



engaging
potential

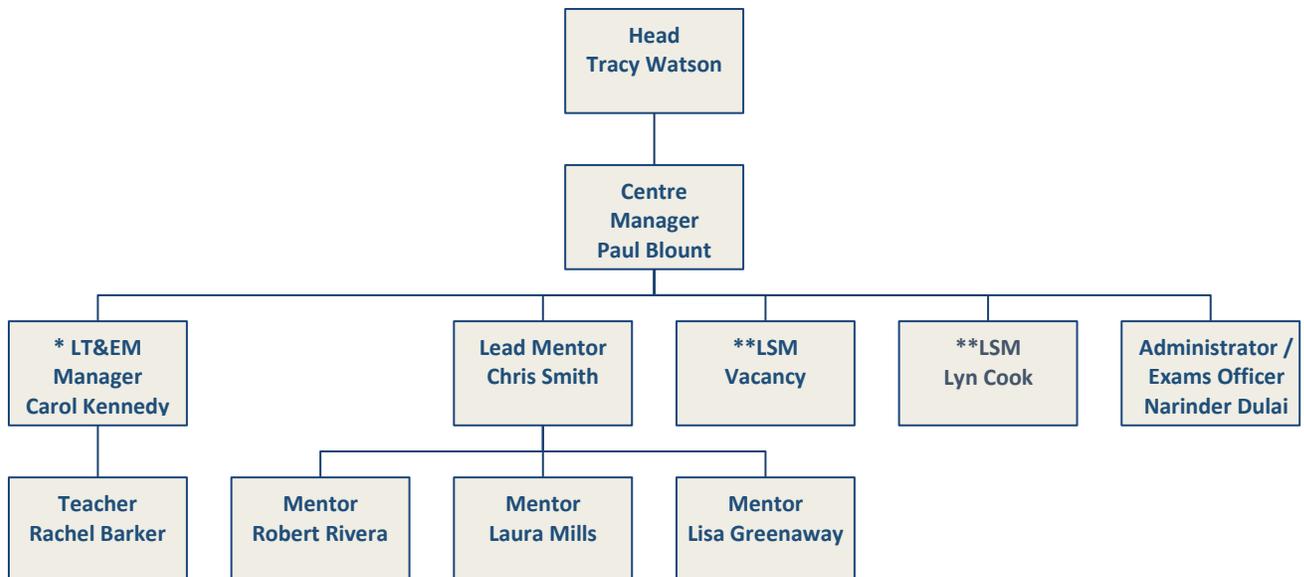
Engaging Potential
Annual Report
Academic year 2015 - 2016

Introduction

Engaging Potential is an independent school offering an alternative approach for disengaged young people. Our mission is to re-engage them with individual learning opportunities and positive life experiences through teaching and mentoring whilst promoting personal and social development.

Staffing

Engaging Potential Organisation Chart (August 2016)



* LT&EM - Lead Teacher and Education Manager

** LSM – Learning Support Mentor

Ethnicity Monitoring

Ethnicity Monitoring (Academic Year)		12/13	13/14	14/15	15/16
White British	Boys	11	11	11	12

	Girls	0	2	2	2
Other White British	Boys		1	1	1
	Girls				

Table shows the gender and ethnicity background of students at EP

Accreditation at EP

We continue to administer our in-house Baseline Assessments and have further expanded the Standardised Assessments to include TOMAL2, a test of memory and learning, alongside encouraging our young people to recognize their own learning style. This does help them to understand and can sometimes account for their behavior traits, thereby opening the prospect for taking responsibility for their own learning.

We have found this year that we have a significant number of young people with acute literacy difficulties so have been using a variety of phonics based tasks and readers to raise achievement in this area. It remains difficult to access age appropriate material for our young people, but we are putting together a bespoke package which seems to meet their needs so far.

We have welcomed a new Learning Support Mentor, Lyn Cook, who has brought a wealth of expertise and innovation to the team, and taken on pretty well every task that we have thrown at her. She is an advocate of “real reading” and so far has successfully encouraged some of our more reluctant readers to take on reading and discussing ‘proper books’.

The range of external accreditation this year continues to grow, with the introduction of Cambridge Progression Awards in both Literacy and Numeracy (ranging from Entry Level 1 to Level 2) and several of our young people have successfully gained accreditation using this pathway. We are using them as steps to reinforce learning at various points in Literacy and Numeracy. We also trialed a Level 2 certificate from OCR in Thinking and Reasoning Skills which one young person successfully completed.

We have introduced the Cambridge National Awards in ICT as we try to expand technology experience, knowledge and skills for young people to enter college or the work place. One young person entered for a Level 1/2 Award. In ICT we are also introducing basic coding (using ‘Scratch’ and the online ‘Hour of Code’ which 3 young people have achieved to date) and we do have access to a Raspberry Pi. We are hoping to build on these skills next year.

Owing to the difference in this year’s cohort, the number of entries this year was down, with only 2 young people entering for AQA preparation for Working Life, 1 for iGCSE Science (Double Award), and 1 for OCR Level 1/2 certificates in Living Texts and Applied History.

2 young people were entered for Free Standing Maths Qualifications, and 3 for Level 1 Functional Skills Literacy.

One young person achieved the Bronze Arts Award (a Level 1 Award).

The AQA Unit Award scheme continues to be used to provide certification for skills gained in areas such as cooking, outdoor activities, Geography and steps towards further accreditation in Science, ICT etc.

An additional enhancement has been the Youth Achievement Award, led by Lisa Greenaway, which can cover any aspect of both formal and informal curriculum, and encourages young people to cover an area of interest in some depth- for example, an informative study of dogs and wolves, or a programme of travel training, which could involve visiting local landmarks. These projects are vital for engaging our young people with their local communities.

The SMSCE programme of visiting each continent in turn continues to be popular, and encourages young people to think about other cultures in imaginative ways.

As the new curriculum changes are being brought in, Engaging Potential staff will rise to meet the challenge and establish which are the best learning pathways for our young people.

EP uses the SPICES system to capture and record movement on 6 areas of development for young people. The system uses a 1 to 10 rating scale for Social, Personal, Intellectual, Creative, Emotional and Self-development. The SPICES is conducted three times across the academic year and results, when entered, provide a bar chart to measure progress or lack of development. This then provides the mentors with areas of development that they would need to work on with their mentees. The system also is reflective tool as the process requires staff to sit with mentees and reflect on where what has happened over the last few months to contribute to the progress or hinder development.

For more complex issues, EP utilises the Stars and Ladders system. This again uses a scoring system for young people to rate where they are at regarding a number of issues such as any drug use, Alcohol use, relationships with friends or families and motivation and taking responsibility. The system again uses a slide scale 1 to 10 but each score relates to the level or steps of willingness and readiness to want to change. So for instance the lowest score indicates that a young person is in denial of any issues and actually the first steps would need to be in openly and honestly admitting they have an issue and would like to begin to change things. The steps then gives hints and actions as to what would need to change to progress and this in turn, indicates the work that would need to take place with a young person in supporting their efforts of progression. In the aforementioned, the gathering of evidence is a vital part of substantiating the results. This can work for both progression, lack of progression or decline as the evidence may point to what has hindered that young person or extremely challenging situations that they have faced.

EP has developed a number of tools such the Personal Observation Statement (POS), the rainbow scale, and My Thoughts form to gather evidence that can contribute to the

progress of Stars and Ladders or SPICES. This Evidence, together with photos and story boards form the young person's portfolio. Over the academic year, the evidence builds and over the young person's entire time at EP the portfolio grows to show the complete journey that a young person has taken in their time at EP. The portfolio contributes to the young person's self-esteem and self believe. As their progress (that can often be overlooked on a day to day basis) gathers and provides the young person with a good reflective track of their development.

Engaging Potential Leavers

We continue to offer Continuing Potential for our school leavers. We had six leavers this year, three leaving year 12 and three leaving year 11. The three year 12 students are all going to further education at Reading College, Basingstoke and Sparshalt.

Of the three year 11's, one is going to employment within the family business, one is going to Newbury college and one to either WBTC or Enham Trust.

2012	60% Positive outcome
2013	80% Positive outcome
2014	80% Positive outcome
2015	85% Positive outcome
2016	100% Positive Outcome

Development & Objectives for year 2015/16

1. Introduce Staff Benefits to include pension (ahead of April 2017 auto enrolment) & Childcare Scheme.

Engaging Potentials pension scheme started ahead of auto enrollment at the end of 2015. All staff, subject to probationary period, are eligible to join EPs scheme and are given the opportunity to contribute the maximum 1, 3 or 5% of their salaries which is then matched by EP.

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.*

Increasing programmes to full time and further developing arrangements to improve attendance are at EPs forefront at all times with all students. EP will further develop a formal framework in its 2016/17 objectives.

EP is working with West Berks School Improvement Officer who is commissioned to carry out independent, external checks of our progress in the coming academic year.

3. Further develop SMSCE workbooks

Our SMSCE workbooks have been fully developed and completed by students in the last academic year. In total, we have six workbooks reflecting six continents and all share the same format and feature curricula areas.

4. MIS System – Phase 2

Phase 2 is ready to roll out at the start of the 2016/17 academic year. Its main features include planning, accreditation, planning and HR. The updates to our MIS will enable us to gather, compare and contrast data with ease which will enable us to further improve our effectiveness.

Development and Objectives for 2016/17

1. EP Improvement Plan – The plan will work alongside our Quality Assurance cycle and will focus on objectives, actions, monitoring and effectiveness on a termly basis. Work in preparation for the autumn term will be shared with the team in September upon completion.
2. Outstanding Ofsted – We will be working hard to improve upon our last inspection where we had an overall good.
3. Contract Extension with WBC.

2015/16 has been an exceptionally good year as all leavers are going onto further education or are working – it's the first time in our history that all students have positive outcomes.

Tracy Watson
Engaging Potential Head / Director
August 2016