



engaging  
potential

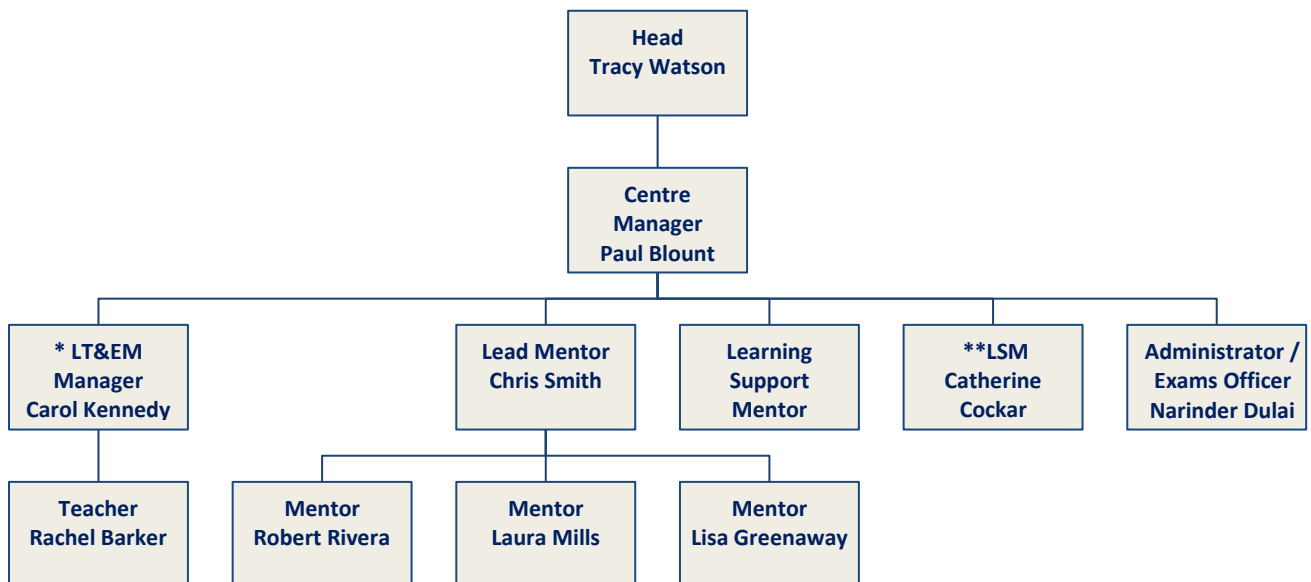
**Engaging Potential**  
**Annual Report**  
**Academic year 2014 - 2015**

**Introduction**

Engaging Potential (EP) is an alternative education provider for disengaged young people with special educational needs. Our mission is to re-engage them with learning opportunities and positive life experiences through mentoring, individual learning and social development.

**Staffing**

**Engaging Potential Organisation Chart (July 2015)**



\* LT&EM - Lead Teacher and Education Manager

\*\* LSM – Learning Support Mentor

**Ethnicity Monitoring**

Ethnicity Monitoring (Academic Year)		08/09	09/10	10/11	11/12	12/13	13/14	14/15
White British	Boys	14	12	9	10	11	11	11
	Girls	0	0	0	0	0	2	2

Other White British	Boys						1	1
	Girls							

**Table shows the gender and ethnicity background of students at EP**

### **Accreditation at EP**

The baseline assessments alongside Rickter Scale Assessments on attitude to education and a range of Standardised Assessments now enable the team to get a full picture of strengths and weaknesses for each young person. It also helps us to identify ways of working to build personalised programmes that work so well with our young people. We have brought our Specialist Assessor provision in-house, which allows greater flexibility in ensuring that young people get Access Arrangements for external exams: this year, three scribes and two readers were required.

Overall, the range of external exams this year was wider than ever: a total of 7 young people took the AQA Level 1/2 Certificate Preparation for Working Life. There was one candidate for iGCSE Science, and 5 achieved Entry Level Science. We entered 4 candidates for the accessible AQA Free Standing Maths Qualification (FSMQ), and 3 should achieve the Use of Maths Certificate, at least 1 at Higher level. One candidate completed Entry Level History with AQA, and another completed the Applied History (OCR) Level 1/2 Certificate. Two candidates also entered OCR Living Texts Level 1/2 Certificates, completing an English suite with Level 1 or 2 Functional Skills, equivalent to English Literature and Language GCSEs.

Following from our Entry Level 3 Functional Skills baseline in ICT, we have entered candidates for Level 1 and Level 2 ICT Functional Skills, and hope to develop this further next years with some basic coding.

Four of our young people also achieved the Bronze level Arts Award, a Level 1 award, thanks to the sterling work of Laura Mills and Catherine Cockar.

We are still working with the AQA Unit Award scheme, which extends the range of curriculum offering into Geography and Art (including photography), among others: it is always encouraging to see the young people’s amazement when they see they have completed a certificate where so often they have only felt failure.

We have put in place a programme of work around SMSCE which centers on a study of each of the continents in turn. During each term, we focus on the geography, culture, religion, customs, religion, art and food from each area; we find we learn as much as the young people, as we bring our own interests to bear. Young people also watch films and documentaries about the countries and the people who live there.

Staff are equipped to teach the new specification English and Maths GCSEs, although it is felt that the new qualifications will not meet either the learning style or needs of our young people. We are still prepared to offer the range of accreditation which suits our

young people more, and will continue to ensure that both the curriculum and accreditation routes are innovative and fit for purpose.

### **Measuring Distance Travelled – Stars and Ladders / SPICES**

Last year, we rolled out our new systems to capture a more accurate overview of the personal and social development of young people. There are three main tools used in the system to measure the starting point for young people both in their attitude to issues that they face and the personal development and growth level that they are at in terms of their emotions, feelings and social interaction with others.

The Stars and Ladders is the first of these tools, and, used in close discussion with a mentor, asks young people to rate where they see themselves in relation to a number of different self-management areas and on a scaling system that clearly identifies the characteristics of each score. This enables a consistent approach to all areas as the language used is repeated throughout and the scoring links to an attitudinal response to the area of self-management focused upon. In this way, not only is an accurate rating of where the young person is starting from gauged, but also whether they are ready to begin to address the work needed for self-improvement and eventually total self-reliance.

The second tool in the system, SPICES, is a similar scaling system but is more focused on the young person's self-development, personal growth and social interaction with those around them. Whereas the Stars and Ladders helps the young person identify what they need to do to move up the ladder and to mature, the SPICES really indicates the need for experiences and opportunities that we would need to schedule in order to promote growth in any given area. SPICES is an acronym for the areas of development that the system looks at. Social, Physical, Intellectual, Creative, Emotional and Self are the six elements that equate to personal development and growth. Again through a series of questions and close discussion, the young person would end with a set of scores and this in turn can help establish goals and objectives to reach.

Carried out three times a year, the scores are compared and growth can be identified.

The final part of the system gathers the evidence of the work that takes place to address the needs identified in the previous two stages. Using the Personal Observation Statement (POS) and an evaluation of each session on the planning form, staff are able to record what took place and capture what worked well and why. Also captured is what had gone well for the young person and how this contributes towards their developmental plan. Young people too are encouraged to give feedback about the session using a 'My Thoughts' form. This mirrors the POS but from the young person's perspective. These items together with photographs, story boards and any other evidence are then placed in the young person's personal evidence portfolio which builds to form a visual log of their journey of progress and goals achieved whilst at EP.

### **Engaging Potential Leavers**

We continue to offer Continuing Potential for our school leavers. We had seven leavers this year and between them we have three who have gone into employment (bowling alley, carpentry with the family business & a cleaning company). Two leavers have gone onto further education (Sparsholt & Bath) and another has gone onto training at West

Berkshire Training Consortium. One student has been recorded as NEET at this time but we will continue to monitor and offer support via continuing potential.

2012 60% Positive outcome

2013 80% Positive outcome

2014 80% Positive outcome

2015 85% Positive outcome

	2009	2010	2011	2012	2013	2014	2015
<b>Employment</b>		2		1		1	3
<b>Education</b>	1	1	1	1	3	1	2
<b>Apprentice</b>				1			
<b>Training</b>		4	1		1	2	1
<b>NEET</b>		1		2	1		1
<b>YOI</b>	1	2					
<b>Not Known</b>	4					1	

## Development & Objectives for year 2014/2015

### 1. Retender for WBC contract

EP was successful in its tender for the current contract. We were awarded a further three years with a view to extend for another two subject to approval. We were delighted to continue delivering the service.

### 2. Improve areas identified in Ofsted report

There were five areas to look at and some still require further work which will carry forward into our objectives for 2015/16

- I. "Ensure that all students are provided with experiences which enable them to develop a consistent understanding of the diversity of beliefs and cultures in British society." - This ties in with Objective number 4 described below.*
- II. Ensure that the school's evaluation of its performance and its annual report:*
  - take full account of the extent of students' progress from their various starting points, compared with national average - This years annual report includes Students sub level achievements as detailed in appendix 1.*
  - Includes an independent, external check on the school's progress and success – This is an area still requiring further work, we have contacted local PRUs to see if they would like to observe each other's lessons but to date, had no interest. In addition to this we have tried to compare ourselves, both nationally and locally, with Troubled Families (appendix 3). This is still very much work in progress and an area for further discussion with the local authority.*

- III. Ensure that all staff, including mentors, have a common understanding of how students' progress compares with national averages – this was very swiftly addressed in some in-house training delivered by Carol Kennedy (Lead Teacher and Education Manager) and is now part of our new staff induction.*

### **3. Consolidate current accreditation and awards**

Following our successful registration as an Independent School and being able to deliver our qualifications in-house we gave huge consideration to ensure we offered the right qualifications and awards to our young people. 2014/2015 was a busy year consolidating what we offer further building resources. The only exception to this has been the introduction of the Youth Achievement Award.

### **4. Increase SMSCE focus**

This was an area we did but found hard to formally evidence. 2014 / 2015 saw the introduction of countries as a theme for each term. This has filtered down into all of our planning across all areas of the curriculum and provides us with a framework to ensure we offer a broad and balanced educational experience.

### **5. Improve recording methods**

2014/2015 has seen the introduction of EPs Management Information System (MIS) – it has been a huge undertaking to design and build a bespoke system given the complexities of how we individualise our timetables for all students. Phase 1 focused on

- Timetables (populates individual student and staff schedule as well as an overall timetable) which are automatically sent out to all necessary parties when complete.
- Student Data
- Staff Data
- Accreditation

The MIS has not only saved an enormous amount of admin time and resource it has also put an end to human errors such a duplication. It also means we can quickly produce reports to look at all aspects of a young person's time with us and their achievements individually or collectively over a period of time.

## **Development and Objectives for 2015/16**

1. Introduce Staff Benefits to include pension (ahead of 2017 auto enrolment) & Childcare Scheme
2. Improve areas identified in Ofsted report, specifically
  - I. Ensure that all students who start at the school with reduced learning programmes are moved rapidly on to full-time learning.*
  - II. Further develop arrangements to improve the attendance and involvement of the small number of persistent absentees.*

*III. Ensure that the school's evaluation of its performance and its annual report:*

*i. Includes an independent, external check on the school's progress and success.*

3. Further develop SMSCE workbooks

4. MIS System – Phase 2

2014/15 has been an exciting year. It's been the first full academic year we've operated as an Independent School – we've seen the fruits from our hard work with an increase in accredited outcomes as well as positive leaver outcomes.

We look forward to the challenges in the next academic year shall bring and the new young people we will work with along the way.

***Tracy Watson***  
***Engaging Potential Head / Director***  
***Dec 2015***