



## Wood Edge Independent School Annual Report - December 2020

### Introduction

As we approach the end of 2020, it has indeed been another challenging academic year. Governors and the Senior Leadership Team have reflected with some pride on the continued successes of both Young People and Staff across My3 Limited.

We have all experienced difficulties in the past year associated with the Coronavirus and the impact it has had on daily living. For Wood Edge School, it is worth noting here in this report what has been lost, what has been gained and what we can look forward in the New Year 2021 to be able to return to normal routines within and around the school and home.

As part of managing operations through Covid19, the Senior Leadership team were all invited to do a collective review of the challenge and their rapid response. Questions were asked: In March 2020 How did you react and respond when an on-site presence is critical for pupils and young people? By April 2020 what did you do to adapt when the school and staff needed support in adapting to new ways of working? How do teachers and staff anticipate going into May and June? How will you, as Head Teacher, Leaders and Managers, anticipate changes to be operationally ready and robust?

## My3 Ltd operations through COVID-19

The unprecedented changes in government policy has meant significant impacts on operations across all our services. **How did we respond?**



### My3 Challenge

All services had to rapidly respond .... an on-site presence is critical to success for our young people and clients. However, **not all our Care .... Education ... Clinical Services are the same in every site .... so nor should the response be.....** with an individual approach to support and a good suite of tools we adopted new ways of working?

**Across the board all homes & services have run at full capacity, dealing with different scenarios and demonstrating remote capability**

The following gives an insight in how My3 **responded and reacted** to the scenario in March 2020, **adapted** quickly as the situation evolved into April 2020 and how we **anticipate** changes to come so that services are ready and robust.

1

"Our approach throughout and going forwards is supporting young people with a consistent staff team, providing education as well as routine, continuity and exercise. With little disruption to their home .....this was important for everyone's health & wellbeing." SD/Oak House

2

"We developed innovative practice utilising video calls & social distance visits to carryout IPA checks for supporting mother & baby on a CPP"  
MS/Willow House & Dean St

3

"We assess all risk factors & levels for individual young people, staff teams & the home. Each young person identifies their personal risks considering specific behaviours, mental and emotional wellbeing, physical health, family contacts/separation anxiety, internal relationship impacts, education and personal progress impacts. Wood Edge School also have a risk assessment which works collaboratively" CC / Wood Edge House



Across the board all operations, school and homes, dealt with different scenarios and it is important we now reflect and share our good practice and learning in planning to anticipate the future success in our working together:

“Delivering our operations remotely is very challenging.  
We’re running at reduced capacity but need to keep delivering what our young people & clients expect”



Capacity Management

“It’s possible for our employees to work from home as we all have a basic set up... laptop etc.  
But we lack experience with digital collaboration tools so working together effectively is a challenge”



Daily Huddles & Visual Management



Team Capacity & Skills Management

“We’ve developed a suite of collaboration tools whereby managers / staff can working from home.  
It’s critical that we make best use of what we have so that we continue to deliver excellent services”

**React**  
March 2020  
What we did to be ready for today

**Ruthlessly prioritise** the key outcomes you need to achieve  
Plan & Re-plan daily. Set short term goals  
Communicating changes & news to all yp, staff, & proprietors  
Daily team calls. Maximising online tools



Prioritisation & Planning



Restructuring Needs

**Adapt**  
April 2020  
What we did to be ready for the coming weeks

**Re-team & Reorganise** the workforce around the priorities identified  
Provide pro-active communication to all yp, staff, s/w & proprietors  
Managing expectations of the best way to continue operations. Ready to upskill staff. Ready to offer solutions as needed  
Prioritising and maintaining a balance of short-term control as well as delivering on strategic & developmental aims



**Anticipate**  
June 2020  
What to do **NOW** to be ready as the situation changes

**Understanding the likely changes** on the horizon and what this will mean.  
Having a plan to respond when restrictions are lifted ... or lowered  
Utilising staff that can’t be on site. Reviewing the benefits of increased remote working  
Looking at opportunities to improve business. Re look at environments, requirements, etc



Change Coordination

**Highlights of our life and work over the past year 2020**

At the start of 2020, we had a change of staffing within our education team and have welcomed SENCo into the role of Acting Head Teacher, whilst the Class Teacher stepped into a leadership role, as ASDAN & Exams Officer and then later in the year, as the SENCo, having successfully completed a Post Graduate Course at Edge Hill University, funded by My3 Limited.

Even in this testing year we have been able to continue learning in a consistent manner, which has allowed us to submit pupils for appropriate Functional Skills examinations and other ASDAN awards. All our young people continued to be motivated and engaged in their learning both in the small, well supported classes and in the activities on offer to them through the 24hour learning programmes in each home. There are high expectations for learners, and staff are flexible in their approaches, working together to adapt to changing circumstances for individuals and plan learning activities to meet the



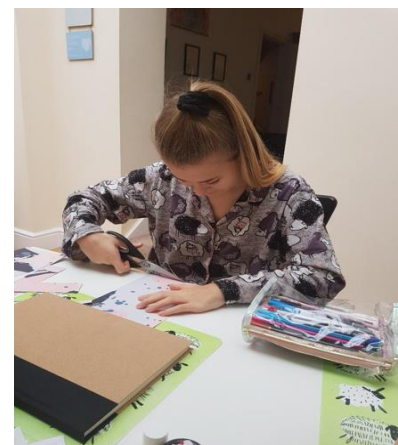
needs and interests of individuals. We are delighted that we continue to maintain consistently good standards of progress both academically and developing vocational and life-long learning skills.

**PUPIL PROGRESS + ACHIEVEMENTS Pupils: AB MH FA PR Start date at WES: Jan 2020 – Dec 2020**

Wood Edge School Qualifications Courses Awards	Modules Units Challenges	Teachers Support Staff	% Progress Feb 21	Start Date	Finish Date
GCSE Mathematics, (inc. Functional Skills Mathematics)	ALL GCSE required modules	RB Lead RL LCC	Y	Jan 2020	July 2022
GCSE English Language, (inc. Functional Skills English)	ALL GCSE required modules	RB Lead RL LCC	Y	Jan 2020	July 2022
GCSE Science, (inc. Entry Level Certificate in Science)	ALL GCSE required modules	RB Lead Biology RL Lead Chem/Phys	Y	Jan 2020	July 2022
GCSE History	ALL GCSE required modules	RL – Lead Teacher	Y	April 2020	July 2022
GCSE Geography	ALL GCSE required modules	RL Lead RB	Y	April 2020	July 2022
PSCHE/ Wave 3 interventional support	Bespoke Curriculum ideas, based upon learning needs of PR		PEP Targets achieved	N/A	N/A
BTEC First Level 1 & 2 Health and Social Care	Unit 1 – Human Lifespan Development Unit 2 – Health & Social Care Values Optional Unit 1TBC; Optional Unit 2 TBC	RB Lead RL + RSW	10%	Nov 2020	July 2021 TBC
Wave 3 Interventional Support (ASDAN – Personal and Social Development)	TBC – Six modules for accreditation required	RB Lead RL + RSW	10%	Jan 2021	July 2021 (Ongoing)
Functional Skills Mathematics	ALL Functional Skills required modules	RB – Lead Teacher	Y	May 2020	Jan 2021
Functional Skills English	ALL Functional Skills required modules	RB – Lead Teacher	Y	May 2020	Jan 2021
BTEC Animal Care	Animal Behaviours – currently working (U5/6)	RL – Lead Teacher	Y	Sept 2020	Jan 2021
ASDAN Animal Care	ALL modules	RB – Lead Teacher	Y	May 2020	Jan 2021
ASDAN FoodWise	ALL modules	RB – Lead Teacher	Y	May 2020	Jan 2021
PSCHE/ Wave 3 interventional support	Bespoke Curriculum ideas, based upon learning needs of FA + ASDAN PSD	RB – Lead Teacher	On going	May 2020	TBC

College / School Courses Awards Activities	Modules Units Challenges	Course Leader Link Staff Contact info.	% Progress Feb 21	Start Date	Finish Date
Wigan & Leigh College of Art	Level 1 art & design CGSE English		50%	Sept 20	July 2021
Liverpool College Secondary	All the WES courses : Blended learning RB +RL	Karen Duffy		17.3.21	July 2022

In September, the school said goodbye to one of our KS5 pupils, moving on to a new course at College. We wish Amy all the best in her future education pathway and delighted My3 Ltd can continue to support Amy as she considers the world of work, college and independent adult life. Next year, we will be looking to develop an Outdoor Learning curriculum, social & vocational activities within the new My3 Outreach Education Model.



For example, the *WeGrow project with Autism Initiatives* has been an additional success enabling My3 young people an opportunity to develop interests and work skills out with the curriculum.

Prior to the national lockdown, In March 2020, the school successfully went through, an unannounced, full two-day Ofsted Inspection. It was a challenging and thorough deep dive inspection of every standard in the *Ofsted Independent School Standards 2019*. It was not a surprise, in this stage of our school journey that the focus areas for future development were specifically the *Quality of Education* and the *Leadership and Management of the Curriculum*.

With our recent 11-19 registration these areas have been more so challenging and were actioned as a priority in the revised School Improvement Plan and EIF Audit February 2020. However, through our shared leadership model we achieved a 'Good' Standard for Area 2: Behaviour & Attitudes & Area 3: Personal Development:

**Ofsted Deep Dive Inspection March 2020 - Feedback:**

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014:

*“The members of the body of proprietors have made sure that the school meets all the independent school standards. They have set up a curriculum that has all the subjects that pupils should learn. They build in activities that support the special educational needs and/or disabilities that all pupils have. There is also a detailed assessment policy that explains the way they check on how well pupils achieve.*

*The proprietors have a thorough process in place for checking on leaders and holding them to account for their work. Governors meet with school leaders every month. They ask them questions about things like how well pupils are doing. They report what they find out to the proprietors.”*

The Board of Governors have created some time to consider our approaches and the culture we aspire to. Through a process of consultation and reflection we have agreed on the four values and our Statement of Purpose below, which will underpin and inform our practise and behaviours over the coming years.

These values will support our discussions with the pupils and will also provide a charter for all young people to hold My3 teachers and staff to account. We thank everyone who has engaged with the agreement process and grateful to the recognition in the Inspection Report URN 143936 As an important part of school development and our therapeutic and nurturing approaches, we have re written our behaviour support policy during the course of the last academic year to reflect a key message of relationships before rules. Working with Care Education and Therapeutic Services our Senior Leadership Team focus is now on developing our websites and the My3 Model “Live – Learn – Grow”.

**My 3 Ltd  
Our Social Values**



**My 3 – ‘Friendship’**  
Care Δ Education Δ Clinical Services  
*Live Learn Grow*

**Starting with our purpose**

Working with the Board of Governors and Senior Leadership Team, My3Ltd follows a pathway of Strategic Planning and School Improvement, at Wood Edge School, to ensure we will achieve key milestones

Together we have reviewed the organisation’s Mission statement that we believe will support the Business Strategic Goal and have created a 3-year vision to build a sustainable future into 2022

**Our Mission**  
*“Working together to make sense of the world to reach personal goals and life aspirations”*

**Our Vision - To achieve Operational Excellence we will have**  
Everyone working collaboratively to strengthen leadership at all levels  
**Our Values** Hope   Respect   Fairness   Togetherness

**Quality**  
We want to improve educational outcomes for all young people in our Care through self evaluation and self reflection

**People**  
We want a Model working succinctly in every My3 home through good communication And engagement of the whole Community

**Sustainability**  
We want leadership of My3 founded on sound governance to create a culture of positive ongoing school improvement<sup>2</sup>



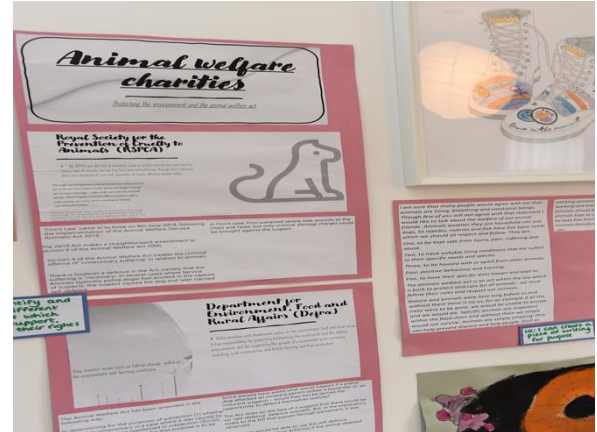
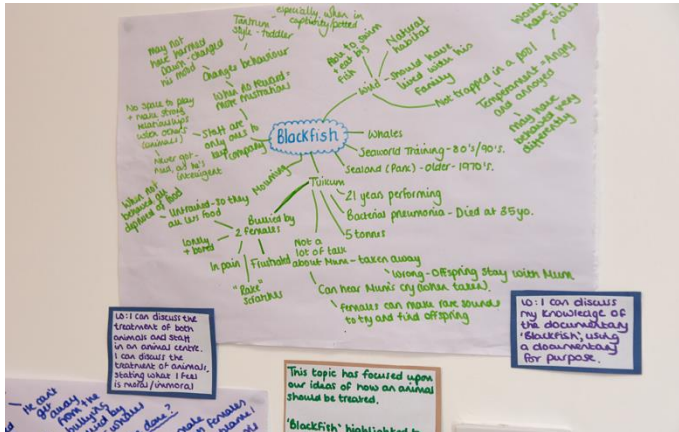


Regular reviewing of *The Covid19 Wood Edge School Risk Assessment* has meant that we have had to be creative in our approaches to the support and learning that we offer. Some of the development initiatives that we had been working towards have had to accelerate as our usual partners and venues for activities have not been available. For example, whilst the Colleges were closed, we have purposely developed learning spaces within the homes so that Teaching and Learning programmes to be delivered within the pupil's home.



Class sizes have remained small, and each pupil has a personal learning log which tracks and provides evidence of work. The Learning Journey is used to celebrate success and also allows the Key Teacher, Key Worker and Clinical Services Manager to provide individualised targets and additional resources if required.

Whole school & home and mini projects ensure interdisciplinary and collaborative learning: The principles of curriculum design: Depth, Coherence, Relevance, Choice and Personalisation, Breadth and Progression have challenged our ongoing quality assurance process to ensure all pupils receive the best possible learning experience. However, our progress and evidence will be logged in *The Annual Curriculum Review March 2021* and demonstrate our determination as a My3 Organisation.



Our partnership work with Edge Hill University has continued to develop. We welcomed the opportunity in January to present to the Team Leaders, Department of Children, Education and Communities, on the work we are doing at Wood Edge School for Looked After young People aged 11-19 with autism & Special Education Needs. We were delighted to mentor, Imogen, for a student placement in Education and Care, who has now developed work experience into a part time paid Support Worker post whilst studies are completed at University. My3 staff were invited to join additional CPD classes at Edge Hill with the prospects of sharing learning and resources for Beach



School and STEM - Science Technology Engineering and Maths. Hopefully this relationship will be restored post Covid19.

It our sincere hope that next year sees a return to all the interactive learning experiences and projects swimming, leisure and community activities– all of the things we had taken for granted, if we can't, however, we are confident that we are much better placed than we were a year ago to offer the pupils fun, rewarding experiences in and around the school.

Thank you for the huge effort that Education and My3 staff have put into providing face to face and remote education for pupils and young people during the pandemic and adhering to the advice and guidelines of the Government and Department for Education.

Jo West  
Jo West  
Education - Board of Governors

Julie Collings  
Julie Collings  
Chief Executive Officer – Board of Governors

Louise Tierney  
Louise Tierney  
Chief Executive Officer – Board of Governors

December 18<sup>th</sup> 2020

