All young people who require authorisation have had or are awaiting approval. The residential teams have been working on ways to reduce and/or remove the deprivations, in line with the MCA code of practice. This can be demonstrated in the purchasing of new beds that allow the young person to be very low to the ground, reducing the risk of falling out of bed and removing the need for bedrails or the setting of targets that supports an individual to access their bed safely independently, again removing the need for the use of bedrails.

The team have been driving improvements in better evidencing how young people are involved in managing their care. This can be seen in the quality and quantity of recorded key working sessions. Month audits are completed to monitor completion and management comments are then fed back to keyworkers to acknowledge effective practice and develop performance.

Work has begun to integrate the nursing team into the residential provision. Historically the team has responded to health needs with a reactive approach. Over the coming terms the nurses will be working with young people and staff to promote health, well-being and training.

### **Strengths**

- All DoLS applied for
- Evidencing young person involvement in their care and support

### **Areas for Improvement**

- Integrated health promotion

## **Caring**

### **Grade- Good**

**Rationale for grade:** There is continued focus on the production and maintenance of effective care plans that clearly reflects the support that is needed and how that young person prefers their care to be given. Care plans are reviewed monthly or when there is a change in need, whichever comes sooner. The progress in the quality of care plans has been noted in the last two standard 20 reports by trustees. Monthly audits for compliance supports this ongoing improvement. Much of the drive for improvement in care planning has been generated by the Deputy Manager for Adult Support. Further improvement can be made with increased Team Leader support to those they line manage in the overseeing of the care plan quality.

WESC make sound use of Databridge for many aspects of recording all the young persons' activities of daily living. Databridge shows evidence of the staff working well with each individual with a person centred approach. This is evidenced within the care plans, risk assessments and reviews. At WESC we pride ourselves with staff involvement in peer audit. This in turn gives feedback to the staff of any areas for development and also positive practices.

### **Strengths**

- Care plans accurately describing care and support
- Peer auditing

### **Areas for Improvement**

- Greater involvement of Team Leaders in the auditing processes.

## **Responsive Grade- Good**

**Rationale for grade:** Recruitment remains a struggle with numerous vacancies on the All Year-Round Team. Vacancies are being covered using our own relief staff and agency. This allows support to continue to be given however, presents challenges in providing consistent approaches. Effective care planning supports communication of need and agency staff find these plans provide them with the necessary information whilst on shift.

Staff promote community and family links and support young people to visit their families regularly throughout the year.

Effective recording through Databridge now allows us to produce reports to inform the care and support provided, i.e. loss of weight or support reviews with Epilepsy specialists. The nursing team are supporting enabling staff to write and use the MUST tool, (Malnutrition Universal Screen Tool) and the Waterlow Score, to monitor skin integrity.

We continue to have weekly GP visits here at WESC where young people can access GP support if there is a need. The onsite clinic also supports young people to begin to access community based health services.

A recent skills audit indicated a need for additional training of support staff to complete basic health observations, temperature, pulse, blood pressure, sepsis, urine testing, head injury. A training programme has been designed and observation 'grab bags' purchased. It is hoped those who have undergone the training will be able to present a professional front to any emergency services that may have to visit WESC or provide additional information on the young person to support hospital admission. The training is due to commence in the autumn term.

### **Strengths**

- Nurse team support health documentation
- Planned training to promote staff knowledge of basic observations

### **Areas for Improvement**

- Staff recruitment

## Well-Led

### Grade- Good

**Rationale for grade:** Audit processes are now embedded and appear well received by the teams. These processes have contributed to the improvements in care planning, risk assessing and empowering individuals to manage their care and support.

As highlighted above, there is a developing culture that promotes the importance of supervision however, completion rates are still not satisfactory. There is some improvement from one half term to the next although this is not reflected in the data due to late administration by Team Leaders. This is not acceptable practice. Supervision, including completion rates, will form part of this year's PMR.

The service continues to work in partnership with key organisations to support the care provision.

There has been an increase in the use of advocacy services to support young peoples' decision making and external professionals have supported the development of support programmes to promote desensitisation with the goal to achieve access to community based services.

#### **Strengths**

- Quality auditing processes.

#### **Areas for Improvement**

- Supervision completion

## Maureen Biss Deputy DEO, Director of HR Summary

There were 19 new members of staff that joined WESC in the summer term 2017. This included all disciplines from care staff, medical to administration. 11 hands-on staff completed safeguarding induction training.

The focus this term has been to continue to complete mandatory training, especially first aid, fire safety and medications. All staff were also set a questionnaire on Safeguarding.

The upgrade to The HR system that is being put in place will allow us to track the reading and acknowledgement of all future training and safeguarding documents.

Following the recent Ofsted a review was carried out on all recruitment practices and an audit completed.

The restructuring of Teaching, mobility and therapy resulted in some redundancies. All were voluntary and took effect at the end of August.

Staff recruitment still continues to be a challenge in care with some residual vacancies proving hard to fill, particularly AYR enabler. This has necessitated additional spend on advertising and rolling recruitment.

There has been a significant reduction in longer term absence with some of these staff leaving the Organisation or returning from illness.

## EDUCATION DATA Appendices

### 1. Student Numbers

#### 1.1 In Education

| Total Numbers | Key Stage 2 | Key Stage 3 | Key Stage 4 | Key Stage 5 | Post 19   | Total     |
|---------------|-------------|-------------|-------------|-------------|-----------|-----------|
| Dart          | 1           | 3           | 3           | 7           | 8         | 22        |
| Exe           | 1           | 5           | 2           | 14          | 9         | 31        |
| <b>Total</b>  | <b>2</b>    | <b>8</b>    | <b>5</b>    | <b>21</b>   | <b>17</b> | <b>53</b> |

#### 1.2 Adult Services

| Adult Services | Adult Day Service | LSH | 52 Weeks        | Total |
|----------------|-------------------|-----|-----------------|-------|
| Number         | 8                 | 8   | 12 <sup>1</sup> | 28    |

#### 1.3 Total Numbers

|                        | Numbers   |
|------------------------|-----------|
| School                 | 15        |
| College                | 38        |
| <b>Education Total</b> | <b>53</b> |
| Adult Services         | 28        |
| <b>Total</b>           | <b>81</b> |

#### 1.4 Curriculum Areas

| Curriculum/Subjects Numbers  | KS2 | KS3 | KS4 | KS5 | Post 19 |
|------------------------------|-----|-----|-----|-----|---------|
| <b>Curriculum area split</b> |     |     |     |     |         |
| National Curriculum          | 1   | 5   | 2   |     |         |
| Victoria Curriculum          | 1   | 3   | 3   | 7   | 8       |
| Vocational subjects          |     |     |     | 14  | 9       |
| <b>Subject split</b>         |     |     |     |     |         |
| Functional Skills English    |     |     |     | 14  | 9       |
| Functional Skills Maths      |     |     |     | 14  | 9       |
| ICT                          |     |     |     | 14  | 9       |

#### 1.5 Transition Data

##### Transition: In

|              | Number of Students | Notes                             |
|--------------|--------------------|-----------------------------------|
| School       | 2                  | 1xP/T                             |
| College      | 4                  |                                   |
| <b>Total</b> | <b>6</b>           | 2 arrived midway through the year |

<sup>1</sup> This excludes 1 learner in KS5 & 2 learners in Post 19 (they are included in the figures for education)

## Transition: Out

| Destination             | Number | Notes  |
|-------------------------|--------|--|
| WESC Adult Day Services | 2      | (Plus 1 learner is in education P/T & ADS PT)                                    |
| WESC Landlord Supported | 3      | (Plus 1 learner is in education P/T & LSH PT)                                    |
| WESC 52 Week Provision  | 2      |  |
| External Provision      | 4      | 2 x Alternative Supported Living<br>1 x Home<br>1 x Alternative College Provider |
|                         | 11     |  |

## 2. Target Data

The target data includes any targets set during the period 1/9/2016 – 31/3/2017 (YTD inclusive) and any achievement against these targets recorded in the period 1/9/2016 – 24/4/2017.

### 2.1 Benchmarking Expectation

There are lines on some graphs showing an expected progress percentage. As this report is the final report of 2016-2017 this is showing as 100%. Where target completion is not expected to be 100% (e.g. core targets which are in line with the learner's annual review) this is noted in the tables.

### 2.2 Exe: English, Maths and IT Targets

#### 2.2.1 Exe English, Maths and IT Targets: Data Tables

| English                  | Number of Students | Targets Set | Targets Achieved | Targets Due | % Achieved       | % Due of set targets |
|--------------------------|--------------------|-------------|------------------|-------------|------------------|----------------------|
| Key Stage 2 <sup>2</sup> | 1                  | 4           | 3                | 4           | 75%              | 100%                 |
| Key Stage 3              | 5                  | 56          | 56               | 56          | 100%             | 100%                 |
| Key Stage 4              | 2                  | 19          | 19               | 19          | 100%             | 100%                 |
| Key Stage 5              | 14                 | 60          | 55               | 60          | 92%              | 100%                 |
| Post 19                  | 9                  | 30          | 20               | 30          | 67% <sup>3</sup> | 100%                 |

| Maths       | Number of Students | Targets Set | Targets Achieved | Targets Due | % Achieved | % Due of set targets |
|-------------|--------------------|-------------|------------------|-------------|------------|----------------------|
| Key Stage 2 | 1                  | 3           | 0                | 3           | 0%         | 100%                 |
| Key Stage 3 | 5                  | 67          | 59               | 67          | 88%        | 100%                 |
| Key Stage 4 | 2                  | 23          | 21               | 23          | 91%        | 100%                 |
| Key Stage 5 | 14                 | 73          | 63               | 73          | 86%        | 100%                 |
| Post 19     | 9                  | 30          | 27               | 30          | 90%        | 100%                 |

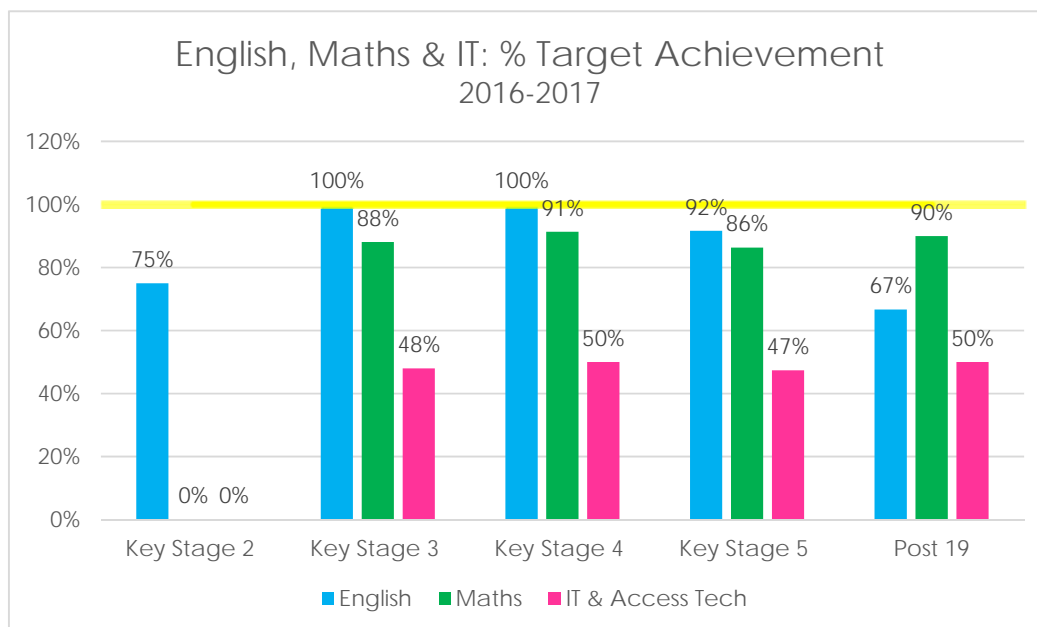
<sup>2</sup> There is 1 learner in KS2 Exe, transitioned in February 17 and is Part Time

<sup>3</sup> The post 19 group was split, and 1 class taken by a separate teacher.



| ICT & Access Tech | Number of Students | Targets Set | Targets Achieved | Targets Due | % Achieved | % Due of set targets |
|-------------------|--------------------|-------------|------------------|-------------|------------|----------------------|
| Key Stage 2       | 1                  | 1           | 0                | 1           | 0%         | 100%                 |
| Key Stage 3       | 5                  | 25          | 12               | 25          | 48%        | 100%                 |
| Key Stage 4       | 1                  | 6           | 3                | 6           | 50%        | 100%                 |
| Key Stage 5       | 14                 | 57          | 27               | 57          | 47%        | 100%                 |
| Post 19           | 9                  | 22          | 11               | 22          | 50%        | 100%                 |

### 2.2.2 Exe English, Maths and IT Target Achievement: Bar Graph



## 2.3 Exe: Core & Vocational Subjects

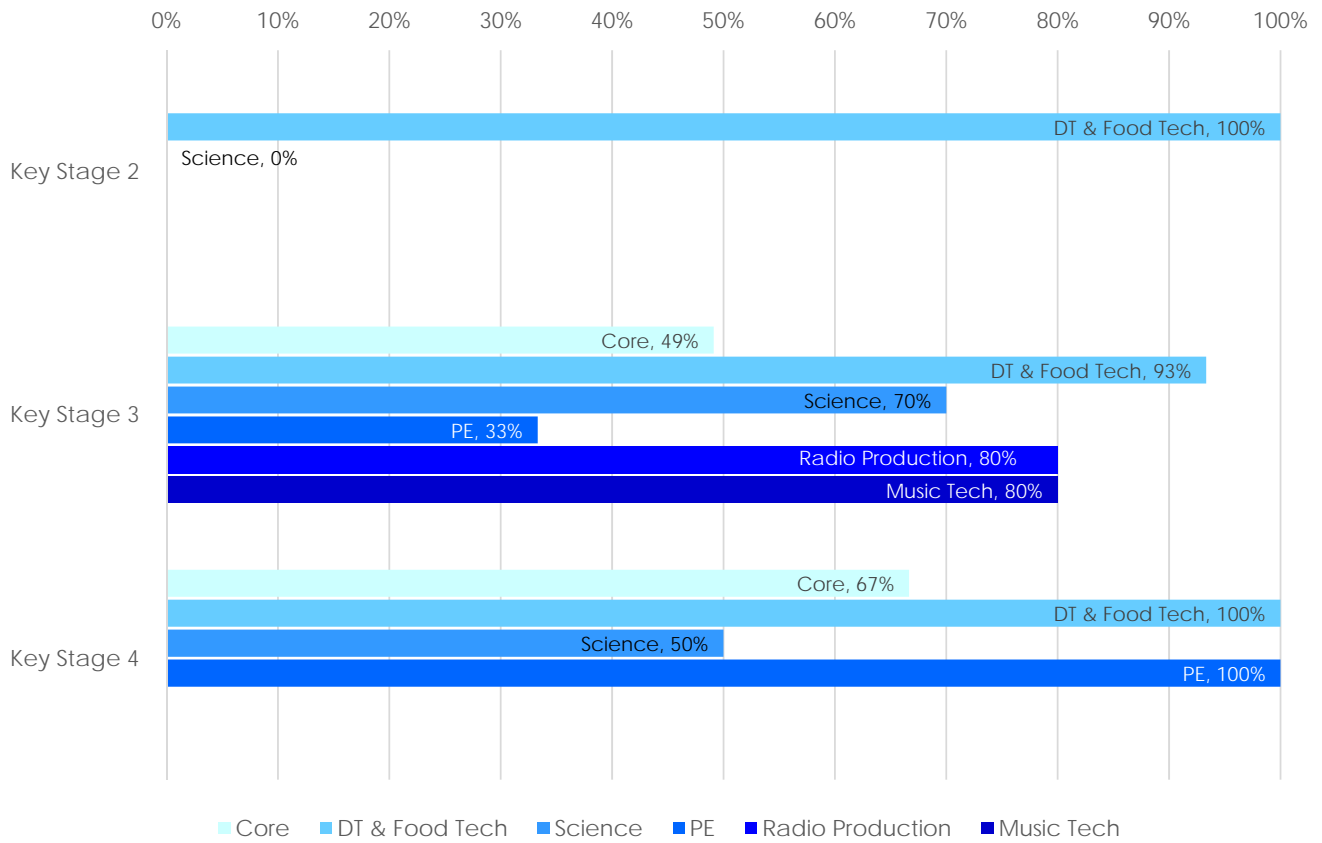
### 2.3.1 School

| Core & Vocational         | Number of Students | Targets Set | Targets Achieved | Targets Due | % Achieved | % Due of set targets |
|---------------------------|--------------------|-------------|------------------|-------------|------------|----------------------|
| <b>Core</b>               |                    |             |                  |             |            |                      |
| Key Stage 3               | 5                  | 57          | 28               | 32          | 49%        | 56% <sup>4</sup>     |
| Key Stage 4               | 2                  | 12          | 8                | 6           | 67%        | 50%                  |
| <b>DT &amp; Food Tech</b> |                    |             |                  |             |            |                      |
| Key Stage 2               | 1                  | 3           | 3                | 3           | 100%       | 100%                 |
| Key Stage 3               | 3                  | 15          | 14               | 15          | 93%        | 100%                 |
| Key Stage 4               | 1                  | 6           | 6                | 6           | 100%       | 100%                 |
| <b>Science</b>            |                    |             |                  |             |            |                      |
| Key Stage 2               | 1                  | 2           | 0                | 2           | 0%         | 100%                 |
| Key Stage 3               | 4                  | 10          | 7                | 10          | 70%        | 100%                 |
| Key Stage 4               | 1                  | 2           | 1                | 2           | 50%        | 100%                 |
| <b>PE</b>                 |                    |             |                  |             |            |                      |
| Key Stage 3               | 4                  | 3           | 1                | 3           | 33%        | 100%                 |
| Key Stage 4               | 1                  | 1           | 1                | 1           | 100%       | 100%                 |
| <b>Radio</b>              |                    |             |                  |             |            |                      |
| Key Stage 3               | 1                  | 5           | 4                | 5           | 80%        | 100%                 |
| <b>Music Tech</b>         |                    |             |                  |             |            |                      |
| Key Stage 3               | 1                  | 5           | 4                | 5           | 80%        | 100%                 |

<sup>4</sup> Core Targets are set across academic years in line with each learner's annual review (hence we would not be expecting 100% achievement at the end of an academic year)

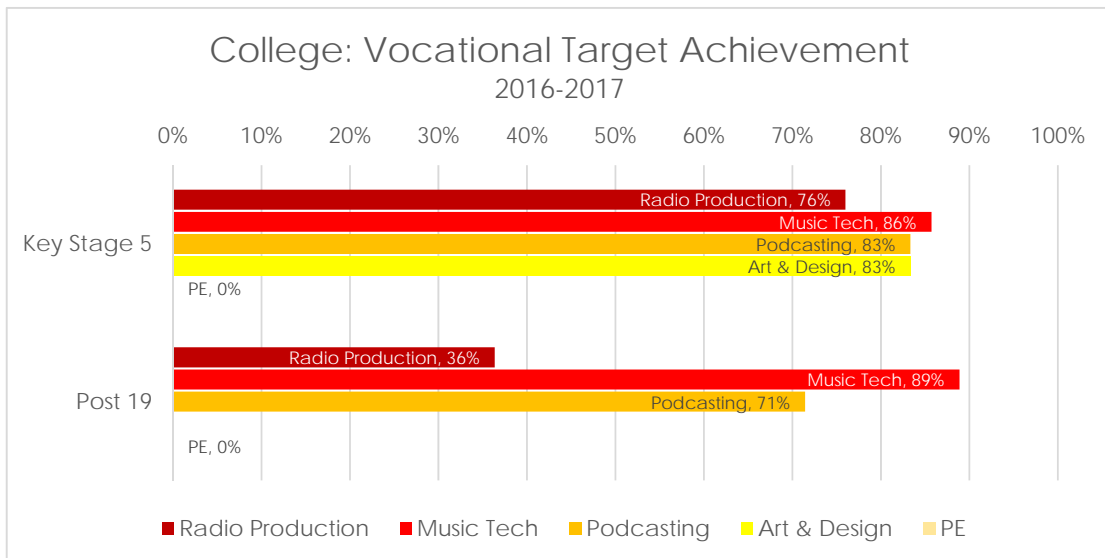
## School: % Vocational Target Achievement

2016-2017



### 2.3.2 College

| Core & Vocational       | Targets Set | Targets Achieved | Targets Due | % Achieved | % Due of set targets |
|-------------------------|-------------|------------------|-------------|------------|----------------------|
| <b>Radio</b>            |             |                  |             |            |                      |
| Key Stage 5             | 25          | 19               | 25          | 76%        | 100%                 |
| Post 19                 | 11          | 4                | 11          | 36%        | 100%                 |
| <b>Music Tech</b>       |             |                  |             |            |                      |
| Key Stage 5             | 14          | 12               | 14          | 86%        | 100%                 |
| Post 19                 | 9           | 8                | 9           | 89%        | 100%                 |
| <b>Podcasting</b>       |             |                  |             |            |                      |
| Key Stage 5             | 12          | 10               | 12          | 83%        | 100%                 |
| Post 19                 | 7           | 5                | 7           | 71%        | 100%                 |
| <b>Art &amp; Design</b> |             |                  |             |            |                      |
| Key Stage 5             | 6           | 5                | 6           | 83%        | 100%                 |
| <b>PE</b>               |             |                  |             |            |                      |
| Key Stage 5             | 9           | 0                | 9           | 0%         | 100%                 |
| Post 19                 | 8           | 0                | 8           | 0%         | 100%                 |



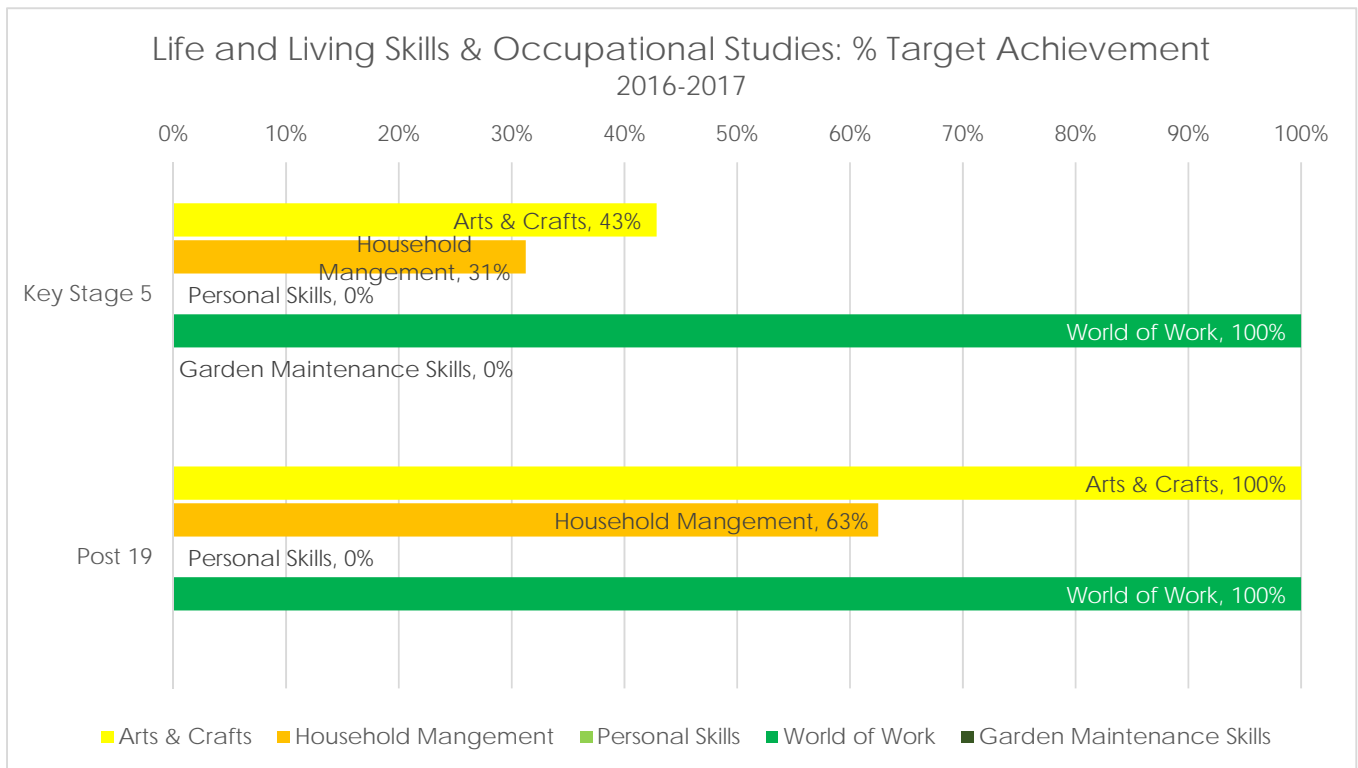
### 2.3.3 Timetabled Subjects<sup>5</sup>

|                               | Key Stage 5 | Post 19 |
|-------------------------------|-------------|---------|
| Radio Production & Podcasting | 8           | 4       |
| Music Technology              | 3           | 3       |
| Art & Design                  | 4           |         |
| PE                            | 10          | 5       |
| Land Based Studies            | 3           |         |

<sup>5</sup> This table shows the subjects a student is timetabled for. Targets for this subjects will either fall in the graph above or in the Life and Living Skills targets below.

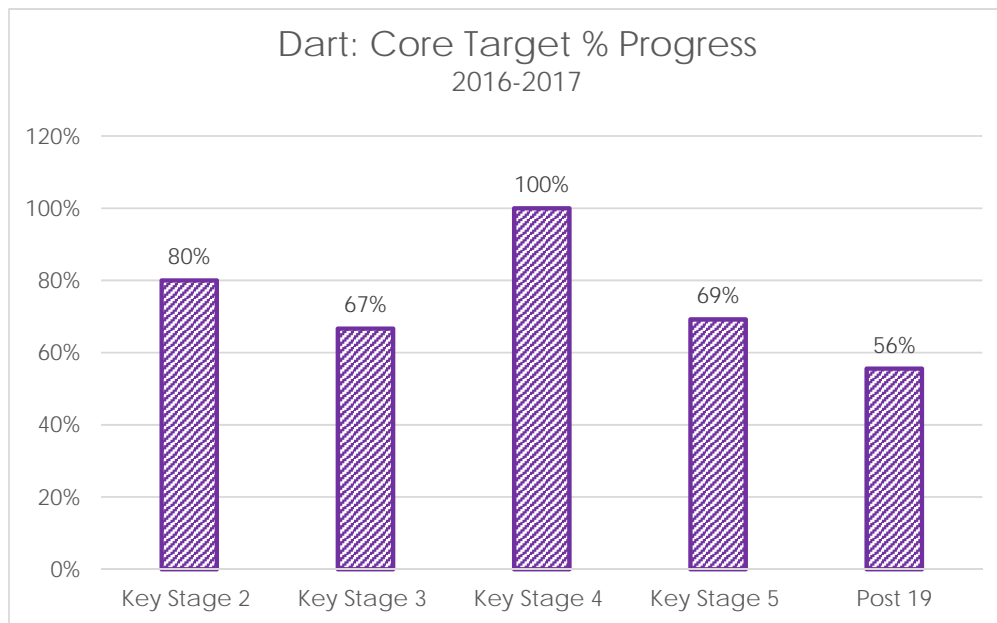
2.3.4 Life and Living/Occupational Studies Targets – Unit breakdown

| Life & Living Skills (Areas)     | Targets Set | Targets Achieved | Targets Due | % Achieved | % Due of set targets |
|----------------------------------|-------------|------------------|-------------|------------|----------------------|
| <b>Arts and Crafts</b>           |             |                  |             |            |                      |
| Key Stage 5                      | 7           | 3                | 7           | 43%        | 100%                 |
| Post 19                          | 2           | 2                | 2           | 100%       | 100%                 |
| <b>Household Management</b>      |             |                  |             |            |                      |
| Key Stage 5                      | 16          | 5                | 16          | 31%        | 100%                 |
| Post 19                          | 8           | 5                | 8           | 63%        | 100%                 |
| <b>Personal Skills</b>           |             |                  |             |            |                      |
| Key Stage 5                      | 6           | 0                | 6           | 0%         | 100%                 |
| Post 19                          | 12          | 0                | 12          | 0%         | 100%                 |
| <b>World of Work</b>             |             |                  |             |            |                      |
| Key Stage 5                      | 10          | 10               | 10          | 100%       | 100%                 |
| Post 19                          | 10          | 10               | 10          | 100%       | 100%                 |
| <b>Garden Maintenance Skills</b> |             |                  |             |            |                      |
| Key Stage 5                      | 2           | 0                | 2           | 0%         | 100%                 |



## 2.4 Dart: Core Targets – School & College

| Core           | Number of Students | Targets Set | Targets Achieved | Targets Due | % Achieved       | % Due of set targets |
|----------------|--------------------|-------------|------------------|-------------|------------------|----------------------|
| <b>School</b>  |                    |             |                  |             |                  |                      |
| Key Stage 2    | 1                  | 5           | 4                | 5           | 80% <sup>6</sup> | 100%                 |
| Key Stage 3    | 3                  | 18          | 12               | 18          | 67%              | 100%                 |
| Key Stage 4    | 3                  | 14          | 14               | 14          | 100%             | 100%                 |
| <b>College</b> |                    |             |                  |             |                  |                      |
| Key Stage 5    | 7                  | 39          | 27               | 39          | 69%              | 100%                 |
| Post 19        | 8                  | 45          | 25               | 45          | 56%              | 100%                 |



<sup>6</sup> Unachieved targets have been carried forward into 2017-2018

## 2.5 Smaller Steps – Progress through targets

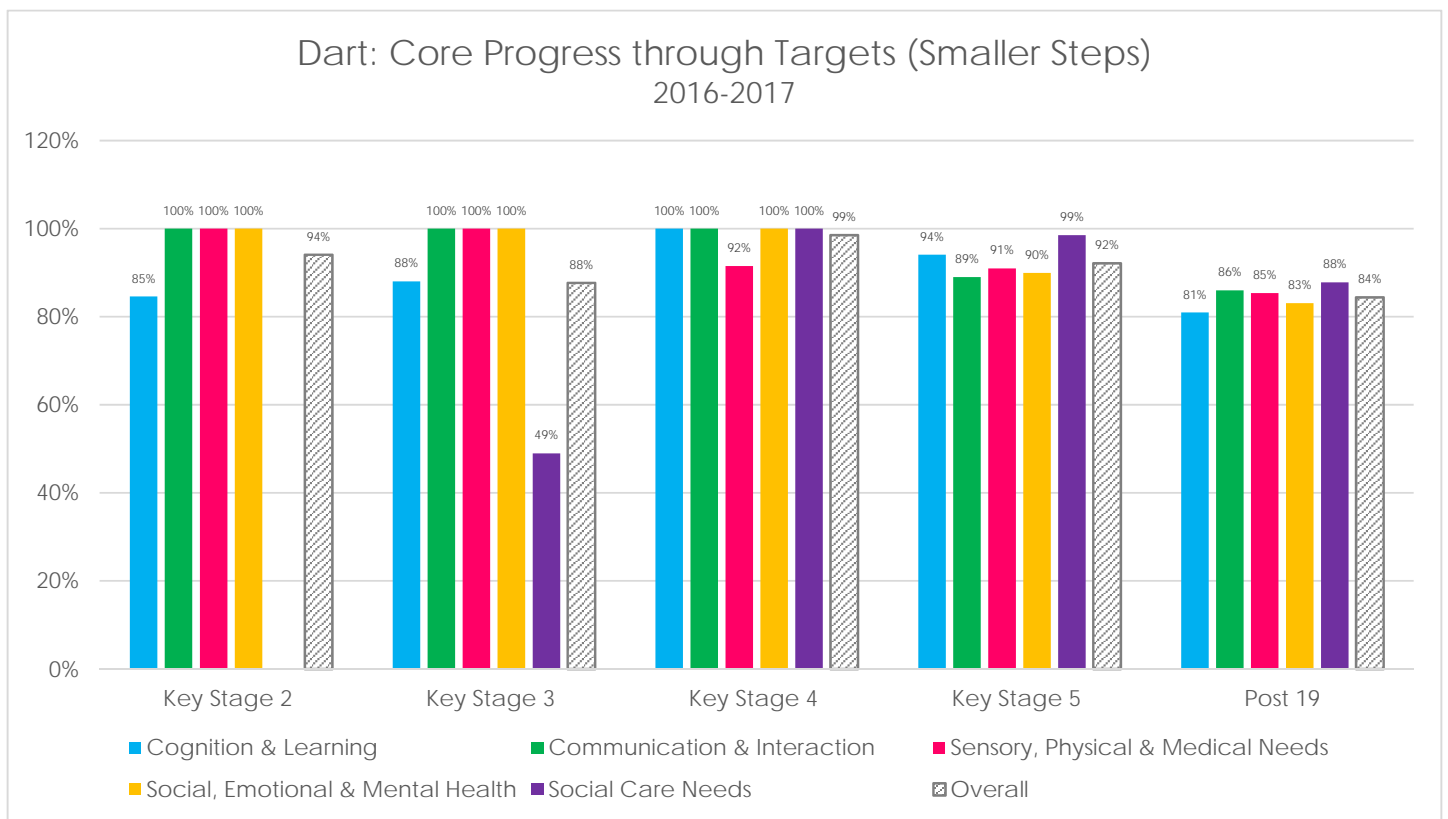
### 2.5.1 Smaller Steps: Explanation

The following tables and graphs look at progress within targets. This reporting method calculates for each objective of each target (set within a suitable range) the number of achievements which are required for an objective (and hence the target) to be counted as achieved. It then calculates at a given time how many achievements there are against each objective (and hence target) and presents these as a percentage of the required achievements. For learners who may take a longer time to complete targets these can supplement the target progress (e.g. number of targets fully achieved as a percentage of the number of targets set) which is shown in the above graphs.

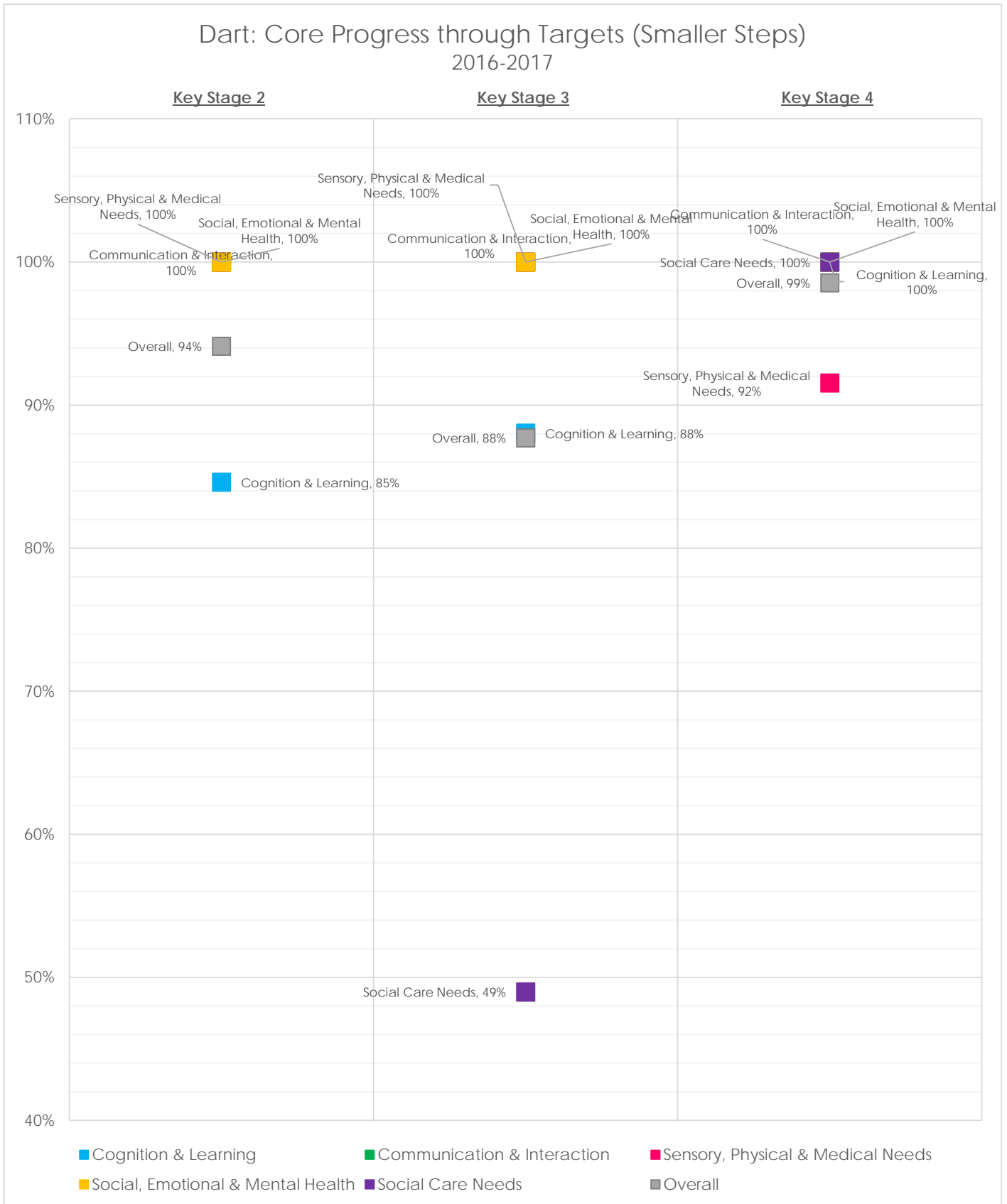
### 2.5.2 Smaller Steps: Overall Progress

| Core           | Number of Students | Achievements Required | Achievements Recorded | % Achieved |
|----------------|--------------------|-----------------------|-----------------------|------------|
| <b>School</b>  |                    |                       |                       |            |
| Key Stage 2    | 1                  | 102                   | 96                    | 94%        |
| Key Stage 3    | 3                  | 293                   | 257                   | 88%        |
| Key Stage 4    | 3                  | 412                   | 406                   | 99%        |
| <b>College</b> |                    |                       |                       |            |
| Key Stage 5    | 7                  | 1031                  | 950                   | 92%        |
| Post 19        | 8                  | 1232                  | 1040                  | 84%        |

### 2.5.3 Dart Smaller Steps: Bar Graph



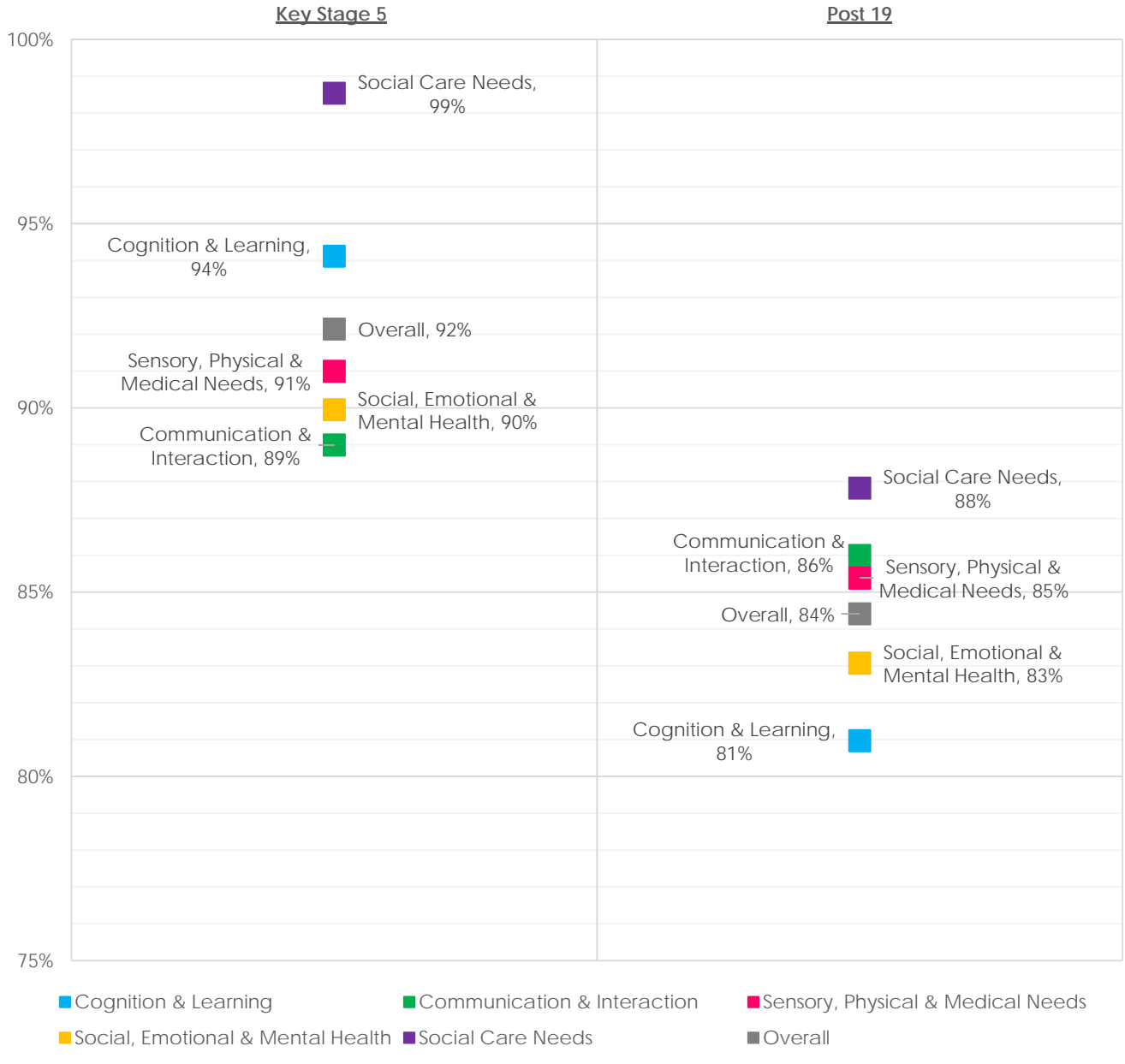
2.5.4 Dart Smaller Steps (School): Progress Points





## Dart: Core Progress through Targets (Smaller Steps)

2016-2017



## 2.6 Pupil Premium: Achievement Comparison

A comparison of progress between school learners with pupil premium and their peers without pupil premium. This has been split Dart & Exe to provide a more reliable comparison.

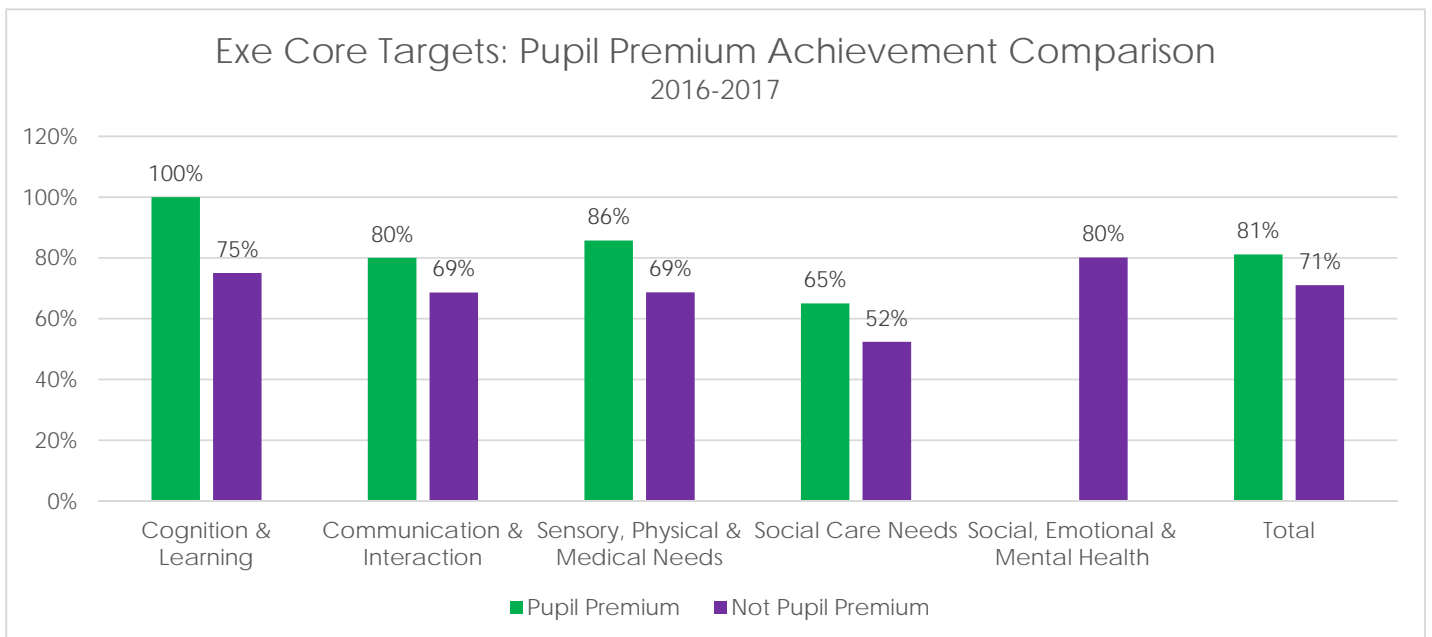
### 2.6.1 Exe

Exe target data for this comparison has been split Core and Subject. The Core uses the smaller steps to measure achievement, whereas Subject targets have been measured on target achievement.

There are 8 School Exe learners, 1 of whom has Pupil Premium.

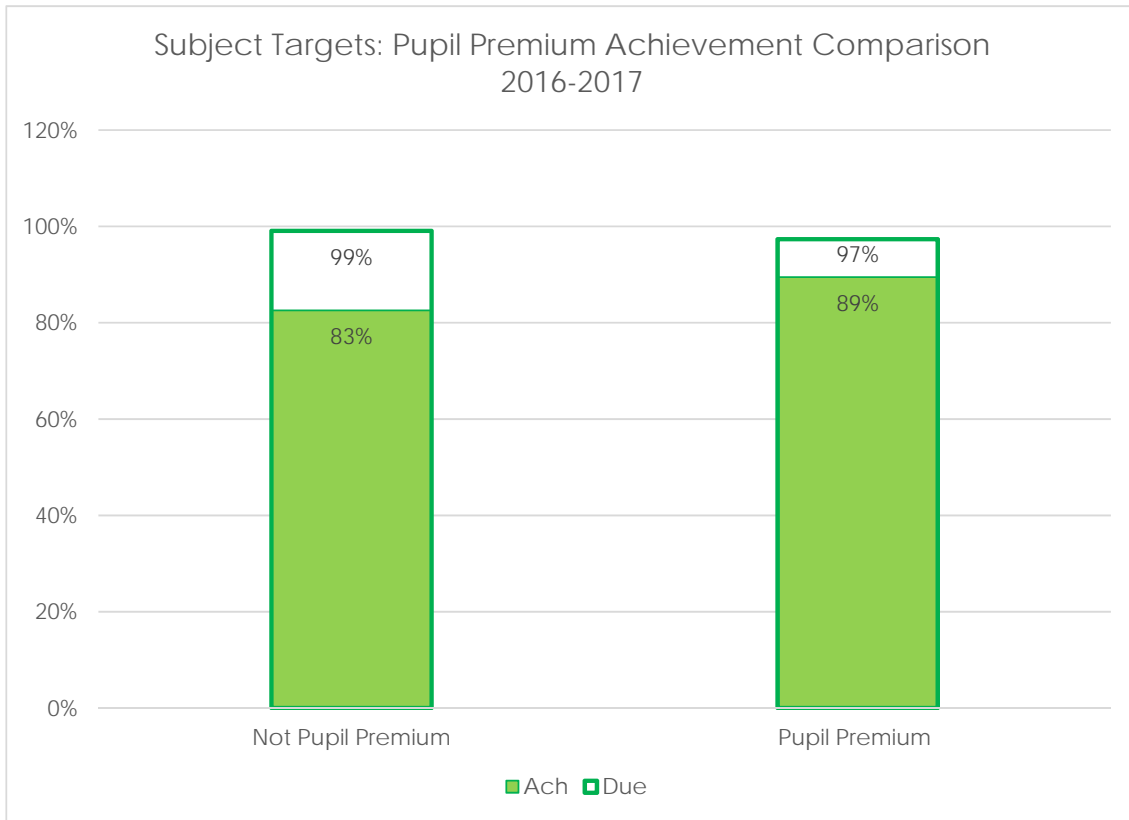
### 2.6.2 Core

| Exe                               | Pupil Premium: % Achievement | Not Pupil Premium: % Achievement |
|-----------------------------------|------------------------------|----------------------------------|
| Cognition & Learning              | 100%                         | 75%                              |
| Communication & Interaction       | 80%                          | 69%                              |
| Sensory, Physical & Medical Needs | 86%                          | 69%                              |
| Social Care Needs                 | 65%                          | 52%                              |
| Social, Emotional & Mental Health | -                            | 80%                              |
| Total                             | 81%                          | 71%                              |



### 2.6.3 Subject

|                   | % of Targets Achieved | % of Targets Due |
|-------------------|-----------------------|------------------|
| Not Pupil Premium | 83%                   | 99%              |
| Pupil Premium     | 89%                   | 97%              |

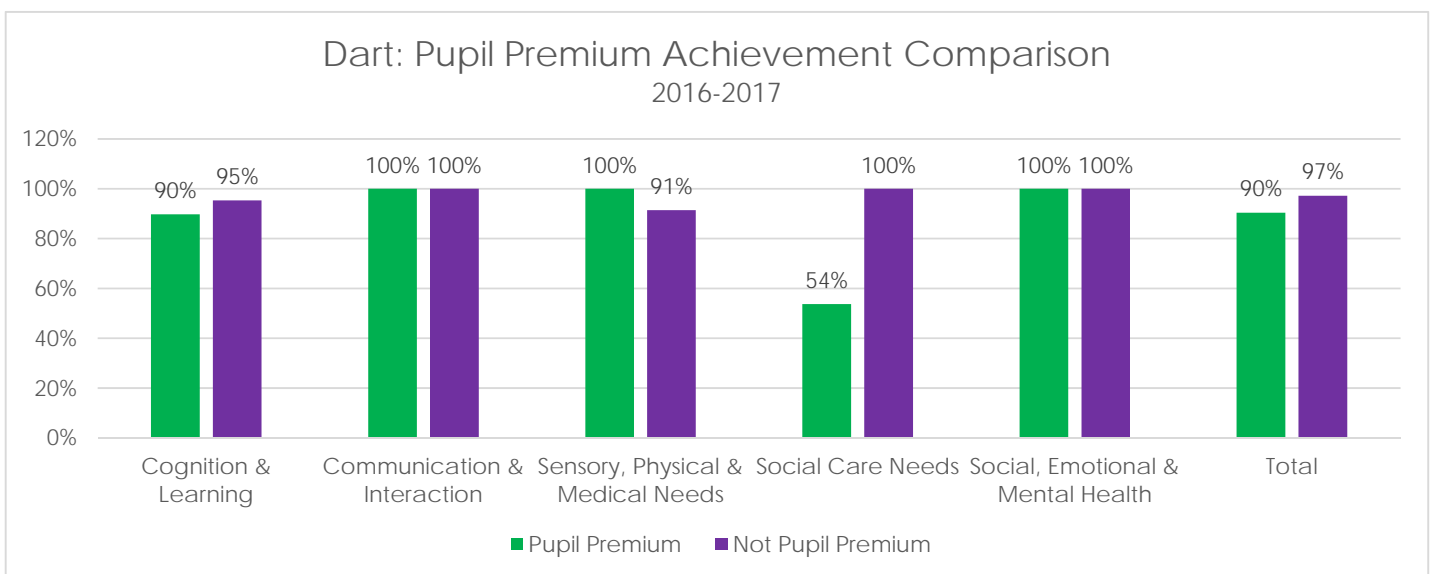


## 2.6.4 Dart

To provide a more accurate comparison of progress the smaller steps of progress have been used to measure achievement within Dart learner's core targets.

There are a total of 7 Dart School learners, 5 of whom have Pupil Premium.

| Dart                              | Pupil Premium: % Achievement | Not Pupil Premium: % Achievement |
|-----------------------------------|------------------------------|----------------------------------|
| Cognition & Learning              | 90%                          | 95%                              |
| Communication & Interaction       | 100%                         | 100%                             |
| Sensory, Physical & Medical Needs | 100%                         | 91%                              |
| Social Care Needs                 | 54%                          | 100% <sup>7</sup>                |
| Social, Emotional & Mental Health | 100%                         | 100%                             |
| Total                             | 90%                          | 97%                              |



<sup>7</sup> Only 1 non-pupil premium learner has Social Care Needs targets set

## 2.7 Therapy Targets

### 2.7.1 Dart & Exe SaLT

| SALT        | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 2                  | 3                        | 3                      | 100%             | 0%                   |                  |
| Key Stage 3 | 8                  | 12                       | 8                      | 67%              | 33%                  |                  |
| Key Stage 4 | 5                  | 10                       | 9                      | 90%              | 10%                  |                  |
| Key Stage 5 | 20                 | 34                       | 29                     | 85%              | 9%                   | 6%               |
| Post 19     | 16                 | 28                       | 23                     | 82%              | 14%                  | 4%               |



#### 2.7.1.1 Dart SaLT

| Dart: SaLT  | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 1                        | 1                      | 100%             |                      |                  |
| Key Stage 3 | 3                  | 6                        | 4                      | 67%              | 33%                  |                  |
| Key Stage 4 | 3                  | 7                        | 6                      | 86%              | 14%                  |                  |
| Key Stage 5 | 7                  | 16                       | 12                     | 75%              | 13%                  | 13%              |
| Post 19     | 8                  | 14                       | 11                     | 79%              | 14%                  | 7%               |



### 2.7.1.2 Exe SaLT

| Exe: SaLT   | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 2                        | 2                      | 100%             |                      |                  |
| Key Stage 3 | 5                  | 6                        | 4                      | 67%              | 33%                  |                  |
| Key Stage 4 | 2                  | 3                        | 3                      | 100%             |                      |                  |
| Key Stage 5 | 13                 | 18                       | 17                     | 94%              | 6%                   |                  |
| Post 19     | 8                  | 14                       | 12                     | 86%              | 14%                  |                  |



### 2.7.2 Dart & Exe Occupational Therapy (OT)

| OT          | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 2                  | 3                        | 3                      | 100%             |                      |                  |
| Key Stage 3 | 8                  | 11                       | 8                      | 73%              | 18%                  | 9%               |
| Key Stage 4 | 5                  | 5                        | 4                      | 80%              | 20%                  |                  |
| Key Stage 5 | 20                 | 29                       | 12                     | 41%              | 55%                  | 3%               |
| Post 19     | 15                 | 24                       | 16                     | 67%              | 25%                  | 8%               |



### 2.7.2.1 Dart Occupational Therapy

| Dart: OT    | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 1                        | 1                      | 100%             |                      |                  |
| Key Stage 3 | 3                  | 4                        | 4                      | 100%             |                      |                  |
| Key Stage 4 | 3                  | 3                        | 3                      | 100%             |                      |                  |
| Key Stage 5 | 7                  | 10                       | 8                      | 80%              | 20%                  |                  |
| Post 19     | 8                  | 12                       | 9                      | 75%              | 17%                  | 8%               |



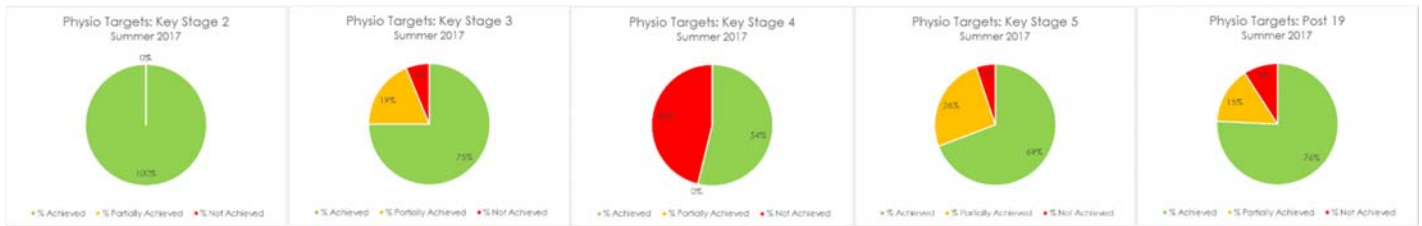
### 2.7.2.2 Exe Occupational Therapy

| Exe: OT     | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 2                        | 2                      | 100%             |                      |                  |
| Key Stage 3 | 5                  | 7                        | 4                      | 57%              | 29%                  | 14%              |
| Key Stage 4 | 2                  | 2                        | 1                      | 50%              | 50%                  |                  |
| Key Stage 5 | 13                 | 19                       | 4                      | 21%              | 74%                  | 5%               |
| Post 19     | 7                  | 12                       | 7                      | 58%              | 33%                  | 8%               |



### 2.7.3 Dart & Exe Physiotherapy

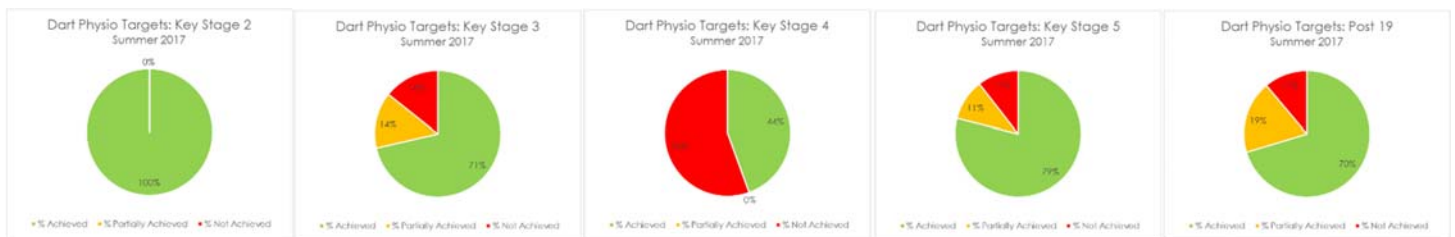
| Physio      | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 2                  | 4                        | 4                      | 100%             |                      |                  |
| Key Stage 3 | 8                  | 16                       | 12                     | 75%              | 19%                  | 6%               |
| Key Stage 4 | 5                  | 13                       | 7                      | 54%              |                      | 46%              |
| Key Stage 5 | 19                 | 39                       | 27                     | 69%              | 26%                  | 5%               |
| Post 19     | 13                 | 33                       | 25                     | 76%              | 15%                  | 9%               |



#### 2.7.3.1 Dart Physiotherapy

| Dart: Physio | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|--------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2  | 1                  | 1                        | 1                      | 100%             |                      |                  |
| Key Stage 3  | 3                  | 7                        | 5                      | 71%              | 14%                  | 14%              |
| Key Stage 4  | 3                  | 9                        | 4                      | 44%              |                      | 56%              |
| Key Stage 5  | 7                  | 19                       | 15                     | 79%              | 11%                  | 11%              |
| Post 19      | 8                  | 27                       | 19                     | 70%              | 19%                  | 11%              |

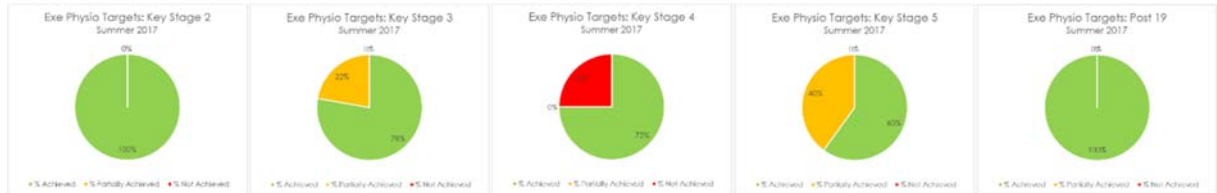
Due to rounding %s may be under/over 100%





### 2.7.3.2 Exe Physiotherapy

| Exe: Physio | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 3                        | 3                      | 100%             |                      |                  |
| Key Stage 3 | 5                  | 9                        | 7                      | 78%              | 22%                  |                  |
| Key Stage 4 | 2                  | 4                        | 3                      | 75%              |                      | 25%              |
| Key Stage 5 | 12                 | 20                       | 12                     | 60%              | 40%                  |                  |
| Post 19     | 5                  | 6                        | 6                      | 100%             |                      |                  |



### 2.7.4 Dart & Exe Music Therapy (Music)

| Music       | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 2                        | 2                      | 100%             |                      |                  |
| Key Stage 3 | 5                  | 10                       | 10                     | 100%             |                      |                  |
| Key Stage 4 | 4                  | 8                        | 7                      | 88%              | 13%                  |                  |
| Key Stage 5 | 6                  | 10                       | 7                      | 70%              | 20%                  | 10%              |
| Post 19     | 7                  | 14                       | 11                     | 79%              | 14%                  | 9%               |



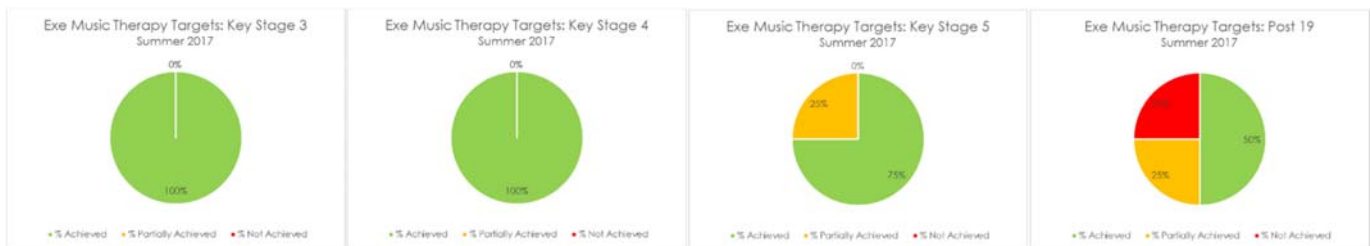
### 2.7.4.1 Dart Music Therapy

| Dart: Music | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 1                  | 2                        | 2                      | 100%             |                      |                  |
| Key Stage 3 | 3                  | 6                        | 6                      | 100%             |                      |                  |
| Key Stage 4 | 3                  | 6                        | 5                      | 83%              | 17%                  |                  |
| Key Stage 5 | 4                  | 6                        | 4                      | 67%              | 17%                  | 17%              |
| Post 19     | 5                  | 10                       | 9                      | 90%              | 10%                  |                  |



### 2.7.4.2 Exe Music Therapy

| Exe: Music  | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 3 | 2                  | 4                        | 4                      | 100%             |                      |                  |
| Key Stage 4 | 1                  | 2                        | 2                      | 100%             |                      |                  |
| Key Stage 5 | 2                  | 4                        | 3                      | 75%              | 25%                  |                  |
| Post 19     | 2                  | 4                        | 2                      | 50%              | 25%                  | 25%              |



## 2.8 Mobility Targets

| Mobility    | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|-------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2 | 2                  | 12                       | 10                     | 83%              | 17%                  |                  |
| Key Stage 3 | 7                  | 34                       | 32                     | 94%              |                      | 6%               |
| Key Stage 4 | 5                  | 23                       | 22                     | 96%              | 4%                   |                  |
| Key Stage 5 | 21                 | 119                      | 110                    | 92%              | 1%                   | 7%               |
| Post 19     | 16                 | 84                       | 81                     | 96%              |                      | 4%               |



### 2.8.1 Dart Mobility

| Dart: Mobility | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|----------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2    | 1                  | 8                        | 6                      | 75%              | 25%                  |                  |
| Key Stage 3    | 3                  | 12                       | 11                     | 92%              |                      | 8%               |
| Key Stage 4    | 3                  | 14                       | 13                     | 93%              | 7%                   |                  |
| Key Stage 5    | 7                  | 30                       | 29                     | 97%              |                      | 3%               |
| Post 19        | 8                  | 38                       | 38                     | 100%             |                      |                  |



## 2.8.2 Exe Mobility

| Exe: Mobility | Number of students | Expected progress Number | Actual progress Number | % Fully Achieved | % Partially Achieved | % No Achievement |
|---------------|--------------------|--------------------------|------------------------|------------------|----------------------|------------------|
| Key Stage 2   | 1                  | 4                        | 4                      | 100%             |                      |                  |
| Key Stage 3   | 4                  | 22                       | 21                     | 95%              |                      | 5%               |
| Key Stage 4   | 2                  | 9                        | 9                      | 100%             |                      |                  |
| Key Stage 5   | 14                 | 89                       | 81                     | 91%              | 1%                   | 8%               |
| Post 19       | 8                  | 46                       | 43                     | 93%              |                      | 7%               |



## 3. Education Attendance

| Key Stage   | Number of Students | % Attendance (Year to date) | % Summer Term |
|-------------|--------------------|-----------------------------|---------------|
| Key Stage 2 | 2                  | 94%                         | 96%           |
| Key Stage 3 | 8                  | 95%                         | 95%           |
| Key stage 4 | 5                  | 91%                         | 92%           |
| Key Stage 5 | 21                 | 96%                         | 97%           |
| Post 19     | 17                 | 92%                         | 94%           |

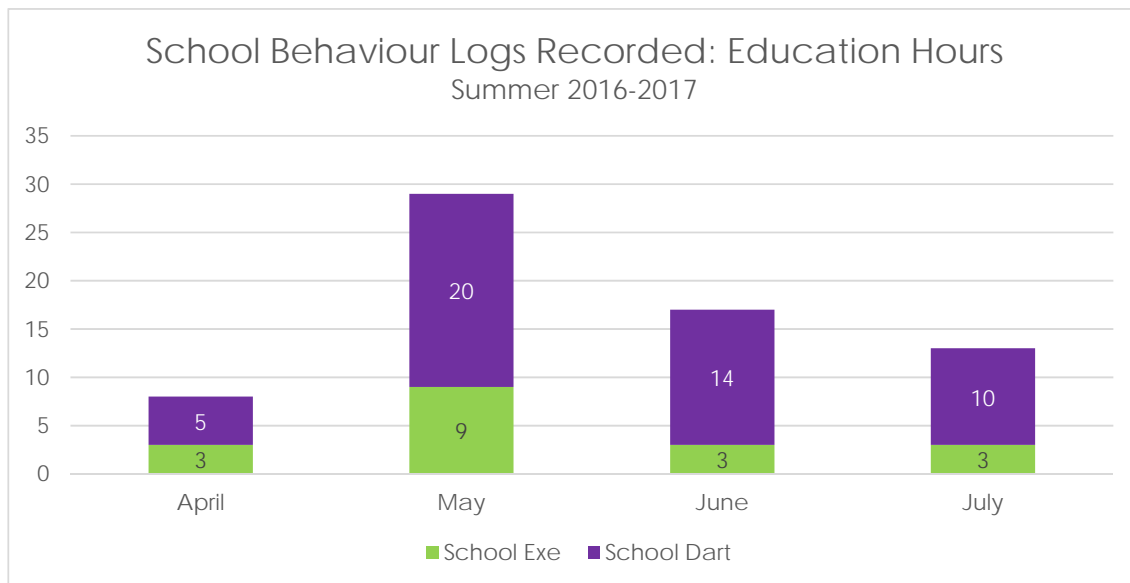
## 4. Education Behaviour Information

### 4.1 Behaviour Logs

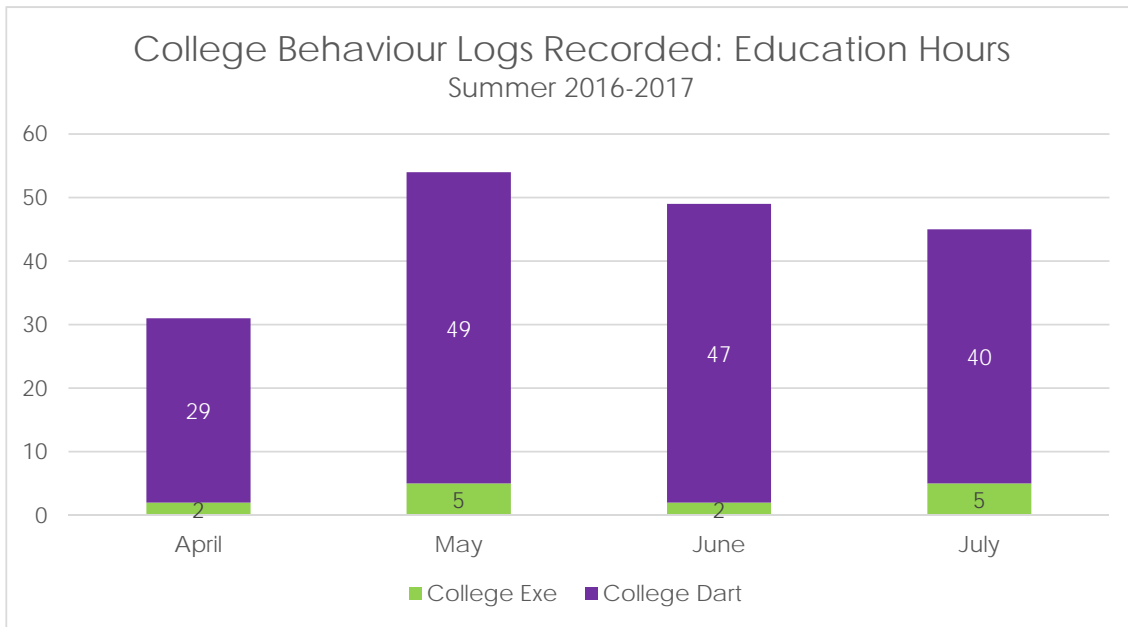
Number of **Behaviour Logs** recorded in Education Hours (8.45 – 16.00) in the Spring Term of 2016-2017, split into School and College (and Dart and Exe).

|                          | School      |            | College     |            |
|--------------------------|-------------|------------|-------------|------------|
|                          | <i>Dart</i> | <i>Exe</i> | <i>Dart</i> | <i>Exe</i> |
| <b>April<sup>8</sup></b> | 5           | 3          | 29          | 2          |
| <b>May</b>               | 20          | 9          | 49          | 5          |
| <b>June</b>              | 14          | 3          | 47          | 2          |
| <b>July</b>              | 10          | 3          | 40          | 2          |
| <b>Summer Term Total</b> | <b>49</b>   | <b>18</b>  | <b>165</b>  | <b>11</b>  |

|                          | School      |            | College     |            |
|--------------------------|-------------|------------|-------------|------------|
|                          | <i>Dart</i> | <i>Exe</i> | <i>Dart</i> | <i>Exe</i> |
| <b>Spring Term Total</b> | 13          | 17         | 97          | 6          |



<sup>8</sup> Please consider Term Dates when looking at trends in the Behaviour and Accident/Incident recordings in education hours.

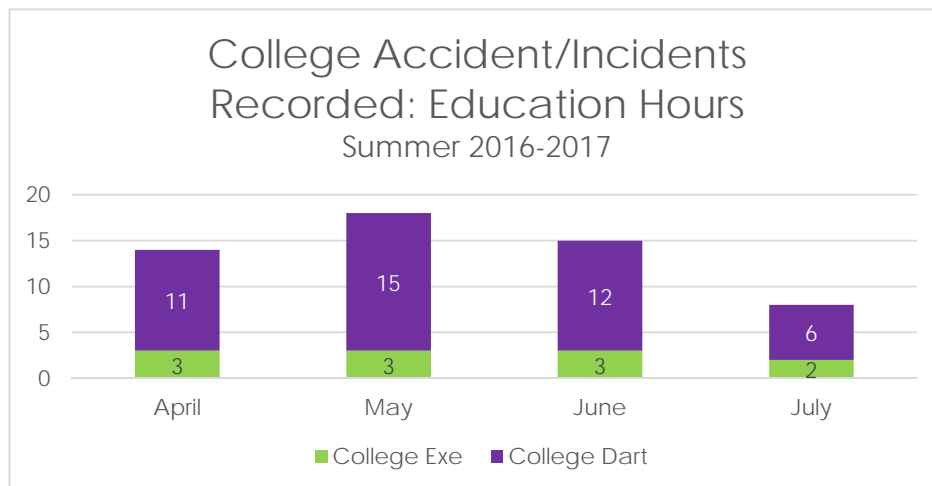
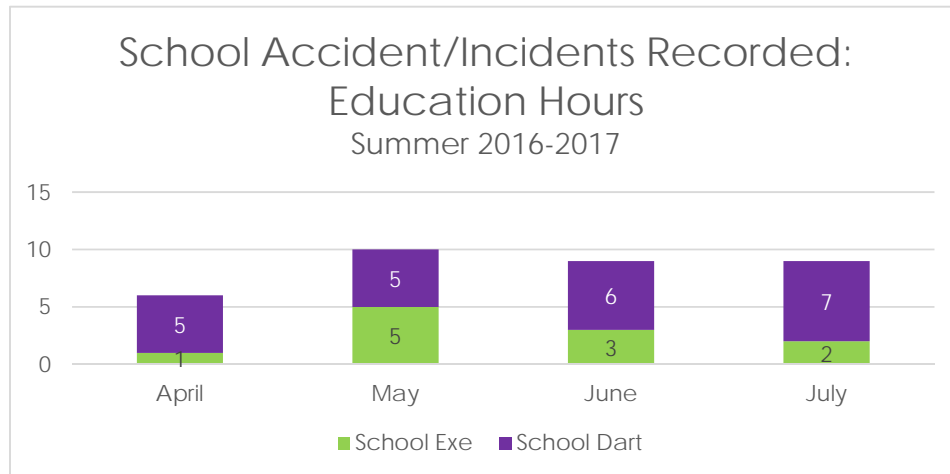


#### 4.2 Accident/Incident Logs

Number of **Accidents/Incidents** recorded in Education Hours (8.45 – 16.00) in the Spring Term of 2016-2017, split into School and College (and Dart and Exe).

|                          | School      |            | College     |            |
|--------------------------|-------------|------------|-------------|------------|
|                          | <i>Dart</i> | <i>Exe</i> | <i>Dart</i> | <i>Exe</i> |
| <b>April</b>             | 5           | 1          | 11          | 3          |
| <b>May</b>               | 5           | 5          | 15          | 3          |
| <b>June</b>              | 6           | 3          | 12          | 3          |
| <b>July</b>              | 7           | 2          | 6           | 2          |
| <b>Summer Term Total</b> | 23          | 11         | 44          | 11         |

|                          | School      |            | College     |            |
|--------------------------|-------------|------------|-------------|------------|
|                          | <i>Dart</i> | <i>Exe</i> | <i>Dart</i> | <i>Exe</i> |
| <b>Spring Term Total</b> | 15          | 3          | 39          | 13         |



## 5. Work Experience

Numbers refer to the number of students. Numbers in brackets refer to the number of placements, e.g. where 1 learner is completing 2 of more Work Experience placements of the same type.

| Work experience  | Time at placement per day | KS5 | Post 19 |
|--|---------------------------|-----|---------|
| <b>Social Enterprise shops</b>                               | 2 – 5.5hrs                | 4   | 4       |
| <b>Catering/Hospitality/Café</b>                             | 2 2/3 – 5.5hrs            | 3   | 3       |
| <b>Schools</b>   | 2                         | 0   | 1       |
| <b>Animal Care (On &amp; Off Site Inc. Donkey Sanctuary)</b> | 1.5 – 3.25                |     | 2 (3)   |
| <b>On Site (Inc. Reception, Fundraising)</b>                 | 1.5 - 4.5hrs              | 6   | 3       |
| <b>Other (Inc. Residential home, Halfords, Tesco)</b>        | 2 - 5.5hrs                | 1   | 1       |

## 6. Torbay Outreach

| Torbay outreach – 115 (total numbers) Learner VI Status numbers by key stage |    |           |          |     |
|--|----|-----------|----------|-----|
| Range  | VI | Severe VI | Ed Blind | CVI |
| Pre-school   | 9  | 2         |          | 6   |
| KS1  | 11 | 3         |          | 2   |
| KS2  | 33 | 8         |          | 6   |
| KS3  | 21 | 4         | 3        | 5   |
| KS4  | 12 | 2         | 1        | 2   |
| College/6Form  | 9  | 2         |          | 1   |
| HE   |    |           |          |     |
| Total Outreach   | 95 | 21        | 4        | 22  |

| Advisory Team for Children with Visual Impairment<br>Audit of Pupil Visits 2016 – 2017 |                        |        |                      |           |        |        |            |        |        |           |        |        |            |            |           |  |
|--|------------------------|--------|----------------------|-----------|--------|--------|------------|--------|--------|-----------|--------|--------|------------|------------|-----------|--|
| Teacher & Specialist Role  | Number of Pupil visits |        |                      |           |        |        |            |        |        |           |        |        |            |            |           |  |
|  | Pre-school             |        |                      | Primary   |        |        | Secondary  |        |        | Special   |        |        | Total      |            |           |  |
|  | Visits                 | Pupils | Pre-schools/<br>home | Visits    | Pupils | School | Visits     | Pupils | School | Visits    | Pupils | School | Visits     | Pupils     | School    |  |
| Lead Advisory Teacher VI   | 3                      | 3      | 7                    | 42        | 15     | 10     | 54         | 9      | 5      | 45        | 27     | 2      | 144        |            |           |  |
| Advisory Teacher VI  | 0                      | 0      | 0                    | 24        | 8      | 4      | 66         | 18     | 7      | 26        | 8      | 1      | 116        |            |           |  |
| Mobility and Orientation Specialists   | 0                      | 0      | 0                    | 9         | 1      | 1      | 19         | 4      | 3      | 11        | 5      | 1      | 39         |            |           |  |
| <b>Total number of pupil visits</b>  | <b>3</b>               |        |                      | <b>75</b> |        |        | <b>139</b> |        |        | <b>82</b> |        |        | <b>299</b> | <b>115</b> | <b>31</b> |  |



## 7. Qualification Achievements & Expectations 2016-2017

### 7.1 English and Maths

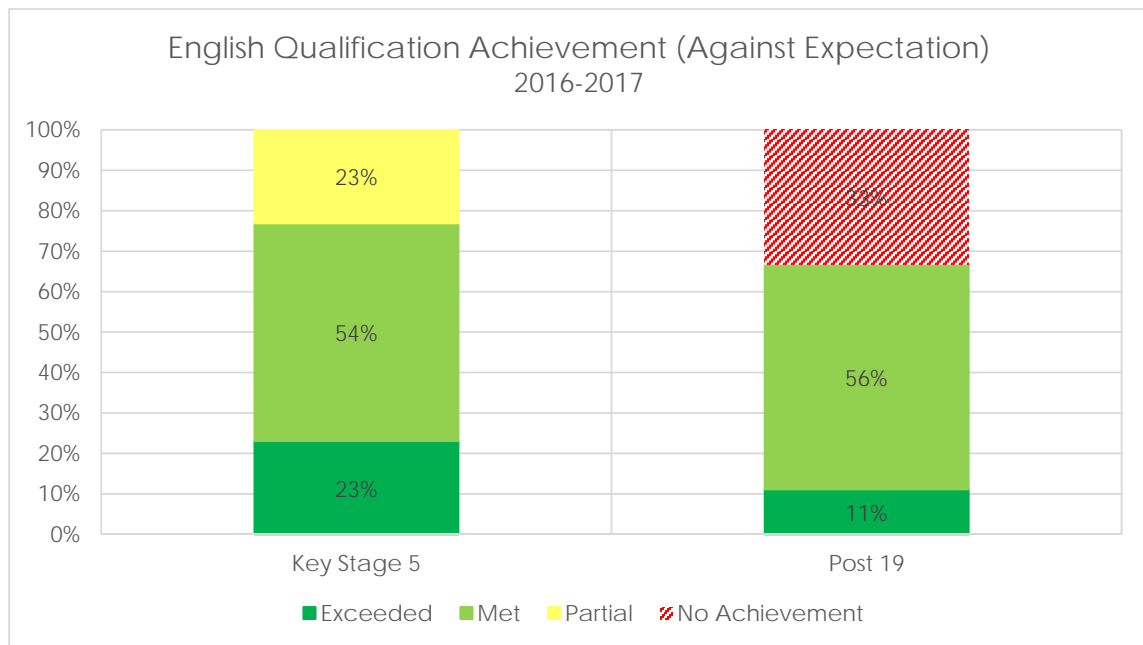
English qualifications included the Ascentis Award/Extended Award in English or Communications units from the OCR Life & Living qualification.

Maths qualifications included the Ascentis Award/Extended Award in Mathematics or Numeracy units from the OCR Life & Living qualification.

In 2015-2016 WESC learners studied on the OCR Cambridge Progression in English/Maths which was withdrawn by OCR. Ascentis have agreed to recognise the prior learning to enable learners to achieve a full qualification with Ascentis in 2016-2017. However, we are still waiting for the full Awards to be claimed and certificated. The data below assumes that all prior learning will be recognised and full qualifications awarded where the credit values have been met.

#### 7.1.1 English

| English     | Number of Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations <sup>9</sup> | No achievement towards expectation |
|-------------|--------------------|-------------------------------------|--------------------------------|---|------------------------------------|
| Key Stage 5 | 13                 | 3 (23%)                             | 7 (54%)                        | 3 (23%) <sup>10</sup>                   | 0 (0%)                             |
| Post 19     | 9                  | 1 (11%)                             | 5 (56%)                        |   | 3 (33%)                            |



<sup>9</sup> Either by gaining units towards, or gaining full qualification at a lower level or breadth (e.g. Award instead of Extended Award)

<sup>10</sup> Expectation of one learner's qualification changed throughout the year, once her initial unit had been completed. A change of circumstances for was submitted to reflect this

### 7.1.1.1 Key Stage 5

| Qualification Level <sup>11</sup> | No. Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|-----------------------------------|--------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| OCR Life & Living E1              | 1            | 1                                   |                                |                            |                                    |
| OCR Life & Living E2              | 1            |                                     | 1                              |                            |                                    |
| Ascentis E2 Award/Extended Award  | 4            |                                     | 2                              | 2                          |                                    |
| Ascentis E3 Award/Extended Award  | 4            | 2                                   | 2                              |                            |                                    |
| Ascentis L1 Award/Extended Award  | 3            |                                     | 2                              | 1                          |                                    |
| <b>Totals</b>                     | <b>13</b>    | <b>3</b>                            | <b>7</b>                       | <b>3</b>                   | <b>0</b>                           |

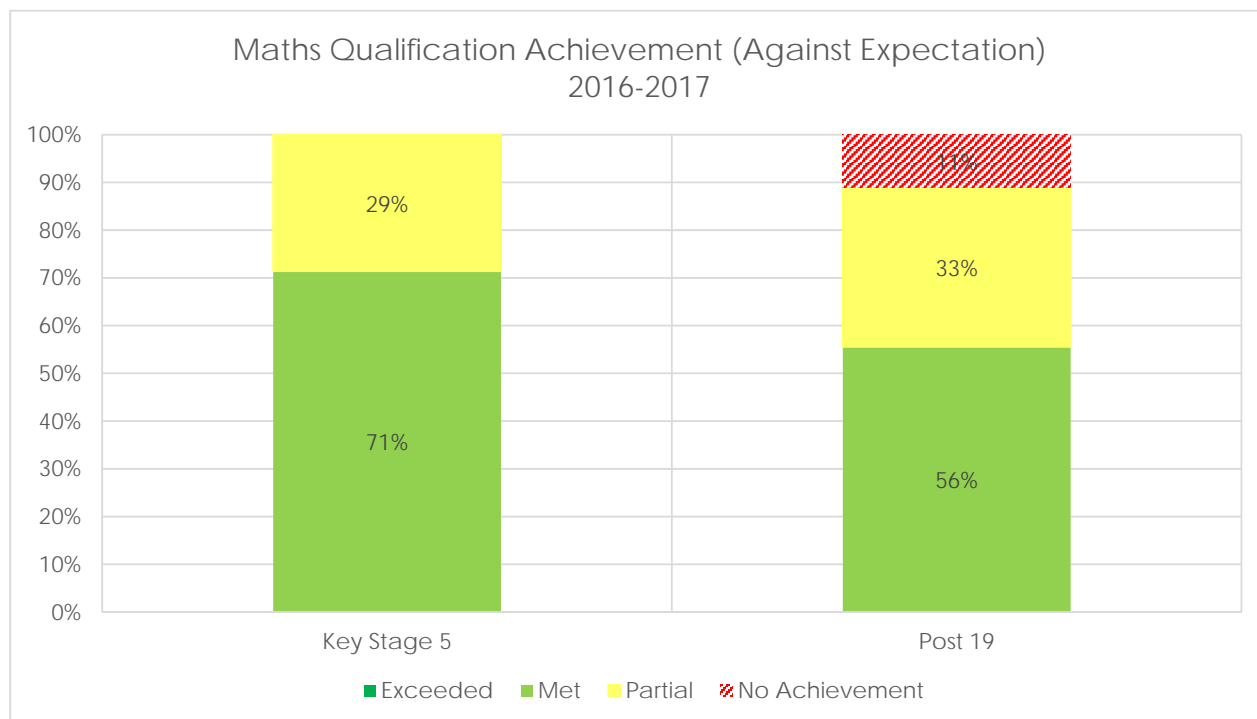
### 7.1.1.2 Post 19

| Qualification Level              | No. Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|----------------------------------|--------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| OCR Life & Living E2             | 3            |                                     | 2                              |                            | 1                                  |
| OCR Life & Living E3             | 1            |                                     |                                |                            | 1                                  |
| Ascentis E1 Award/Extended Award | 1            |                                     |                                |                            | 1                                  |
| Ascentis E3 Award/Extended Award | 3            | 1                                   | 2                              |                            |                                    |
| Ascentis L2 Award/Extended Award | 1            |                                     | 1                              |                            |                                    |
| <b>Totals</b>                    | <b>9</b>     | <b>1</b>                            | <b>5</b>                       |                            | <b>3</b>                           |

<sup>11</sup> This does NOT mean that a learner necessarily completed this full qualification, it may mean that the units expected at this level were achieved.

### 7.1.2 Maths

| Maths       | Number of Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations <sup>12</sup> | No achievement towards expectation |
|-------------|--------------------|-------------------------------------|--------------------------------|--|------------------------------------|
| Key Stage 5 | 14                 |                                     | 10 (71%)                       | 4 (29%)                                  |                                    |
| Post 19     | 9                  |                                     | 5 (56%)                        | 3 (33%)                                  | 1 (11%)                            |



<sup>12</sup> Either by gaining units towards, or gaining full qualification at a lower level or breadth (e.g. Award instead of Extended Award)

### 7.1.2.1 Key Stage 5

| Qualification Level <sup>13</sup> | No. Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|-----------------------------------|--------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| OCR Life & Living E1              | 2            |                                     | 2                              |                            |                                    |
| OCR Life & Living E2              | 1            |                                     | 1                              |                            |                                    |
| Ascentis E1 Award/Extended Award  | 1            |                                     | 1                              |                            |                                    |
| Ascentis E2 Award/Extended Award  | 3            |                                     | 2                              | 1                          |                                    |
| Ascentis E3 Award/Extended Award  | 3            |                                     |                                | 3                          |                                    |
| Ascentis L1 Award/Extended Award  | 4            |                                     | 4                              |                            |                                    |
| <b>Totals</b>                     | <b>14</b>    |                                     | <b>10</b>                      | <b>4</b>                   |                                    |

### 7.1.2.2 Post 19

| Qualification Level              | No. Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|----------------------------------|--------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| OCR Life & Living E2             | 2            |                                     | 1                              |                            | 1                                  |
| OCR Life & Living E3             | 1            |                                     | 1                              |                            |                                    |
| Ascentis E1 Award/Extended Award | 1            |                                     |                                | 1                          |                                    |
| Ascentis E2 Award/Extended Award | 1            |                                     |                                | 1                          |                                    |
| Ascentis E3 Award/Extended Award | 3            |                                     | 2                              | 1                          |                                    |
| Ascentis L1 Award/Extended Award | 1            |                                     | 1                              |                            |                                    |
| <b>Totals</b>                    | <b>9</b>     |                                     | <b>5</b>                       | <b>3</b>                   | <b>1</b>                           |

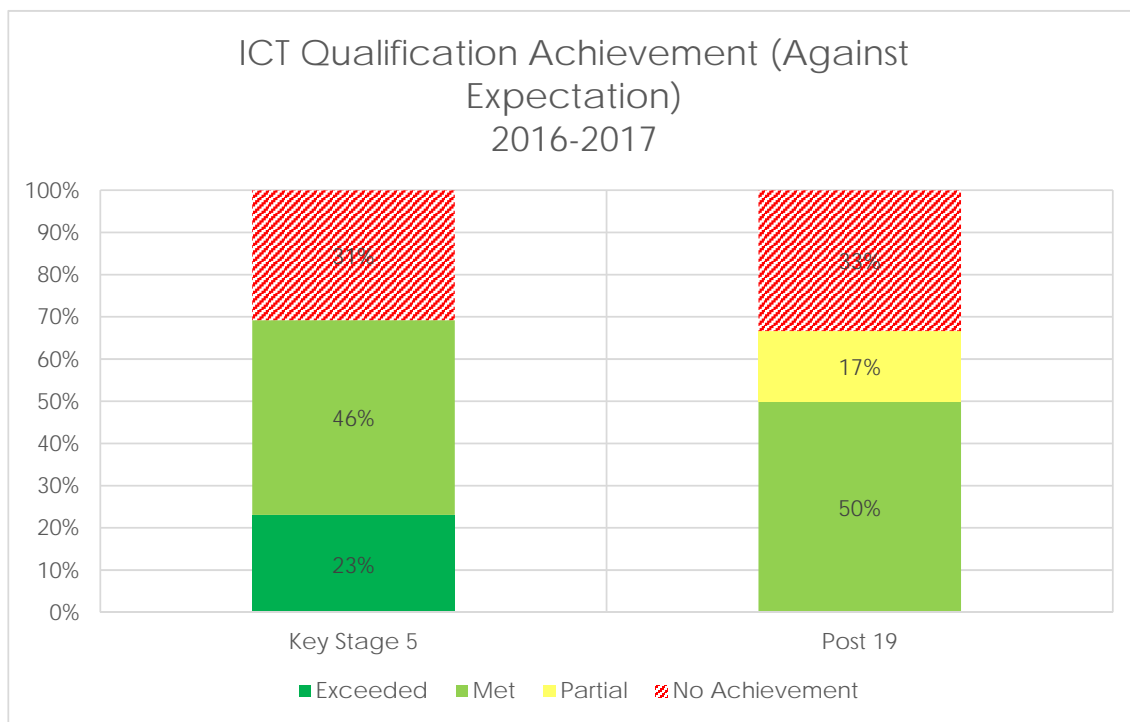
<sup>13</sup> This does NOT mean that a learner necessarily completed this full qualification, it may mean that the units expected at this level were achieved.

## 7.2 ICT

ICT qualifications included the NCFE Certificate in IT user skills, ICT units from the OCR Life & Living qualification or AQA unit awards (UAS).

We are awaiting confirmation of results from the OCR Life and Living and AQA Unit Award Scheme. NCFE work for those who are not continuing in education this year is due for a moderation visit from the NCFE.

| ICT         | Number of Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|-------------|--------------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| Key Stage 5 | 13                 | 3 (23%)                             | 6 (46%)                        |                            | 4 (31%)                            |
| Post 19     | 6                  |                                     | 3 (50%)                        | 1 (17%)                    | 2 (33%)                            |



### 7.2.1 Key Stage 5

| Qualification Level  | Number of Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|----------------------|--------------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| OCR Life & Living E1 | 3                  |                                     |                                |                            | 3                                  |
| OCR Life & Living E2 | 3                  | 2                                   |                                |                            | 1                                  |
| OCR Life & Living E3 | 2                  | 1                                   | 1                              |                            |                                    |
| AQA UAS L1           | 1                  |                                     | 1                              |                            |                                    |
| NCFE Certificate L1  | 2                  |                                     | 2                              |                            |                                    |
| NCFE Certificate L2  | 2                  |                                     | 2                              |                            |                                    |
| <b>Totals</b>        | 13                 | 3                                   | 6                              |                            | 4                                  |

### 7.2.2 Post 19

| Qualification Level  | Number of Learners | Exceeded qualification expectations | Met qualification expectations | Partially met expectations | No achievement towards expectation |
|----------------------|--------------------|-------------------------------------|--------------------------------|----------------------------|------------------------------------|
| OCR Life & Living E2 | 2                  |                                     | 1                              |                            | 1                                  |
| OCR Life & Living E3 | 1                  |                                     |                                |                            | 1                                  |
| AQA UAS L1           | 1                  |                                     | 1                              |                            |                                    |
| NCFE Certificate L1  | 2                  |                                     | 1                              | 1                          |                                    |
| <b>Totals</b>        | 6                  |                                     | 3                              | 1                          | 2                                  |

### 7.3 Radio Production & Podcasting

Radio Production qualifications include the NCFE Award/Certificate in Radio, NCFE Award/Certificate in Radio in Podcasting and AQA unit awards

|              | Number of Learners | Number of Qualifications Expected 16/17 | Met qualification expectations | Number of Qualifications not achieved | Number of Qualifications Expected for 17/18 |
|--------------|--------------------|---|--------------------------------|---------------------------------------|---|
| Key Stage 5  | 7 <sup>14</sup>    | 3                                       | 3                              |                                       | 5   |
| Post 19      | 5 <sup>15</sup>    | 6                                       | 3                              | 3 <sup>16</sup>                       | 0   |
| <b>Total</b> | 12                 | 9                                       | 6                              | 3                                     | 5   |

### 7.4 Music Technology

The Music Technology qualification is taken through the NCFE Award in Music Technology.

|              | Number of Learners | Number of Qualifications Expected 16/17 | Number of Qualifications not achieved | Number of Qualifications Extended | Number of Qualifications Expected for 17/18 |
|--------------|--------------------|---|---------------------------------------|-----------------------------------|---|
| Key Stage 5  | 3                  | 1                                       |                                       | 1                                 | 2   |
| Post 19      | 3                  | 3                                       | 1                                     | 2                                 |   |
| <b>Total</b> | 6                  | 4                                       | 1                                     | 3                                 | 2   |

<sup>14</sup> One learner is completing 2 qualifications in this subject area

<sup>15</sup> One learner is completing 2 qualifications in this subject area

<sup>16</sup> One learner left mid-way through the year – resulting in their expected qualifications being unachieved. Another learner chose not to continue with Radio.

### 7.5 Art & Design

Art and Design qualifications include the NCFE Certificate in Art and Design as well as Arts & Crafts units from the OCR Life and Living Award.

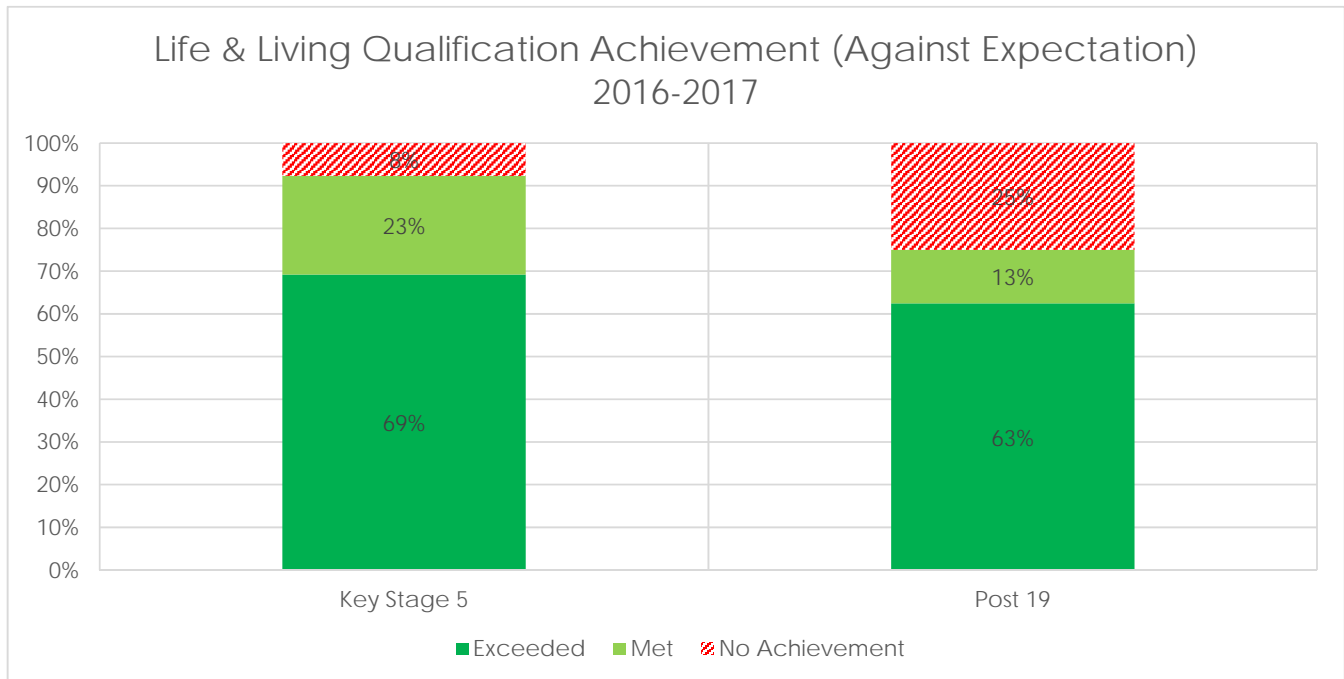
|              | Number of Learners | Met qualification expectations | No achievement towards expectation |
|--------------|--------------------|--------------------------------|------------------------------------|
| Key Stage 5  | 5                  | 5 <sup>17</sup>                | 0                                  |
| Post 19      | 1                  | 1                              | 0                                  |
| <b>Total</b> | 6                  | 6                              | 0                                  |

### 7.6 Vocational Qualifications

The qualifications entered for Work Skills/Occupational Studies include the OCR Life and Living and the NCFE Entry Level Award in Occupational Studies in the Workplace.

#### 7.6.1 OCR Life and Living

| OCR Life and Living | Number of Learners | Exceeded | Exceeded (with change of units) | Met Expectations | Met (with change of units) | Did not meet expectation |
|---------------------|--------------------|----------|---------------------------------|------------------|----------------------------|--------------------------|
| Key Stage 5         | 13                 | 4        | 5                               | 2                | 1                          | 1                        |
| Post 19             | 8                  | 3        | 2                               | 1                |                            | 2                        |
| <b>Total</b>        | 21                 | 7        | 7                               | 3                | 1                          | 3                        |



For the purposes of the graph the level of achievement (with or without changes have been included together)

<sup>17</sup> Change of unit – however the unit was equivalent in value and level

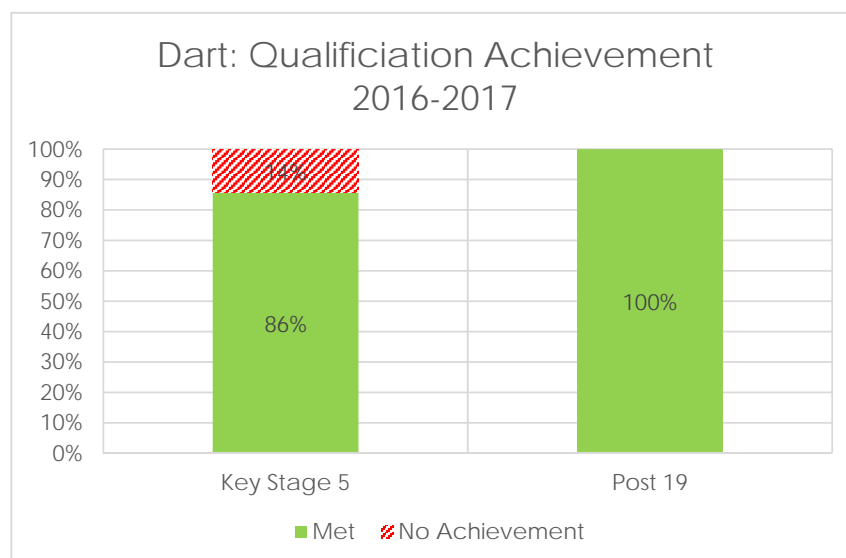
## 7.6.2 NCFE Occupational Studies

| NCFE Occ. Studies | Number of Learners | Exceeded | Met Expectations | Partially Met Expectations | Did not meet expectation |
|-------------------|--------------------|----------|------------------|----------------------------|--------------------------|
| Key Stage 5       | 2                  |          | 1                | 1 (cont. 17-18)            |                          |

## 7.7 Dart

All achievements are towards units from the OCR Life and Living Award at Entry 1.

|              | Number of Learners | Met qualification expectations | Total Units achieved | No achievement towards expectation |
|--------------|--------------------|--------------------------------|----------------------|------------------------------------|
| Key Stage 5  | 7                  | 6                              | 6                    | 1 <sup>18</sup>                    |
| Post 19      | 8                  | 8                              | 10                   | 0                                  |
| <b>Total</b> | <b>15</b>          | <b>14</b>                      | <b>16</b>            | <b>1</b>                           |



## 7.8 School (Exe)

School learners only complete qualifications in their final year before College. This year this only applied to 1 Exe learner who completed:

AQA Step Up to English at Entry 2

AQA Maths at Entry 2

<sup>18</sup> Learners transitional year out of education



7.9 Total Accredited Qualifications Achieved  
OCR Life and Living: Full Awards Achieved (2016-2017)

| Level         | Award Type         | Key Stage 5                    |          | Post 19                        |          | Total                          |
|---------------|--------------------|--------------------------------|----------|--------------------------------|----------|--------------------------------|
|               |                    | Exe                            | Dart     | Exe                            | Dart     |                                |
| Entry 1       | Introductory Award | 2                              | 6        |                                | 8        | 16                             |
|               | Award              | 1                              |          |                                |          | 1                              |
|               | Extended Award     | 1                              |          |                                |          | 1                              |
|               | Certificate        | 1                              |          |                                |          | 1                              |
| Entry 2       | Introductory Award | 1                              |          | 1                              |          | 2                              |
|               | Award              | 1                              |          | 1                              |          | 2                              |
|               | Certificate        | 2                              |          | 2                              |          | 4                              |
| Entry 3       | Introductory Award | 7                              |          | 2                              |          | 9                              |
|               | Award              | 5 (& 1 units only)             |          | 5                              |          | 10 (& 1 units only)            |
|               | Certificate        | 1 (& 1 units only)             |          | 3 (& 2 units only)             |          | 4 (& 3 units only)             |
| <b>Totals</b> |                    | <b>22 (&amp; 2 units only)</b> | <b>6</b> | <b>14 (&amp; 2 units only)</b> | <b>8</b> | <b>50 (&amp; 4 units only)</b> |

Ascentis Award in English Skills

| Level         | Award Type     | Key Stage 5 |               | Post 19   |               | Total     |               |
|---------------|----------------|-------------|---------------|-----------|---------------|-----------|---------------|
|               |                | Full Qual   | Units Towards | Full Qual | Units Towards | Full Qual | Units Towards |
| Entry 2       | Award          | 3           | 1             |           |               | 3         | 1             |
| Entry 3       | Award          | 3           |               | 1         | 1             | 4         | 1             |
|               | Extended Award | 2           |               | 1         |               | 3         |               |
| Level 1       | Award          | 2           |               |           |               | 2         |               |
| Level 2       | Certificate    |             |               |           | 1             |           | 1             |
| <b>Totals</b> |                | <b>10</b>   | <b>1</b>      | <b>2</b>  | <b>2</b>      | <b>12</b> | <b>3</b>      |

Ascentis Awards in Mathematical Skills

| Level         | Award Type | Key Stage 5 |               | Post 19   |               | Total     |               |
|---------------|------------|-------------|---------------|-----------|---------------|-----------|---------------|
|               |            | Full Qual   | Units Towards | Full Qual | Units Towards | Full Qual | Units Towards |
| Entry 1       | Award      | 1           |               | 1         |               | 2         |               |
| Entry 2       | Award      | 2           | 1             | 1         | 1             | 3         | 2             |
| Entry 3       | Award      |             | 3             | 1         | 1             | 1         | 4             |
| Level 1       | Award      | 4           |               | 1         |               | 5         |               |
| <b>Totals</b> |            | <b>7</b>    | <b>4</b>      | <b>4</b>  | <b>2</b>      | <b>11</b> | <b>6</b>      |

## CARE DATA Appendices

### 9. Evaluation of Safeguarding Information Summer Term

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.

#### 9.1 Learner statistics:

| Issue:  | Autumn term 2016 | Spring term 2017 | Summer term 2017 |
|---|------------------|------------------|------------------|
| <b>Total number of young people on roll at WESC</b>   | <b>80</b>        | <b>81</b>        | <b>82</b>        |
| <b>Number of issues logged, some of which consisted in the following actions:</b>   | <b>29</b>        | <b>17</b>        | <b>41</b>        |
| <ul style="list-style-type: none"> <li>• Number of external referrals/consultations made by the safeguarding team to:               <ul style="list-style-type: none"> <li>➢ MASH</li> <li>➢ Care Direct</li> <li>➢ LADO</li> </ul> </li> </ul> | 1                | 1                | 1                |
|   | 0                | 2                | 9                |
|   | 1                | 1                | 0                |
| • Number of referrals received from external source:  | 5                | 0                | 2                |
| • Number of issues shared with Social Worker/other (e.g. health professional):  | 4                | 4                | 6                |

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

| Young people under 18 years of age      | Autumn term 2016 | Spring term 2017 | Summer term 2017 |
|---|------------------|------------------|------------------|
| Number of young people at WESC under 18 | 26               | 25               | 22               |
| Number of individual referrals          | 16               | 7                | 5                |
| Number of young people this referred to | 10               | 5                | 4                |

| Young people 18 and over                   | Autumn term 2016 | Spring term 2017 | Summer term 2017 |
|--|------------------|------------------|------------------|
| Number of young people at WESC 18 and over | 54               | 56               | 60               |
| Number of individual referrals             | 13               | 10               | 36               |
| Number of young peoples this referred to   | 9                | 8                | 14               |

#### Evaluation:

As the table above shows there were 41 safeguarding issues reported to designated persons in the summer term. There was some duplication in recording and although the above figure for Care Direct referrals indicates 9 in actuality there were only 5 cases referred and 1 referred from Care Direct to us. This issue of duplicate recording has been addressed with staff. Some of the concerns that arose were as follows:

- Concerns raised over lack of funds for a young person in the all year round provision. This case was referred to Care Direct and the young person's local authority safeguarding team/Social Worker are investigating concerns – ongoing.
- A medication error occurred and was referred to Care Direct, the recording of this concern was documented in both a safeguarding log and also via an accident/incident log.
- Case referred to Care Direct - young person had alleged a staff member had hit him, but this proved to be unfounded

- Staff member's practice issue was referred to Care Direct for advice – did not meet the threshold. A professional guidance improvement plan was implemented for the staff member in question.
- A young person alluded to being hit by his brother, this was referred to MASH. It transpired the young person had a tendency to exaggerate and no evidence, such as bruising etc., was found. MASH were satisfied with the outcome.
- There was Police involvement in 2 cases:
  - 1 x incident regarding young people residing in Landlord Supported Housing provision.
  - 1 x referral from Police re incident with dog bite to a parent who was admitted to hospital. This culminated in an extra night at WESC for young person who it was deemed was not in any danger.
- Care Direct referred a safeguarding concern raised by parent over staff member working privately for them during holiday break.

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.

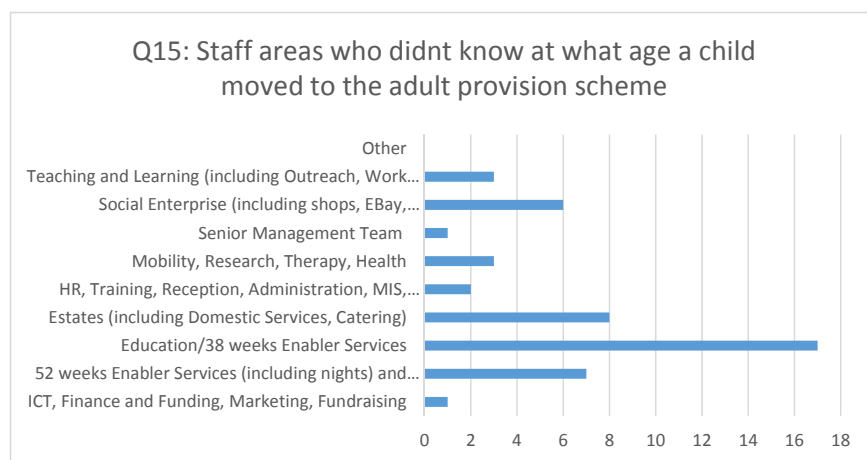
There are eight members of the safeguarding team at WESC, all of whom have been trained in Safeguarding Child Protection Level 3 and Adult Safeguarding Level 3:

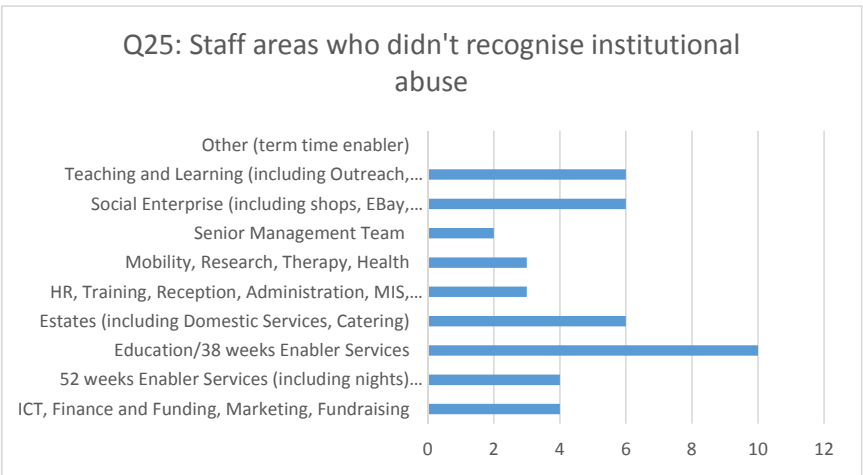
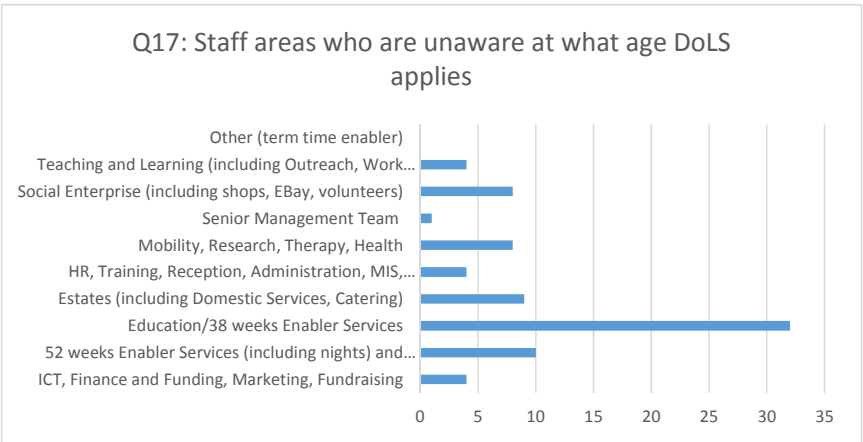
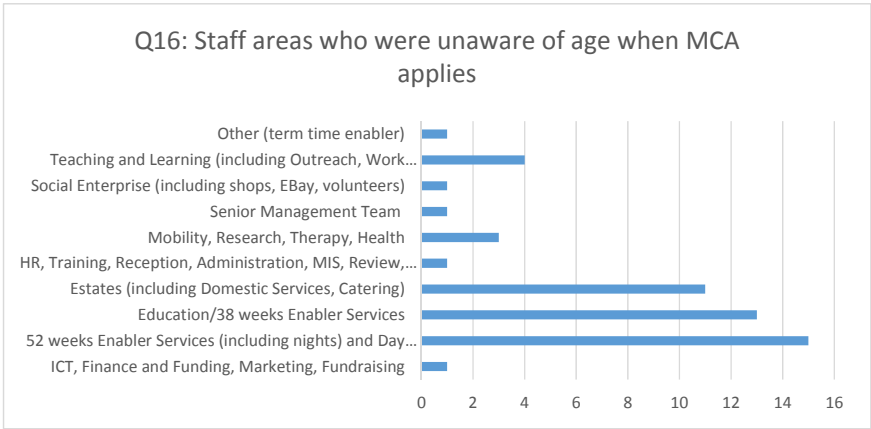
- Marc Phillips – Designated Safeguarding Lead
- Teresa Delaney – Deputy Designated Safeguarding Lead
- Safeguarding Team:
  - Mark Braithwaite
  - Hazel Browning
  - David Liley
  - Jane Nutt
  - Niki Tansley
  - Pauline Weston

A safeguarding questionnaire was launched at the beginning of the summer term, for all staff to complete via the 'survey monkey' tool. There was a good response to the questionnaire with the record showing a total of 227 completed, however, there were a few repetitions as some staff had completed more than once!

Ten hard copies were received from volunteers working in Charity shops, unfortunately these were only partially completed so could not be added to 'survey monkey' as all questions were mandatory. This outcome highlighted the need for further training, which will be provided to volunteers in WESC's 6 charity shops over the autumn term 2017.

Overall the findings were quite positive, staff have a good knowledge of safeguarding issues. However, four questions were identified requiring further breakdown of analysis as detailed below:





**Outcomes/conclusions:**

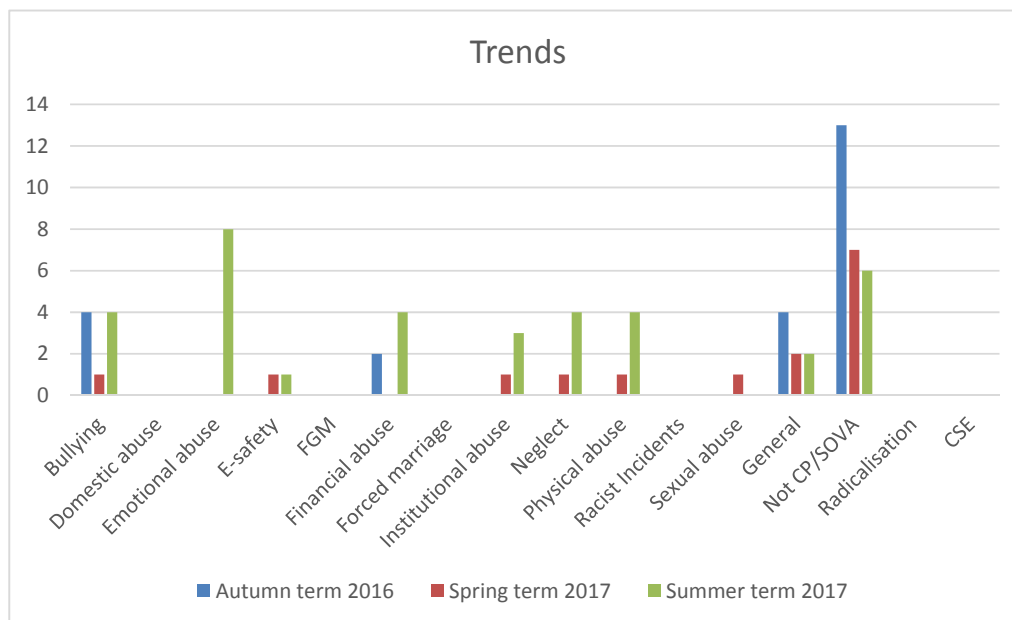
- Team Leaders will address the above issues during team meetings.
- MBr will raise subject matter during Teachers Forum.
- Learning and development methods have been explored with the importance of choosing a style that will optimise the learning experience for maximum effectiveness,

such as classroom setting, roll play, e-learning, video link (using video portal on the Intranet), scenario training.

## 9.2 Trends:

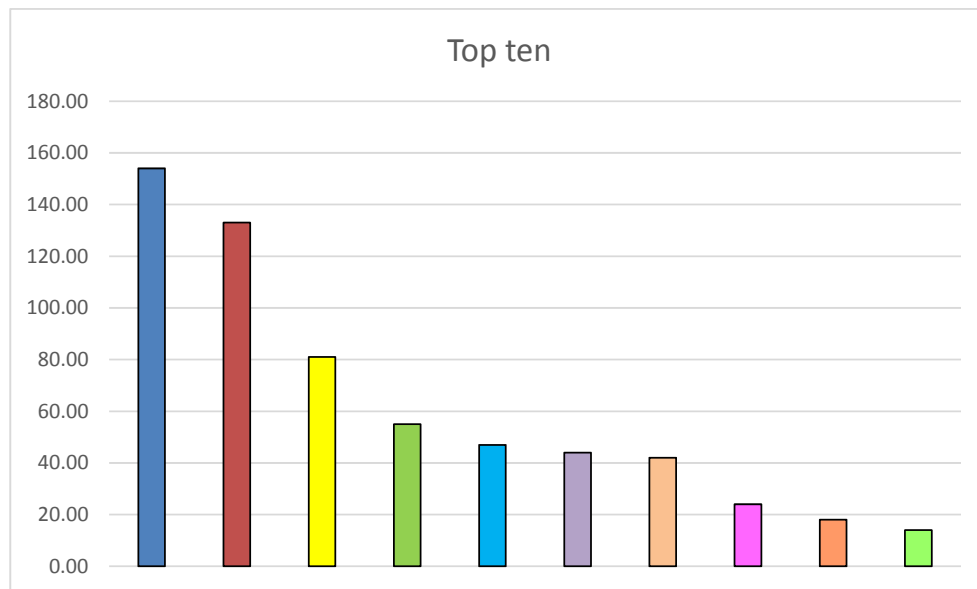
The monitoring of trends in safeguarding each term will highlight to us the general direction in which something is developing or changing. The safeguarding team will monitor numbers, outcomes and trends and ensure best practice is disseminated to all staff through training.

| Trends:             | Autumn term 2016 | Spring term 2017 | Summer term 2017 |
|---------------------|------------------|------------------|------------------|
| Bullying            | 4                | 1                | 4                |
| Domestic abuse      | 0                | 0                | 0                |
| Emotional abuse     | 0                | 0                | 8                |
| E-safety            | 0                | 1                | 1                |
| FGM                 | 0                | 0                | 0                |
| Financial abuse     | 2                | 0                | 4                |
| Forced marriage     | 0                | 0                | 0                |
| Institutional abuse | 0                | 1                | 3                |
| Neglect             | 0                | 1                | 4                |
| Physical abuse      | 0                | 1                | 4                |
| Racist Incidents    | 0                | 0                | 0                |
| Sexual abuse        | 0                | 1                | 0                |
| General             | 4                | 2                | 2                |
| Not CP/SOVA         | 13               | 7                | 6                |
| Radicalisation      | 0                | 0                | 0                |
| CSE                 | 0                | 0                | 0                |

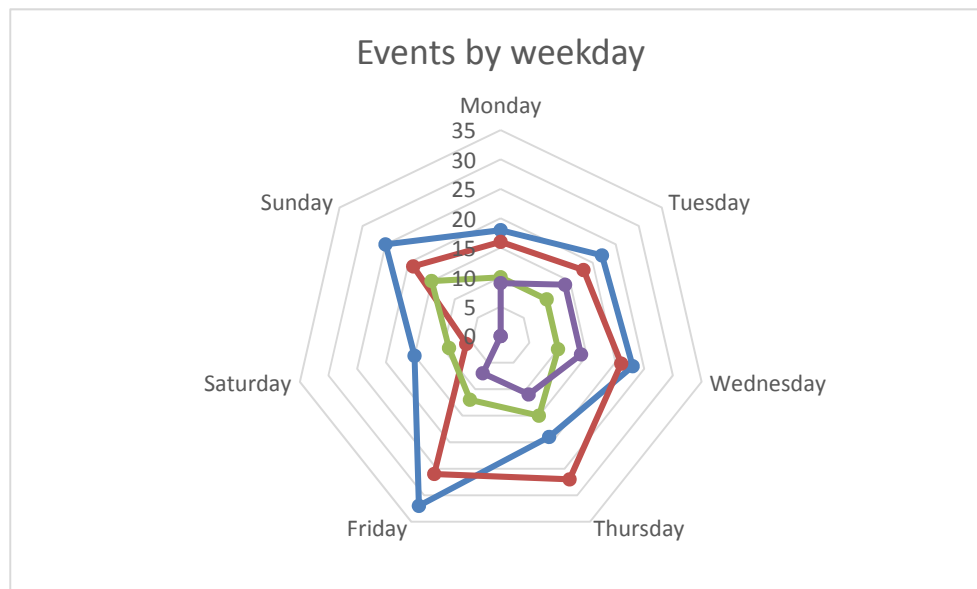


## 10. Behavioural logs recorded in the summer term 2017

There were 671 behavioural logs recorded in the summer term 2017, the most prolific of these are mirrored in the chart below (top 10).



The chart below is looking for common denominators to particular days of the week with four young people who have the most behavioural logs recorded:



YP1 and YP2 both reside in the all year round provision and have rooms in Maple Lodge. Behavioural outbursts/issues seem to be heightened on Fridays for YP1 and Thursdays for YP2.

YP3 resides in Nell Arran and is a termly boarder in education. YP3's behavioural outbursts seem to peak on Thursdays and Sundays.

YP4 is resident in Haldon House and accesses education on a weekly basis, Tuesdays and Wednesdays seem to be her problematic days.

## 11. Ofsted and CQC Notifications

| ISSUE NOTIFIED  |  | NUMBER OF NOTIFICATIONS AUTUMN 2016 | NUMBER OF NOTIFICATIONS SPRING 2017 | NUMBER OF NOTIFICATIONS SUMMER 2017 |
|---|--|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Changes to the provider's statement of purpose (R12)   |  | 0                                   | 0                                   | 0                                   |
| 2. Absence (and return from absence) of registered persons (R14)  |  | 0                                   | 0                                   | 0                                   |
| 3. Changes affecting a registered person (R15)  |  | 0                                   | 0                                   | 0                                   |
| 4. Death of a person who uses the service (R16)   |  | 0                                   | 0                                   | 0                                   |
| 5. Deaths and unauthorised absences of people who are detained or liable to be detained under the Mental Health Act 1983 (R17)      |  | 0                                   | 0                                   | 0                                   |
| 6. Serious injuries to people who use the service (R18)   |  | 0                                   | 0                                   | 0                                   |
| 7. Application to deprive a person of their liberty (under the Mental Capacity Act), including its outcome (R18)                    |  | 0                                   | 2                                   | 0                                   |
| 8. Abuse and allegations of abuse involving people who use the service (R18)  |  | 0                                   | 0                                   | 1                                   |
| 9. Events that prevent or threaten to prevent the provider from carrying on regulated activities safely and properly (R18)          |  | 0                                   | 0                                   | 0                                   |
| 10. Incidents reported to or investigated by the police (R18)   |  | 0                                   | 0                                   | 0                                   |
| 11. Placement of children or young people on an adult psychiatric ward (R18)  |  | 0                                   | 0                                   | 0                                   |
| 12. Death of a service provider (including a personal representative's plans for a service following the death of a provider) (R21) |  | 0                                   | 0                                   | 0                                   |
| 13. Appointment of liquidators (R22)  |  | 0                                   | 0                                   | 0                                   |
| OFSTED:   |  | 0                                   | 0                                   | 0                                   |
| <b>TOTAL</b>  |  | <b>0</b>                            | <b>2</b>                            | <b>1</b>                            |

During the summer term 2017, there was one notification to CQC (allegation of abuse). The notifications are being reported within the time scales set out by CQC.

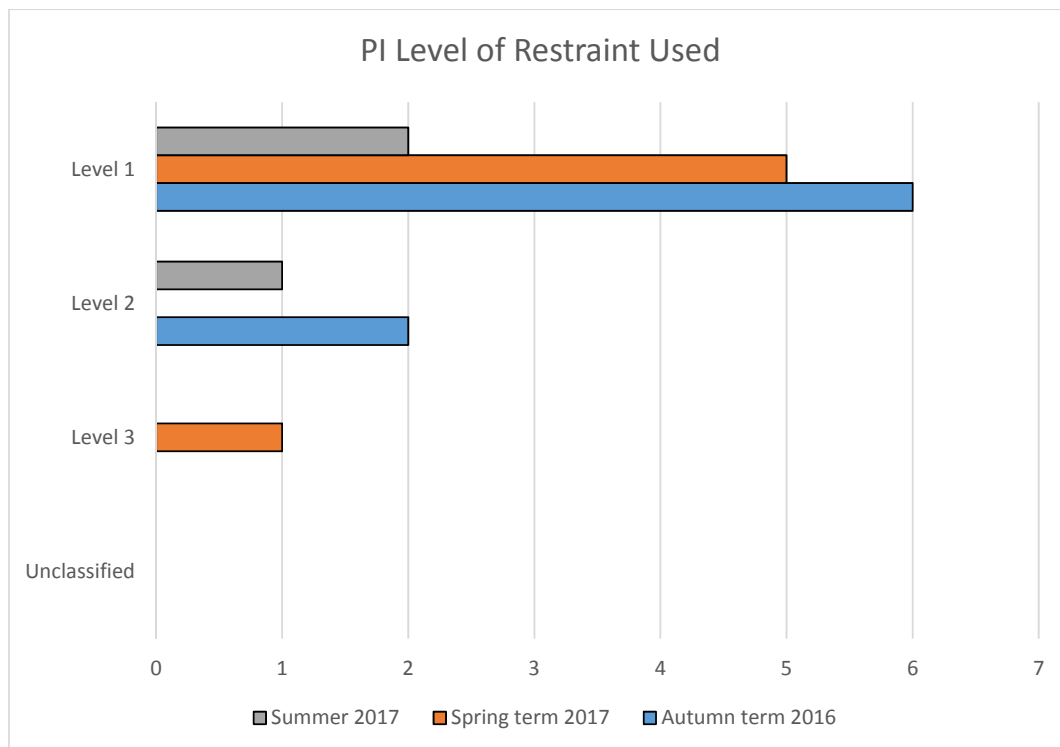
## 12. Physical Intervention Summary Report

'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 (18<sup>th</sup> April 2017 to 4<sup>th</sup> September 2017) there were 3 incidents recorded where physical intervention was necessary.

The data in this report has been gathered from WESC Foundation's Management Information 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.



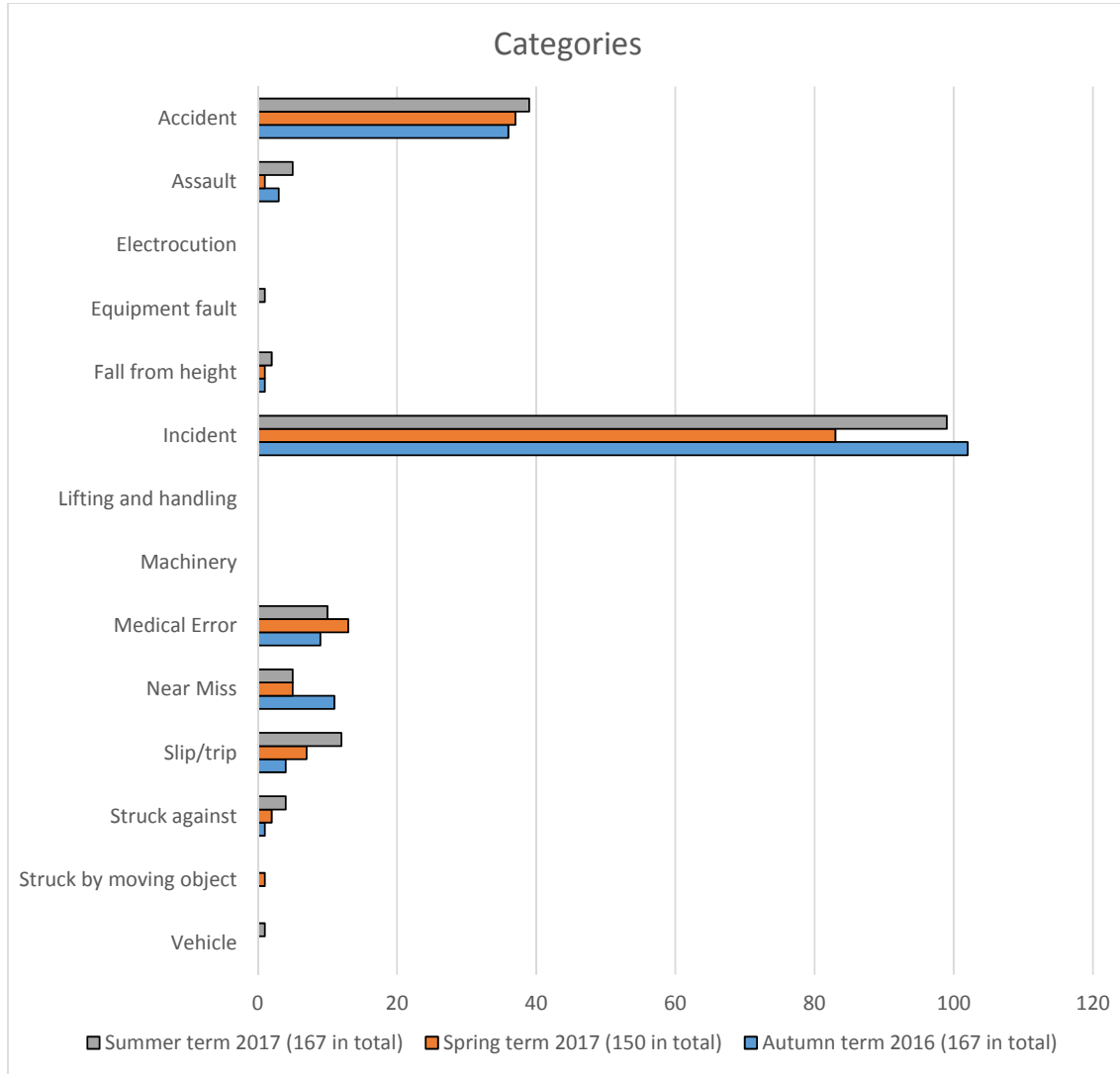
Definitions of levels:

- Level 1 = Physical intervention but person can remove him/herself (no restraint)
- Level 2 = Intervention administered by one person
- Level 3 = Restraint delivered by level 2 NAPPI trained staff and has restricted the movement of the young person.

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



There were 178 accident/incidents recorded in the summer term (18<sup>th</sup> April 2017 to 4<sup>th</sup> September 2017), which are categorised in the table below. Two of these records culminated in physical intervention and are itemised in the PI graph above (3 x incidents).



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: | Autumn term 2016 | Spring term 2017 | Summer term 2017 |
|--|------------------|------------------|------------------|
| MASH   | 0                | 0                | 0                |
| LADO   | 0                | 0                | 0                |
| Care Direct                                      | 0                | 0                | 1                |
| Social Worker                                    | 7                | 4                | 7                |

### 13. Staff Supervisions Data Evaluation Report

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

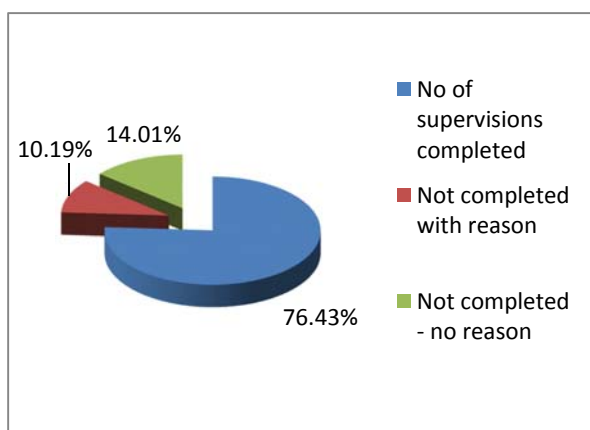
#### **Summer (April/May) 2017**

For the first half of the summer term there was a total of 157 operational staff requiring supervision. Of this 157, 120 staff received supervision. Of the 38 that did not receive supervision – 2 were on maternity leave, 5 off sick, 4 due to Team Leader being off sick, 2 receiving weekly 1:1s instead and 1 because of staffing issues, therefore, staff could not be supervised. 2 supervisions were only partially completed. Of the remaining 21 staff members, they did not receive supervision and no reason was given by their supervisor.

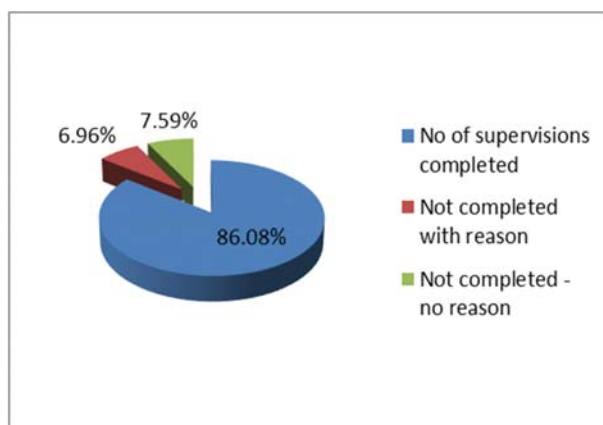
|               | No of staff requiring supervision | as %        | No of supervisions completed | as %          | Not completed with reason | as %          | Not completed - no reason | as %          |
|---------------|-----------------------------------|-------------|------------------------------|---------------|---------------------------|---------------|---------------------------|---------------|
| Managers      | 29                                |             | 23                           | <b>79.3%</b>  | 4                         | <b>13.8%</b>  | 2                         | <b>6.9%</b>   |
| AYRP          | 27                                |             | 18                           | <b>66.7%</b>  | 3                         | <b>11.1%</b>  | 6                         | <b>22.2%</b>  |
| Shift A       | 14                                |             | 13                           | <b>92.9%</b>  | 1                         | <b>7.1%</b>   | 0                         | <b>0.0%</b>   |
| Shift B       | 31                                |             | 26                           | <b>83.9%</b>  | 0                         | <b>0.0%</b>   | 5                         | <b>16.1%</b>  |
| Shift C       | 26                                |             | 14                           | <b>53.8%</b>  | 8                         | <b>30.8%</b>  | 4                         | <b>15.4%</b>  |
| Night staff   | 13                                |             | 13                           | <b>100.0%</b> | 0                         | <b>0.0%</b>   | 0                         | <b>0.0%</b>   |
| Health team   | 5                                 |             | 1                            | <b>20.0%</b>  | 0                         | <b>0.0%</b>   | 4                         | <b>80.0%</b>  |
| Therapy       | 12                                |             | 12                           | <b>100.0%</b> | 0                         | <b>0.0%</b>   | 0                         | <b>0.0%</b>   |
| <b>TOTALS</b> | <b>157</b>                        | <b>100%</b> | <b>120</b>                   | <b>76.43%</b> | <b>16</b>                 | <b>10.19%</b> | <b>21</b>                 | <b>14.01%</b> |

Based on these figures and the reasons given 86.62% of staff were available to receive supervision.

First half of the summer term 2017



First half of the spring term 2017



**Spring (June/July) 2017**

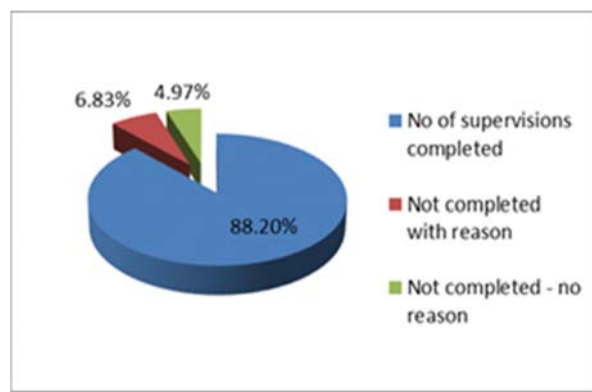
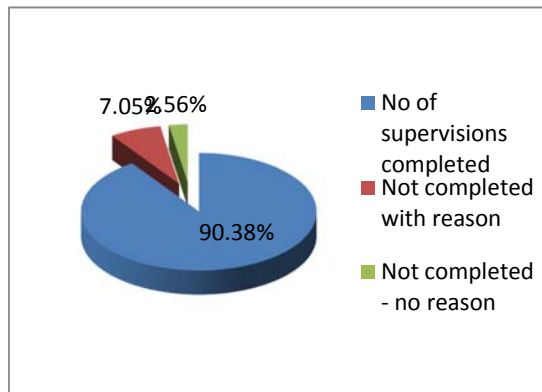
For the second half of the summer term there was a total of 156 operational staff requiring supervision. Of this 156, 141 staff received supervision. Of the 15 that did not receive supervision – 4 were off sick, 3 on maternity leave, 1 due to Team Leader being off sick, 2 staff left and 1 due to staffing issues, therefore, staff could not be supervised. Of the remaining 4 staff members, they did not receive supervision and no reason was given by their supervisor.

|               | No of staff requiring supervision | as %        | No of supervisions completed | as %          | Not completed with reason | as %         | Not completed - no reason | as %         |
|---------------|-----------------------------------|-------------|------------------------------|---------------|---------------------------|--------------|---------------------------|--------------|
| Managers      | 28                                |             | 27                           | <b>96.4%</b>  | 0                         | <b>0.0%</b>  | 1                         | <b>3.6%</b>  |
| AYRP          | 24                                |             | 19                           | <b>79.2%</b>  | 4                         | <b>16.7%</b> | 1                         | <b>4.1%</b>  |
| Shift A       | 16                                |             | 15                           | <b>93.8%</b>  | 1                         | <b>6.2%</b>  | 0                         | <b>0.0%</b>  |
| Shift B       | 32                                |             | 31                           | <b>96.9%</b>  | 1                         | <b>3.1%</b>  | 0                         | <b>0.0%</b>  |
| Shift C       | 26                                |             | 23                           | <b>88.5%</b>  | 2                         | <b>7.7%</b>  | 1                         | <b>3.8%</b>  |
| Night staff   | 13                                |             | 11                           | <b>84.6%</b>  | 2                         | <b>15.4%</b> | 0                         | <b>0.0%</b>  |
| Health team   | 5                                 |             | 5                            | <b>100.0%</b> | 0                         | <b>0.0%</b>  | 0                         | <b>0.0%</b>  |
| Therapy       | 11                                |             | 10                           | <b>90.9%</b>  | 1                         | <b>9.1%</b>  | 0                         | <b>0.0%</b>  |
| <b>TOTALS</b> | <b>156</b>                        | <b>100%</b> | <b>141</b>                   | <b>90.38%</b> | <b>11</b>                 | <b>7.05%</b> | <b>4</b>                  | <b>2.56%</b> |

Based on these figures and the reasons given 94.34% of staff were available to receive supervision.

Second half of the summer term 2017

Second half of the spring term 2017

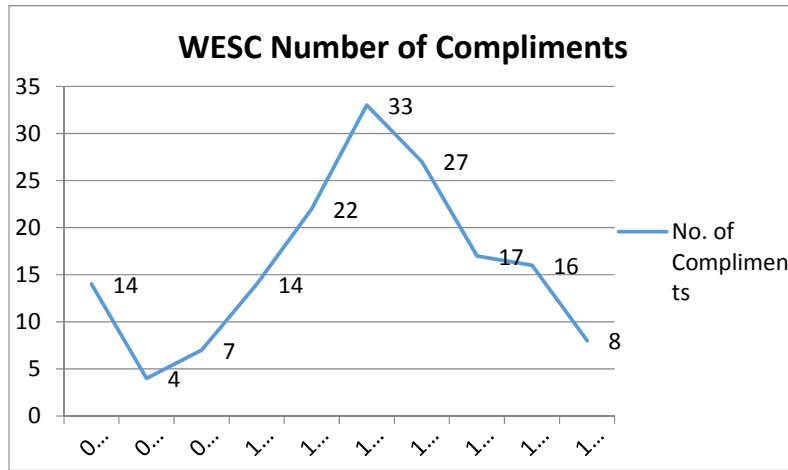


## 14. Compliments and Complaints

### 14.1 Compliments

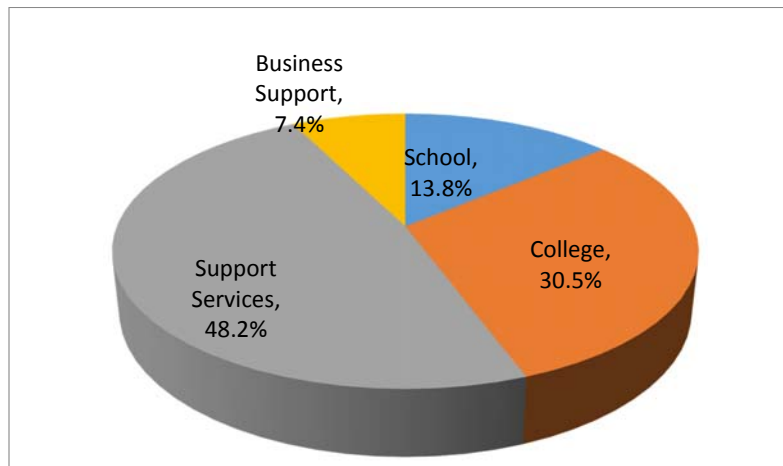
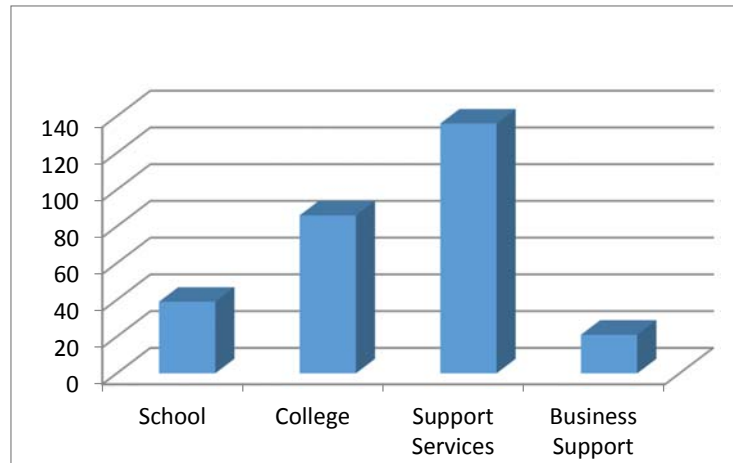
Record of Compliments commencing from the academic year of 2006/07 to present date: 27<sup>th</sup> July 2017

There were two compliments recorded in the summer term 2017



Number of yearly Compliments

Areas of Compliments to

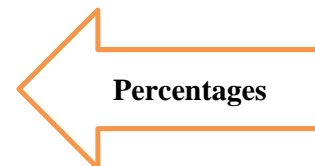
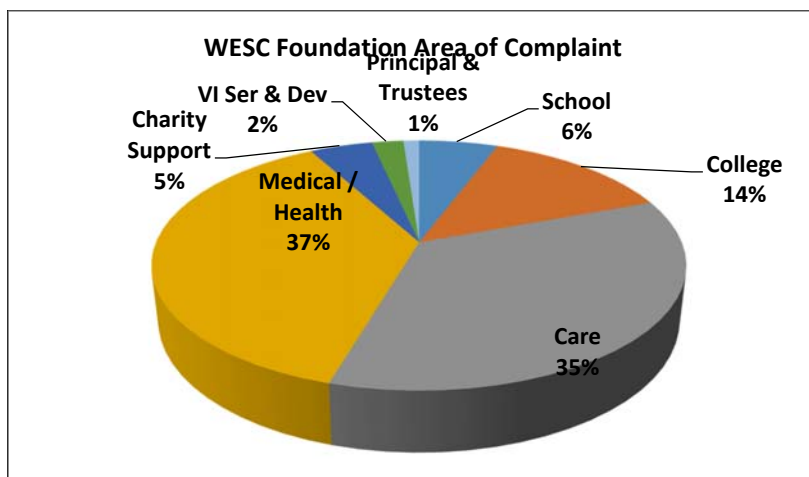
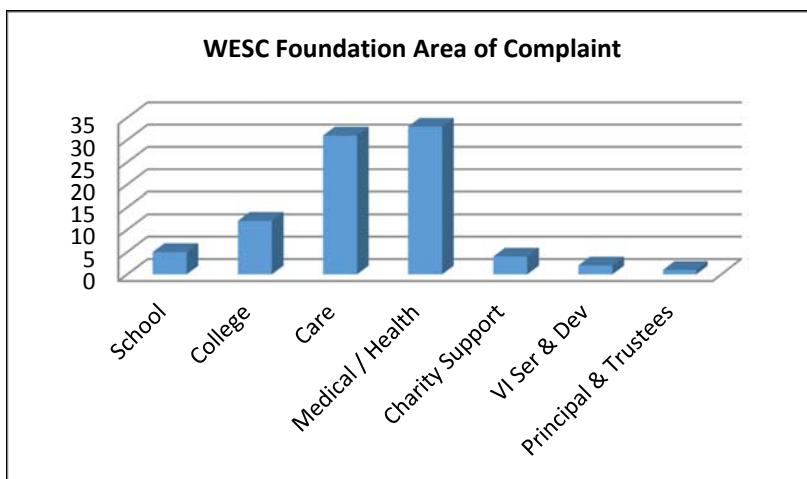
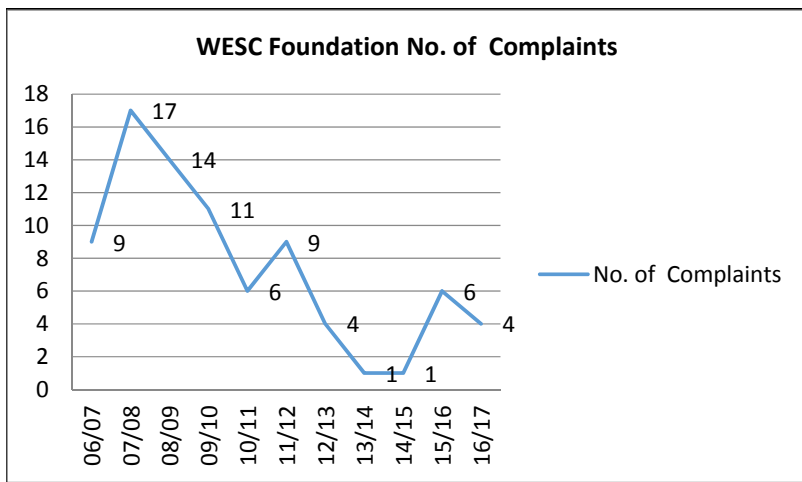


Percentages

14.2 Complaints

Record of Complaints beginning from the academic year of 2006/07 to present date:  
27<sup>th</sup> July 2017

There were no complaints recorded in the summer term 2017

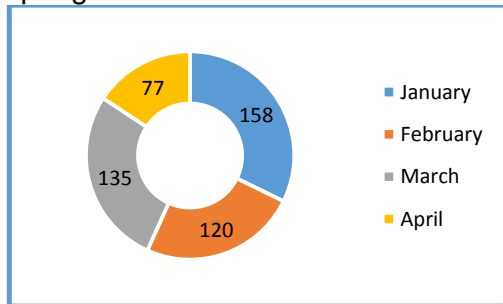


## 15. Off Site Activity Data Summer term (18<sup>th</sup> April 2017 to 20<sup>th</sup> July 2017)

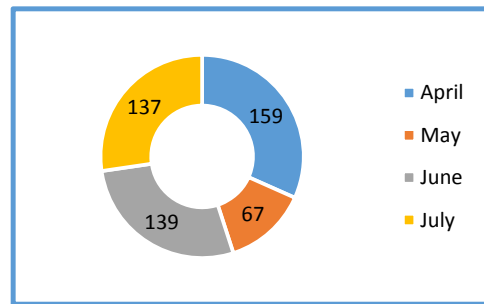
In the summer term, there were 502 off-site activity/trips organised by care staff for residential young people as opposed to 431 in the spring term 2017. This term we had 66 young people in residential care who were either: termly/weekly boarders, accessed respite and resided only on certain nights, were all year round residents or those who have attended the adult day service. The total number of young people off-site on an organised trip over the summer period was 923. The following charts show the breakdown for these figures in comparison to previous terms. The majority of data in the summer term 2017, has been recorded on WESC's Management Information system (Databridge).

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

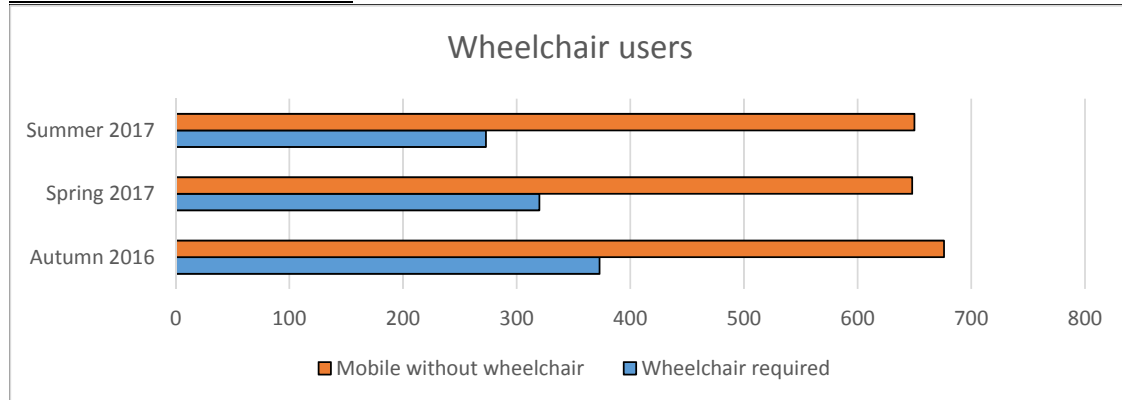
Spring 2017



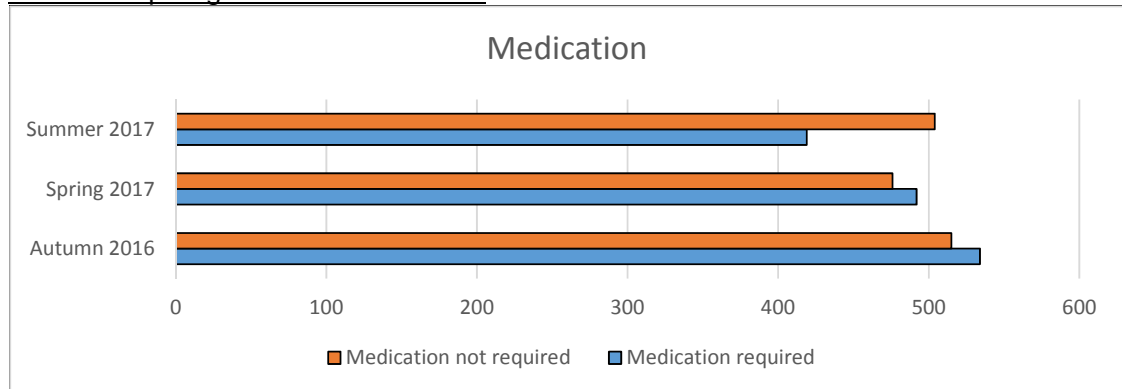
Summer 2017



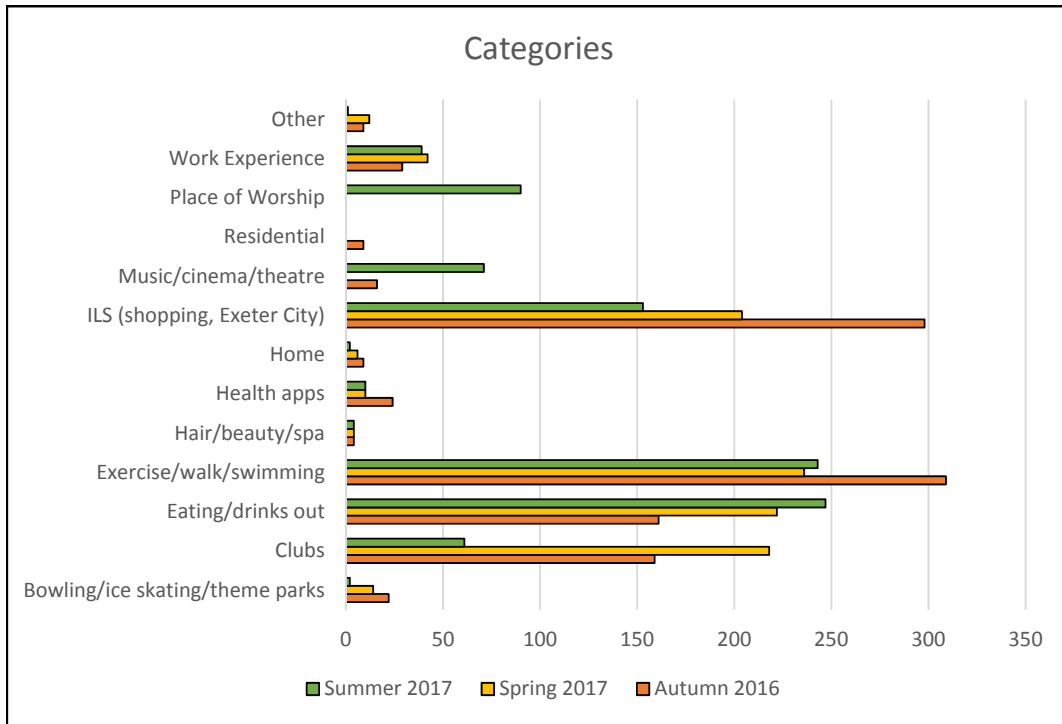
Number of wheelchair users:



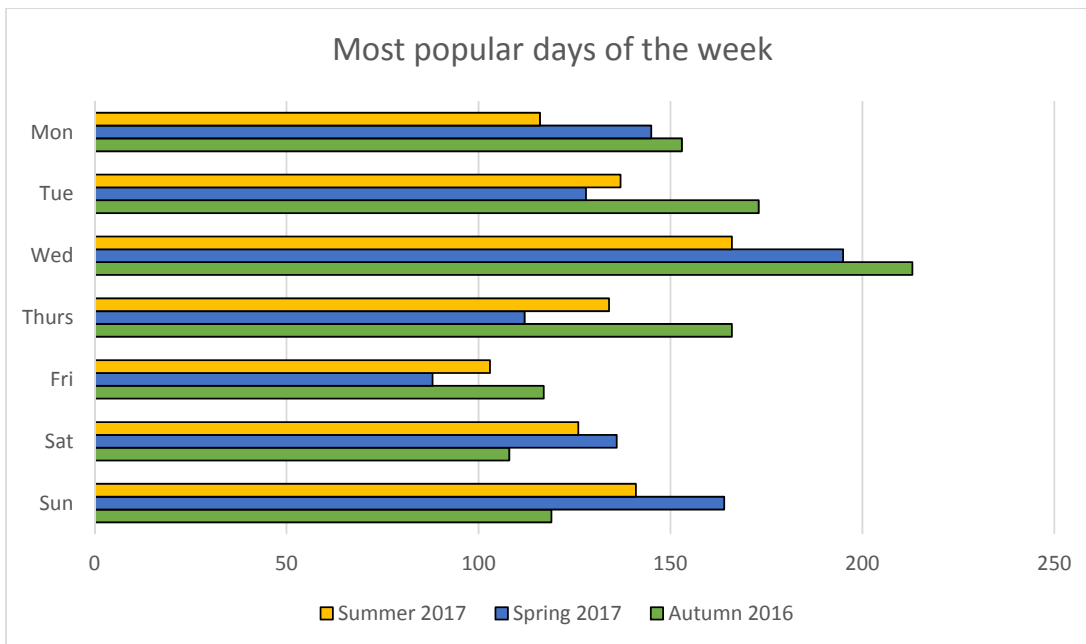
Number requiring medication whilst out:



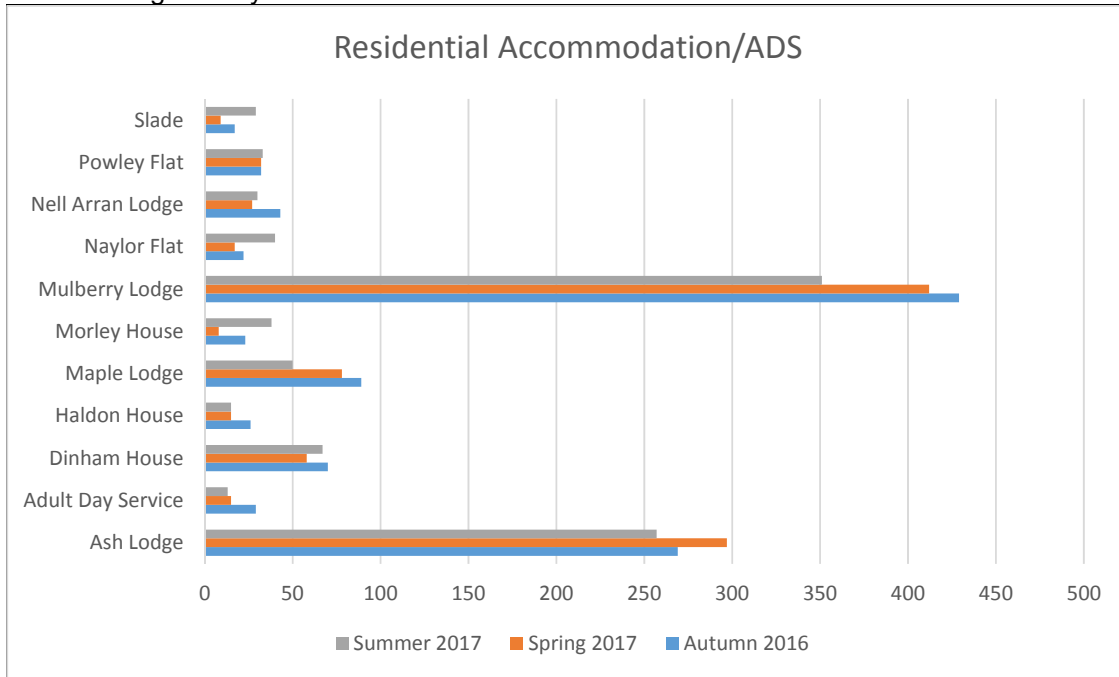
Below showing activities young people participated in: The figures below show activities young people participated in during the academic year of 2016-2017 (1<sup>st</sup> September 2016 to 20<sup>th</sup> July 2017). The 'place of worship' category is new for the summer term 2017 and was previously recorded under 'clubs'.



Most common days the young people go out on: Wednesdays continues to be the most popular day for trips out.



Number of young people going out in each residential house, including the adult day service. The young people in all the year round provision (Ash, Maple and Mulberry) and those in ADS access community wide activities during the day. All other houses are Education based during the day/week.



## 16. Standard 20 Evaluation Report- Summer Term 2017

This report is an analysis of actions and recommendations set and completed following the Standard 20 (S20) visits, which are based on Ofsted's National Minimum Standards for Residential Schools (Standard 20).

*Standard 20.2 states: Most monitoring visits are carried out unannounced. They include: checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children; evaluation of the effectiveness of the care provided to children and whether they are safeguarded; assessment of the physical condition of the building, furniture and equipment of the school; and opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish).*

This evaluation report is produced termly and aims to provide a progress update to accompany the S20 Inspection reports carried out by a Consultant from an independent agency (Your Care Associates). The following statistics are based on two Inspections carried out in the summer term 2017, by Your Care Associates. Trustee's also inspected on five occasions, 25<sup>th</sup> April, 16<sup>th</sup> May, 13<sup>th</sup> June, 10<sup>th</sup> July and 16<sup>th</sup> August 2017. The following is a breakdown of recommendations/considerations suggested by the appointed Consultant who reviewed 4 x care plans and 2 x Databridge (MIS) folders over the summer term:

| Date           | Number of recommendations | Achieved   | Partly achieved | Not achieved | % achieved |
|----------------|---------------------------|------------|-----------------|--------------|------------|
| 15th May 2017  | 58                        | 58         | 0               | 0            | 100%       |
| 10th July 2017 | 84                        | 64         | 20              | 0            | 76%        |
| <b>TOTALS</b>  | <b>142</b>                | <b>122</b> | <b>20</b>       | <b>0</b>     | <b>86%</b> |



## HR Data Appendices

### 17. HR

#### Safeguarding Training statistics

Summer – 1<sup>st</sup> April 2017 to 31<sup>st</sup> August 2017

| Training:   | Summer term 2016 | Winter Term 2016 | Spring 2017 | Summer 2017 |
|---|------------------|------------------|-------------|-------------|
| <b>Total number of staff who attended/received safeguarding training</b>              | <b>298</b>       | <b>259</b>       | <b>242</b>  | <b>244</b>  |
| <b>Total number of training sessions this term, which consisted of the following:</b> | <b>39</b>        | <b>41</b>        | <b>59</b>   | <b>20</b>   |
| Safeguarding induction training sessions  | 9                | 3                | 3           | 3           |
| • Number of Safeguarding team member training sessions attended:                      | 5                | 1                | 3           | 4           |
| • Number of Safeguarding refresher updates/briefings:                                 | 14               | 4                | 1           | 4           |
| • Number of Safer recruitment training sessions:                                      | 1                | 0                | 0           | 0           |
| • SOVA (Safeguarding of Vulnerable Adults) training:                                  | 0                | 1                | 1           | 0           |
| • MCA & DoLS (Mental Capacity Act and Deprivation of Liberty Safeguards)              | 10               | 26               | 2           | 1           |
| • Epilepsy and Midazolam  | 1                | 3                | 7           | 8           |
| Safeguarding recording and Analysis   | 1                | 0                | 0           | 0           |
| Keeping Children Safe emailed to all staff  | -                | -                | 242         | 0           |

#### Evaluation:

There have been 19 new starters this term and all new starters attended induction day training. This included care staff, administration and business development staff. 11 hands-on staff completed safeguarding induction training.

The figure in the above table for 'Total number of staff who attended/received safeguarding training' consists of the following:

- Safeguarding questionnaire completed by 190 members of staff

**Staff Numbers**  
**Summer Term**

|               | Summer 2016 | Winter 2016 | Spring 2017 | Summer 2017 |
|---------------|-------------|-------------|-------------|-------------|
| Staff numbers | 252         | 259         | 242         | 244         |
| Staff FTE     | 195.15      | 198.33      | 197.04      | 196.15      |
| Male          | 65          | 67          | 65          | 66          |
| Female        | 187         | 190         | 177         | 178         |

**Recruitment**  
**Summer Term**

|   | Summer 2016                           | Winter 2016 | Spring 2017                  | Summer 2017                |
|---|---------------------------------------|-------------|------------------------------|----------------------------|
| No of staff vacancies advertised                        | 12 ( including multiple for enablers) | 14          | 11 ( incl multiple enablers) | 17 (plus multiple enabler) |
| No of vacancies filled                                  | 21                                    | 16          | 15                           | 19                         |
| Average recruitment advertising spend per staff vacancy | £150                                  | £100        | £70                          | £100                       |
| No of volunteers recruited                              | 11                                    | 5           | 5                            | 12                         |

| 31 March 2017                               | Staff numbers | FTE at | FTE vacancies | Summer 2017 FTE vacancies |
|---|---------------|--------|---------------|---------------------------|
| <b>Teachers &amp; teacher lead teachers</b> | 14            | 12.25  | 0             | 3.87                      |
| <b>Enablers and seniors</b>                 | 132           | 103.73 | 20.2          | 18.3                      |
| <b>Managers ( Care &amp; Support)</b>       | 6             | 6      | 0             | 0                         |
| <b>Therapist/nurses/mobility</b>            | 18            | 18.47  | 1             | 1.18                      |

### Staff absence

| Staff Absence/Sickness    | Rolling year to End Aug 2016 | Rolling year to End Dec 2016 | Rolling year to end March 2017 | Variance       | Rolling Year to End Aug 2017 | Variance       |
|---------------------------|------------------------------|------------------------------|--------------------------------|----------------|------------------------------|----------------|
| Days lost                 | 2497                         | 2336                         | 2021.68                        | Down 15%       | 1935.44                      | Down 22%       |
| Average days per employee | 9.9                          | 9.1                          | 8.35                           | Down 0.75 days | 7.93                         | Down 1.97 days |
| Days lost <8 days         | 970                          | 885                          | 988.2                          | Up 11%         | 877.81                       | Down 9.6%      |
| Days lost >28 days        | 1063                         | 1117                         | 576                            | Down 48%       | 552                          | Down 48%       |

### Staff absence by area (Rolling 12 months)

| Role & Days lost                   | Summer term 2016 | Winter Term 2016 | Spring Term 2017 | Summer Term 2017 | Variance Summer 16-17 |
|------------------------------------|------------------|------------------|------------------|------------------|-----------------------|
| Teacher                            | 97.25            | 145              | 230.92           | 264              | Up 271%               |
| Enablers/Therapist/mobility/nurses | 1936.72          | 1570             | 1315.41          | 1062.88          | Down 45%              |
| Other                              | 447.34           | 621              | 541.13           | 608.56           | Up 136%               |

### Staff training events Summer Term

| Staff    | Safeguarding Training | NAPPI | Manual Handling | Fire Training | Epilepsy Training |
|----------|-----------------------|-------|-----------------|---------------|-------------------|
| Managers | 12                    | 0     | 7               | 6             | 0                 |
| Teachers | 10                    | 0     | -               | 1             | 0                 |
| Enablers | 133                   | 47    | 71              | 70            | 50                |
| Support  | 22                    | -     | 11              | 14            | 1                 |
| other    | 49                    | -     | 28              | 28            | 0                 |