

# **Self Assessment Report**

## **2019-20**

|   | <b>Page</b> | <b>Grade</b> |
|---|-------------|--------------|
| <b>Introduction</b>   | 2           |              |
| <b>Key improvements made since the 2018-19 SAR</b>  | 3-4         |              |
| <b>Key improvements to make during 2020-21</b>  | 4           |              |
| <b>Overall effectiveness</b>  |             | <b>2</b>     |
| <b>Quality of Education</b>   | 5-13        | 2            |
| <b>Behaviour &amp; Attitudes</b>  | 14-16       | 2            |
| <b>Personal Development</b>   | 17-19       | 2            |
| <b>Leadership &amp; Management</b>  | 20-26       | 2            |
| <b>Appendices</b><br><b>A - Outcomes: By Achievement Gaps</b><br><b>B - Outcomes - Case Studies of learners Y &amp; Z</b> | 27-28       |              |

## **Introduction to the College**

Chatsworth Futures is an independent specialist college for young adults with moderate or severe learning difficulties and disabilities. Chatsworth Futures is part of Chatsworth Multi-Academy Trust which comprises Chatsworth High School & Community College and Chatsworth Futures College. The Principal of the college is also the Executive Headteacher of the Trust. The college moved to new premises in Swinton, Salford in September 2018 and is co-located with local authority provision for pupils who are at risk of exclusion and provision for adults with severe learning difficulties. All students have an EHCP and are funded through the ESFA and their Local Authority for a three year period. The vast majority of learners progressed from Chatsworth High School & Community College.

The College provides day provision for 15 learners aged 19-25. Learners study on programmes that are at or below Level 1. Learners follow one of three Pathways; Discovery (Pre-Entry), Independence (E1-E2) or Employability (E2-L1). The college is governed by a Board of eight Governors from a diverse range of professions, business and education backgrounds. A professional Clerk is commissioned to support Governors' meetings and administration. The Senior Leadership Team comprises a permanent Principal and Vice Principal and a part-time Interim co-Principal. Education staff comprise five tutors, six teaching assistants and two administrators. Two of the tutors are seconded from school on a part-time basis and a third is a Sports Development Co-ordinator employed by Manchester United FC who leads on enrichment activities. In addition, two Speech & Language Therapists, an Occupational Therapist and a Music Therapist are commissioned on a part-time to support learners on a weekly basis. One of the tutors is in her first year of teacher training and, in addition to two days teaching, has responsibility for co-ordinating learners' internal and external work experience placements.

In January 2019, a full Inspection was carried out by Ofsted and graded the college Inadequate for Overall Effectiveness. Subsequently, two Monitoring visits took place in May 2019 and January 2020 by three Inspectors. Both visits evidenced improvements in practice and the January Monitoring Report highlights a judgement of 'Significant Progress' made by the college overall, with particular recognition for improvements in safeguarding and curriculum design for learners with complex needs. A full re-inspection is anticipated in the spring term 2021.

## Key improvements made since the previous 2018/19 SAR

- Significant and sustained improvements in safeguarding practice including regular Health & Safety checks; learners are safe and feel safe. All learners, regardless of their level of need or vulnerability are strongly protected by the rigorous adherence to the very high standards set in the college's safeguarding and health & safety policy.
- Leaders, staff and therapists work holistically to design a curriculum that supports learners to become more confident and independent as they move into adulthood. Learners with complex needs now have personalised timetables to support their communication and social interaction.
- 100% of appropriate learners now participate in relevant, weekly work experience and an employability skills session supports work-related learning into the world of work. Employability Pathway learners benefit from the introduction of a new role of WE Co-ordinator and an existing employer is appointed as a Governor.
- The planning of the curriculum and transition into college is now highly effective for new learners. Parents/carers, other professionals and college staff work together very successfully to ensure learners benefit from the right experiences and learning opportunities at the earliest stage. Subject content is linked well and activities are sequenced to build on prior knowledge. Robust starting points are well established through comprehensive initial and baseline assessments and these support the setting of appropriate and challenging targets. BKS national on-line assessment tool is used to assess both learners and staff in English, mathematics and ICT.
- The introduction of weekly Tutorial and Transition sessions into the curriculum have significantly improved pastoral support, with a focus on learner feedback, progress made and liaison with parents/carers via on-line Seesaw, communication diaries and emails. Leavers are now tracked by administrative staff on a regular basis to ensure outcomes have been sustainable for learners and their families into adulthood and to monitor their health and well-being.
- Accreditation is now planned in a bespoke way to meet individual needs. Modules are chosen for individual learners that will benefit them as they progress through their lives and are endorsed by employers eg. learners take qualifications in work-related skills such as customer care, kitchen hygiene, english, mathematics and ICT, as requested by employers.
- The new curriculum now incorporates discrete functional skills for English, mathematics, or Working with Numbers sessions for all learners twice weekly. In addition to an embedded approach that enables learners to develop their numeracy and literacy skills holistically, weekly discrete ICT sessions are introduced to meet individual needs.
- A comprehensive Survey Cycle captures a range of stakeholder views. These are evaluated well and actions are monitored to ensure they result in positive changes for the benefit of learners, their families and staff. Employer views now impact on curriculum design, including subjects taught and qualifications to focus on, that will bring about positive employment outcomes. In addition, a well-established Learner Voice Committee meets regularly and, as a result, learners drive improvements in college and the learner experience is enhanced. For example, when learners sought a more diverse range of physical activities, in November 2019 a Sports Development Officer from MUFC is appointed to lead on enrichment and DoE.
- Highly effective and sustained performance management by SLT ensures that under-performance is acted upon quickly; high visibility of SLT in sessions and observation feedback links well to line management, appraisals and comprehensive training initiatives. Sessions are well planned, build on existing skills and the quality of planning is monitored frequently by SLT.
- Highly effective quality assurance processes are well-established and are supported by a thorough Observation Cycle that includes external moderation by another Good specialist college. Tutors are formally graded, judgements inform training events and staff mentoring, and include weekly Workshops led by SLT and therapy teams. As a result, learners benefit from good quality teaching and, as at March 2020, 100% of sessions formally graded are GOOD. Observation records highlight significant improvements in planning and tracking of progress.
- The services of the interim Co-Principal, with extensive experience as a FE high needs specialist, are extended to support the college on an ongoing part-time basis through 2020-21. Mentoring of the VP by the Interim Co-Principal has impacted significantly to ensure knowledge of FE good practice is well established going forward.
- An increased number of experienced specialists from the linked 'Outstanding' school support delivery, particularly for learners with complex needs. As a result, learners benefit from more bespoke activities and their communication skills improve.
- Self assessment processes accurately grade and evaluate the provision with direct links to a range of Improvement Plans that are monitored frequently and challenged by the Governing Body. A highly experienced external consultant in high needs moderates the SAR/QIP annually. QIP outcomes evidence 74% of targets achieved, 25% were impacted by Covid-19. Employability Action Plan evidences 100% targets achieved. PREVENT Duty Action Plan evidences 75% targets achieved, 25% were impacted by Covid-19. Local Authorities have recognised the progress learners are making and have agreed to extend funding at the college for another full year due to the Covid-19 impact. As a result, it is anticipated, learner numbers in 2020-21 will increase from 14 to 24.
- The Governing Body is increased from 5 to 8 members with the additional support of a professional Clerk. New members bring further diversity to the Governors' skills set. Senior leaders are held to account very effectively by

reviewing the data cycle frequently, challenging decisions made and maintaining regular 1:1 supervisions by the Chair with both Co-Principals.

*[Evidence: Ofsted Monitoring Visit reports May 2019 & January 2020]*

## **Key improvements to make during 2020/21**

- Secure more positive and diverse destination outcomes into mainstream FE, supported living, paid or voluntary employment, particularly Supported Internships by improving the transition-out planning process.
- Further improve SLT understanding and functional operating of MIS system (Databridge) to enable more precise and frequent monitoring of progress against specific criteria.
- Further improve the consistency of quality target setting to ensure small, yet important, learning steps are captured more effectively. Ensure employers input into target setting for learners' work placements.
- Improve regular, rigorous monitoring by senior leaders and tutors to capture, and take necessary action on, the progress made by their learners over time for each Pathway.
- Improve ICT functionality for learners at the main college site by increasing ICT resources and commissioning an ICT specialist to support leaders with infrastructure to improve the effectiveness of the network.
- Change ICT accreditation from Open Awards to more widespread Functional Skills ICT to ensure maximum impact for learners into positive employment outcomes and utilise BKSBI ICT assessment processes.
- Ensure accreditation registrations are timely as soon as baseline assessment period is complete (November).
- Formally introduce Independent Travel Training into the curriculum for Employability Pathway learners including a thorough baseline process & dedicated time allocated where appropriate for individual learners.
- Introduce observations of work experience placements to ensure the skills learnt and knowledge acquired during work placements are formally recorded. In addition, introduce observations of tutorials into the Quality Cycle to enable leaders to monitor the quality of staff and learner feedback more effectively.
- Implement Work Scrutiny Good Practice guidance to maintain effective standards of marking learners' work for Independence and Employability Pathway learners and to ensure all learners are challenged appropriately by the level of work set for them.
- Train all staff on Systematic Instruction training to ensure they support learners more effectively on work placement, ensuring flexibility to place any staff member with a learner who has been fully trained with the required Job Coach skills.
- Ensure that all staff across the organisation have appropriate knowledge and understanding of the new Liberty Protection Standards and their role in keeping learners safe and protected.
- Further improve learners understanding of British Values and PREVENT. Ensure learners have a good or better understanding of what it means for them to live in a diverse country and what they need to know about diversity and equality in their society including the practical implications of staying safe in the community and on-line.
- Increase external input such as guest speakers from different cultures, utilise the support of a specialised Governor and include visits to places of worship for different religions to raise awareness of Equality & Diversity.
- Ensure progress against 'incidental learning' is captured effectively including the achievement of 'core' targets during enrichment sessions.
- To enable the VP to focus on strategic issues and learner outcomes going forward, appoint a middle manager/lead practitioner to lead on day to day operations and line management and training of personal tutors. In addition, introduce an experienced TA3 as a middle manager to support delivery, assist with the line management and training of TAs, organise off timetable Enrichment Days and to act as Staff Ambassador.
- Increase awareness for learners in the importance of being punctual to appointments to support the expectations of a prospective employer. SLT to monitor punctuality outcomes frequently and routinely as part of the data cycle and report outcomes to Governors.
- Improve staff satisfaction data by supporting staff teams with their health and well-being more effectively through a series of Listening Ear initiatives including the appointment of a Staff Ambassador to support SLT to drive and implement a range of support.
- Ensure links between EHCP outcomes, L/MTGs and targets are clearly highlighted to support all staff.
- Introduce a 'summary baseline' document to capture all aspects of how learners are baselined, including initial & baseline assessment activities, parent/carer meetings with multi-disciplinary team and learner discussions.

## Curriculum:

## Leadership:

Leaders and staff are intent on ensuring learners benefit from an ambitious curriculum that supports them with skills to enhance their future lives and which are based on their long term aspirations. As a result of a thorough Curriculum review in April 2019, learners are placed on one of three relevant Pathways; Discovery – that relies largely on Pre-Entry learners developing their Communication skills, Independence – that focus on Entry 1-2 learners who were likely to access semi-supported living in the future or Employability – that target learners on acquiring and retaining knowledge for work-related skills. Discovery Pathway learners with complex needs have a range of bespoke activities that compliment the social development aspect of their programme. Learners 'starting points' are well established through a range of initial and baseline assessment initiatives to meet individual needs and the results of these inform appropriate long and medium goal setting and link well to EHCP outcomes.

*Ofsted Monitoring Visit - January '20: "What progress have leaders and managers made in ensuring the quality of education on the discovery curriculum pathway meets the needs of all learners? **Significant Progress**"*

*Ofsted Monitoring Visit – January '20: "What progress have staff made in setting challenging targets for learners that help them make progress towards achieving their goals and prepares them for adulthood and their next steps? **Reasonable Progress.**"*

## Covid-19 Impact – Support Programme:

Leaders acted swiftly to implement a comprehensive Support Programme following the instruction by Government to 'lockdown' education provision wherever possible. Whilst most learners accessed college work from home with their families, three learners with complex needs attended and were supported by college staff on a part-time weekly basis throughout the crisis. However, the majority of learners, wherever possible, worked from home and were supported by their personal tutors on a regular basis. Work was set frequently using either on-line or physical resources and weekly conversations with learners and their families took place via Zoom or telephone. A number of group teaching sessions were held with learners directly with their tutors via Zoom. For example, the Music Therapist continued to support learners on-line and the Sports Development Co-ordinator led group Duke of Edinburgh sessions. Where possible, achievement against 'core' targets were input by families and these were monitored and recorded on MIS by personal tutors. From the middle of June, learners were able to start transitioning back to college on a part-time basis. In addition, 'new' learners who were due to start at college in September 2020 were able to continue their transition-in process from school into college on a weekly basis. School staff, who acted as 'familiar faces', worked alongside college therapists and teaching staff to ensure learners were confident and ready to start full-time in college from September 2020. As learners became more comfortable in their new college surroundings, school staff support was gradually reduced. Initial Assessments of the 'new' learners were carried out as usual and school staff used their extensive knowledge of the learners in support of the process. Specific discussions were held with parents/carers by leaders, therapists and personal tutors. Governors and SLT meetings took place, as would be the case prior to 'lockdown', using either Zoom or Teams and SLT had regular health and well-being conversations with staff including supervisions where this was appropriate. The Speech Therapist led on-line training events for staff during 'lockdown' and Social Stories supported learners with their safe return to college, including how college life would be different for them. Risk Assessments for each learner were reformed based on Covid-19 guidance from Salford Local Authority and, as a result, all learners are safe to return to college in the autumn term and staff will receive instruction in how to introduce new steps required for individual learners. Salford Local Authority liaised with college leaders and agreed that learners due to leave in July 2020 had continued to make good progress, despite the inevitable impact of Covid-19, and would therefore continue

to fund them for a further full year. As a result of this, in addition to 10 new starters, from September 2020 the cohort of learners is expected to increase from 14 to 24. The Awarding Body (Open Awards) were also proactive in ensuring learners progress and achievement is not disadvantaged by the pandemic. As a result, the college utilised the Open Awards Centre Assessment Grade (CAG) process and the majority of learners achieve their functional skills qualifications in English and mathematics. In addition, three Employability Pathway learners with significant aptitude in technology, use the CAG process to achieve modules in IT User Skills at Level 1. [See further commentary/data under 'QoE Impact'].

## **Intent:**

The main purpose of the curriculum is to prepare learners for adult life. Learners develop skills to develop their independence and, where appropriate, practical and knowledge based employability skills. As a result, the barriers learners face in achieving their potential are greatly reduced or overcome. In addition, learners develop personal skills such as gaining confidence and their ability to make friends by developing their social skills. These skills will support them as they progress beyond college and into adulthood.

## **Strengths**

**Transition Planning into college is extremely good.** A thorough and robust Initial Assessment process provides managers and tutors with significant, relevant knowledge on each learner at the start of their Programme. It enables managers to devise a suitably personalised curriculum, learning that is planned well and linked to medium and long term goals with appropriate experiences. Throughout the final term, and despite the Covid-19 crisis, prospective learners access the college on a weekly basis to participate in assessment activities to help them feel confident in their new surroundings. Significant knowledge of the learner exist already, since almost all learners attend the link school. School staff support the transition-in process, working alongside college staff as a 'familiar face' for the learner. Assessments include therapy assessments in the school, discussions with parents/carers using a multi-disciplinary approach and involve an SLT member, the WE Co-ordinator, their personal tutor and the speech & language therapist. National assessment tool (BKSB) supports the assessment of English, mathematics and ICT and pre-entry learners with complex needs use a range of alternative resources to establish learning gaps. Once learners start on their programme in September, they benefit from a thorough induction led by their personal tutor and the first six weeks are spent participating in baseline assessment activities in the majority of subjects. As a result, effective initial and baseline assessments establish accurate and robust 'starting points' and potential barriers to success are clearly identified so that clear, measurable short, medium and long term targets/goals are set for every learner. In addition, teaching assistants undertake BKSB assessments in English, mathematics and ICT, the results of which inform leaders of staff skill levels so that the benefits to learners when staffing the curriculum are maximised. For example, TAs with the most aptitude in numeracy are timetabled to support mathematics sessions.

*Ofsted Monitoring Visit – January '20: "Leaders and managers have introduced an assessment tool specifically for identifying gaps in learners' English and mathematics skills. Tutors carry out detailed vocational subject baseline assessments. As a result, staff have a better understanding of the goals that they need to set for each individual learner in relation to their EHCP outcomes. In independent living skills sessions, tutors use assessment effectively to adapt the planning of activities to meet individual learner needs."*

*Learner Survey March 2020: 100% of learners felt they received good support to settle into college life.*

**Curriculum planning and implementation is tailored effectively to provide learners with an ambitious curriculum design that is clearly sequenced, addresses any gaps in knowledge, experience or skills and builds towards learners successfully achieving their long term goals.**

All learners follow a RARPA route, are set targets and make progress linked to their EHCP outcomes. Learners on Independence or Employability Pathways also achieve qualifications which are tailored to meet

their individual needs. Leaders and staff use appropriately 'weighted' learning outcomes between accredited and RARPA programmes. From September 2019, learners are now registered for qualifications that are bespoke, to meet their individual needs, but also that support their interests, aspirations and intentions to work in the future.

Learners achieve a combination of Open Awards: modules in work-related skills, personal skills development, Functional Skills & Duke of Edinburgh Bronze Awards. Employability qualifications support those learners who aspire to voluntary or paid employment in the future and which employers recognise as beneficial to support the skills learners will require to be successful in employment. The Duke of Edinburgh Awards and PSD units support learners with holistic skills they will need into adulthood. For example, how to be tolerant of others, coping with disappointment or how to work effectively as a team. Subjects link well to each other and staff plan activities that are sequenced effectively to build on previous knowledge and skills. The Open Awards, Skills for Further Learning and Employment units are carefully chosen to meet individual needs. For example, a learner with an interest in animals is registered for a unit to 'pet care', a learner aiming to progress from internal work experience to an external work placement undertakes a 'preparation for work' unit and a learner who anticipates moving into paid employment undertakes a unit 'building a personal career portfolio'.

**Curriculum provides very effective personalised learning programmes that build on learners' previous skills, their interests and aspirations.** Learners now access different Pathways that reflect funding for Study Programmes and use individual EHCPs to drive Curriculum Intent. For example, EHCPs are used to set clear aspirations and long/medium goals on MIS Databridge. Employability Pathway learners develop their English, mathematics, ICT and employability skills well through WE and Enterprise activities. Where appropriate, learners follow a 'ready for work' curriculum that is supported by a suitable range of local employers and a part-time WE Co-ordinator supports them to find and engage in successful work experience placements. During the autumn term of 2019 the number of external employers increased to 8 and, where appropriate, all employability learners participate in relevant work experience to match their employment aspirations. The curriculum reflects the changing needs of the learner cohort. For example, an increased number of learners with aspirations to gain employment in the future, access specific weekly ICT sessions to develop their technology skills and enable them to participate in everyday living. Learners in the Independence and Discovery Pathways develop their communication and independence skills by access to a range of sessions and bespoke activities that support the development of personal skills and utilise a team of highly experienced and effective therapists.

*Ofsted Monitoring Visit – January '20: "Leaders and managers have carefully considered the content of individual learner's programmes. The curriculum is derived from learners' EHCPs and has a strong focus on the skills that learners will need when they complete their education and move into adulthood."*

**Activities are very well planned to meet individual needs.** From September 2019, tutors plan learning using termly Schemes of Work and daily session plans. Activities take full account of learners' knowledge, skills and aspirations and provide appropriate differentiation and challenge. Staff benefit from significant training in how subjects link with one another, how to effectively sequence activities over time and how to build on skills using small, manageable steps. SLT regularly review planning using termly Quality Review Audits and provide comprehensive feedback to tutors.

*Ofsted Monitoring Visit – January '20: "Tutors know their learners very well. They plan learning activities that are carefully matched to learners' individual goals. Tutors check learners' progress frequently to ensure that learners are achieving their individual goals. As a result, learners make progress towards achieving their long-term goals."*

## **The following improvements will raise standards and improve the experience for the learner**

***QIP link – QE1. A significant proportion of learners will not have access to appropriate technology, that supports them into work and adulthood, at the main college site from September 2020.***

Throughout 2019/20, learners benefit from specific ICT sessions held in the school building as part of the curriculum. However, partly due to the Covid-19 crisis, the school can no longer accommodate college learners in their ICT suite and alternative arrangements are necessary from September 2020. ICT functionality for learners at the main college site is currently insufficient and will impact learning. During the 2020 summer closure, leaders will ensure resources support learners with their technology skills by improving both the quality and quantity of ICT equipment, in addition to improving the ICT infrastructure at the main college site and having access to dedicated ICT support.

*Learner Survey March 2020: 69% of learners told us they had access to good ICT when they needed it.*

***QIP link – QE2. Learners do not maximise opportunities for employment by achieving well recognised Functional Skills ICT qualifications.***

Learners on the Employability Pathway achieve specific accreditation in IT User Skills at Level 1 as part of the 2019-20 curriculum. However, to support employer expectations of learners' technology skills, a change of ICT accreditation is required from Open Awards qualifications to the more widespread and popular Functional Skills ICT. As a result, this will maximise opportunities for learners to progress into positive employment outcomes.

***QIP link – QE3. Learners are not supported with individualised, formal travel training opportunities to develop skills to enable them to travel independently in the future.***

Whilst all learners access the community on a regular basis as part of the 2019-20 curriculum, formal and bespoke Independent Travel Training for Employability Pathway learners is currently insufficient. From the autumn term of 2020, learners will have the opportunity to develop the confidence and skills to travel semi-independently or independently once they leave college. Where appropriate, learners will be baselined to establish existing skills based on their aspirations and 'learning gaps' will be addressed through regular individual travel training opportunities.

## **Implementation:**

### **Strengths**

**Teaching, learning support staff and therapists use their specialist knowledge and expertise very effectively to enable learners with complex needs, significant barriers to learning or poor mental health, to raise expectations and achieve their potential into positive destinations.**

The level to which staff are well qualified and have specialist knowledgeable and skills is good. Senior Leaders have extensive knowledge of the specialist sector, tutors are suitably qualified and the therapy team have professional qualifications in their specialisms. TAs have a good variety of education/health care qualifications, many having worked in the specialist sector for some years. All staff benefit from a comprehensive series of training events to maintain and upskill themselves so they are able to provide quality support for learners.

**Learners develop their technical vocabulary well.** Learners in Employability and Independence Pathways quickly learn to use the language that will prepare them for adult life and where appropriate, the world of work. New words and concepts are reinforced in a variety of contexts including the home and local community. Therapists lead initiatives to encourage the development of language; for example, Word of the Week is set by the Speech & Language Therapist and then embedded throughout sessions.

Vocabulary Books help learners with spelling and definitions of new words and these are recapped termly to aid understanding. Learners have significant opportunities in sessions to voice their opinions in discussions, understand key concepts and present information in a meaningful way. Learners with complex needs and behaviours that challenge, use strategies that help them communicate choices and make decisions.

**All learners, including those with complex and/or significant barriers to success make very good progress, particularly in the areas of independence & communication, as a result of an experienced and highly skilled therapy team.** An Occupational Therapist, a Speech & Language Therapists and a Music Therapist support learners and their families. Learners benefit from the introduction of group and individual bespoke sessions led by the therapy team. For example, SALT leads a Communication group session, the OT leads sessions in Independence Living Skills and Fine Motor Skills and the Music Therapist works with learners both in a group and individual basis for their weekly Music Therapy session. Therapists support staff with a wide range of comprehensive training such as signing, visual resources to aid understanding or understanding challenging behaviour.

*Ofsted Monitoring Visit – January 2020: "Most staff use highly effective strategies to support learners' communication. For example, learners use pictures and symbols successfully to understand and practise the sequence and order of tasks. Tutors and teaching assistants use techniques, such as modelling, to help learners learn how to carry out tasks more independently."*

*Learner Survey March 2020: 85% of learners told us that signs, symbols & pictures help them understand.*

**Learning goals and targets clearly reflect the progress and achievement of all learners.** All long and medium term goals link well to learners' EHCPs long-term aims and aspirations. The rate of progress and levels of achievement made by the vast majority of learners has remained constantly high. Targets are now measurable and linked more closely to long-term aims and aspirations. Tutors check that Employability & Independence Pathway learners understand their targets and appreciate why they are important. Following the six week baseline period, an appropriate number of personal and subject specific targets are set and are written as skills development or a behavioural change. Targets are discussed with learners at the start and end of each session using useful target reminders to aid understanding, either in visual or text format. Achievement of targets is recognised by staff as they occur in sessions. Target trackers are used by all staff to record progress at the end of each session and this information is transferred onto MIS Databridge for monitoring purposes.

**Staff use a variety of ways to check learners' understanding, skills development and knowledge acquisition.** Learners with poor recall or requiring regular and frequent reinforcement have learning plans adapted accordingly. The sustainable development of the fundamental skills necessary for adult life are a priority and staff interactions with learners and parents reflect this. Significant improvements are evident through observation reports in how staff question learners in sessions and by the use of more repetition of topics in their planning to enable learners to transfer key knowledge to long-term memory.

**The following improvements will raise standards and improve the experience for the learner**

***QIP link – QE4. The quality of target setting and frequent monitoring by tutors and SLT is inconsistent.***

Whilst significant improvements have been made to ensure targets link well to EHCPs and long & medium term goals and the number of targets set for each learner is now appropriate, further improvements are still required to ensure targets are always sufficiently precise. In addition, more frequent monitoring by tutors is required to capture, and take action on, the progress made by their learners over time.

*Ofsted Monitoring Visit – January 2020: "Since the previous inspection, leaders and managers have reviewed and revised the processes in place to create individual learning goals and targets for learners*

*from their EHCPs. They have reduced the overall number of individual learning goals for each learner and now focus on key priorities for learning."*

**QIP link – QE5. Standard of marking learners' work is inconsistent and does not provide sufficient, detailed feedback to enable learners to improve their work.**

A minority of learners do not make progress or develop skills as quickly as they should because staff are unclear how to effectively mark work. As a result, learners in all subjects do not receive consistent and quality feedback that supports them in how to improve their work. Guidance and training is required to ensure standardisation for all tutors at college and to also ensure all learners are challenged appropriately and are set the correct level of work based on their learning gaps.

**Impact:**

**Strengths**

**Success rates of appropriate accredited learning is consistently high over time and are Good.**

Qualification success has inevitably been impacted upon by the Covid-19 pandemic. However, Centre Assessment Grades (CAG) are used for Open Award qualifications where this is felt appropriate. Work completed by learners prior to the 'lockdown' is assessed by subject, progress is considered through the wider curriculum and personal tutors make professional judgements as to which qualifications learners would have realistically achieved if the pandemic had not occurred. As a result, eight learners achieve Open Awards qualifications in Functional Skills (English and mathematics – full qualifications) or IT User Skills at Level 1 (comprising units in design software, desktop publishing & presentation software). Following the CAG submission, in July, Open Awards request samples of five learners work as evidence of success in their functional skills and, as a result, agree with judgements made by college staff and confirm achievement of results in August 2020. In terms of the Open Awards: Skills for Further Learning and Employment, the decision was taken by SLT that portfolios relating those qualifications would be 'rolled over' to the 2020-21 academic year and the Awarding Body has agreed to extend these accordingly. Similarly, Duke of Edinburgh Bronze Award qualifications are also 'rolled over' to 2020-21.

**All learners who are or have the potential to be work ready achieve relevant employment-related qualifications and undertake regular work experience based on their employment aspirations.** The essential skills necessary for successful employment plays a pivotal role in the curriculum for these learners. Learners are given frequent and regular opportunities to learn, practice and develop these skills. Employability Pathway learners have clear aspirations to gain employment when they leave and achieve ambitious and relevant qualification aims. Qualification units are chosen based on learners' employability gaps from the baseline period. For example, a learner who lacks confidence in technology will undertake a unit in 'how to use office equipment in an office environment' or a learner wanting to work in hospitality will undertake a 'serving food and drink to others' unit. In addition, learners on the Employability Pathway have employability work skills specific sessions that teach them about the world of work, in particular the commitments required to be successful employees. Learners benefit from a range of guest speakers in college, attend local Job Fayres and visit places of employment. They learn what it is like to work in different sectors, the importance of working as a team to be successful, how to develop resilience and cope with disappointment and what terms such as annual leave, tax and National Insurance mean. Where appropriate, all learners attend weekly work experience in either internal or external placements. The WE Co-ordinator supports learners to consider where they would like to work during the initial assessment process, then supports them to create a CV and covering letter before visiting prospective employers. Prior to a placement coming to fruition, learners participate in recruitment processes as they would do for permanent employment including an interview by the employer. Covid-19 inevitably delayed full qualification success and impacted on work placement opportunities during the final term of 2019-20. [See Outcomes – Summary Data narrative]. Despite this, during the first half of the academic year learners made good progress on placement and work on portfolios was well underway and will be built upon during 2020-21.

**Learners from all Pathways develop skills in independence, personal & social development and communication well.** RARPA achievement rates are consistently high over time. Parent/carer Reports sent out in August 2020 highlight the progress learners have made that are linked to their long and medium term goals.

**As a result of consistently high levels of achievement, learners and their families are able to progress to the next stage of their lives.** Families and the young people they care for value the work the college does, particularly the skills learners develop and the confidence gained as a result of good quality teaching, learning and assessment. Learners are better equipped for work, can contribute to the communities they are involvement with and in making their own decisions on their future.

**The following improvements will raise standards and improve the experience for the learner**

***QIP link – QE6. Too few learners with the ability to progress into destinations other than Chatsworth Engage have an ambitious pathway planned.***

Whilst learners now have regular tutorials as part of the Tutorial & Transition session, transition-out planning remains insufficient to consistently bring about positive destinations for the Employability learners. For example, learners with the ability to progress into destinations other than Chatsworth Engage do not yet have an ambitious pathway planned and resourced. Plans to overcome this were starting to come to fruition by March 2020, particularly to support learners into sustainable employment such as Supported Internships. However, meetings with external parties were impacted upon by the Covid-19 crisis.

*Learner Survey March 2020: 46% of learners told us they did not get enough help, or were not sure of the help they receive, to plan what happens when they leave college.*

**Outcomes - Summary Data:**

Outcomes for learners are GOOD. Despite the impact of Covid-19, the majority of learners achieved their planned qualification aims or long term goals such as improving their ability to communicate or develop skills to assist with supported living. Success rates for learners are consistently high over a four year period both in terms of accredited and non-accredited learning. Due to the impact the pandemic has had on our learners, Salford Local Authority have agreed to fund those learners due to leave in July 2020 for a further full year. As a result, learner numbers will increase from 14 in 2019/20 to 24 in 2020/21.

**RARPA Success Rates – 4 year trend**

| Targets achieved against those set (%) | 2016/17       | 2017/18       | 2018/19       | 2019/20       |
|--|---------------|---------------|---------------|---------------|
| <b>Overall</b>                         | <b>85.32%</b> | <b>95.13%</b> | <b>95.06%</b> | <b>71.15%</b> |

The overall achievement for RARPA targets is 71.15% with a range of 43.75 to 93.33%.

Please note, the success rate was calculated as at 23<sup>rd</sup> March 2020, the day of the national lockdown which resulted in the closure of the college for all but the most vulnerable learners. In broad terms, the success rates were on trend to meet the figure of 95% - 97% had a full year been completed.

*[Also see Appendix A for Achievement Gaps of different groups of learners against RARPA and accredited success]*

### **Accreditation Success Rates – 4 year trend**

|   | 2016/17 | 2017/18 | 2018/19            | 2019/20<br><i>Impacted by Covid'19</i>                                       |
|---|---------|---------|--------------------|--|
| Open Awards: Skills for further learning & employment E1-L1     | 100%    | 100%    | 100% (12 learners) | 13 learners have units extended into 2020/21                                 |
| Open Awards: Functional Skills English (reading, writing & S&L) | N/A     | 100%    | N/A                | 5 learners achieve through CAG. Remaining learners are extended into 2020/21 |
| Open Awards: Functional Skills mathematics                      | N/A     | 100%    | N/A                | 3 learners achieve through CAG. Remaining learners are extended into 2020/21 |
| Open Awards: IT User Skills Level 1                             | N/A     | N/A     | N/A                | 100% (3 learners) achieve through CAG  |
| Enterprise Short Course ASDAN                                   | N/A     | N/A     | 100% (4 learners)  | N/A  |
| Arts Discovery Award Trinity College                            | N/A     | N/A     | 100% (6 learners)  | N/A  |

### **Duke of Edinburgh**

All 14 learners participated in Duke of Edinburgh – Bronze or Silver Award and this is an ongoing qualification and fully transferrable with an expected end date mid year 2020/21. Leaders recognise the significant benefits to learners undertaking Duke of Edinburgh qualifications. They provide opportunities for learners from different Pathways to learn to work together as a team to accomplish tasks and enable them to develop personal social skills such as how to maximise specific skills or in how to tolerate behaviours of concern in their peers.

### **Destination Data – 4 year trend**

*Impacted by Covid-19 (2019/20)*

|   | 2017/18<br>15 leavers | 2018/19<br>3 leavers | 2019/20 –<br>4 leavers are<br>now funded until<br>July 2021 |
|---|-----------------------|----------------------|---|
| Independent Living Skills organisation (Engage)         | 7                     | 3                    | 1   |
| Independent Living Skills organisation (Other external) |                       | 1                    |   |
| Mainstream FE   |                       |                      |   |
| Supported or Semi-supported Living                      | 3                     | 1                    | 1 *   |
| Voluntary employment                                    | 2                     |                      |   |
| Paid employment   |                       |                      |   |

|                      |  |  |      |
|----------------------|--|--|------|
| Supported Internship |  |  | 2 ** |
|----------------------|--|--|------|

- \* *One Discovery learner was due to progress from living at the family home to move into semi-supported living. The learner will be funded for a further full year.*
  
- \*\* *Two Employability learners hoped to access Supported Internship opportunities. Meetings with two external organisations to take this further were impacted by the Covid-19 crisis. In the autumn of 2020, the intention is to re-engage connections to bring about positive employment outcomes for learners in the Employability Pathway as soon as possible. Both learners will be funded for a further full year.*

## Behaviours & Attitudes (BA)

## GRADE 2

### Context:

Leaders and staff have high expectations with respect to learners' behaviour and conduct. They create a safe, positive and calm environment for learning and, as a result, learners have good attitudes to learning, attend well and behavioural issues are well managed. Staff are well trained in behaviour management by a senior leader with significant experience and where appropriate, learners have comprehensive Behaviour Support Plans that are reviewed on a regular basis. Data on behaviour is captured on an ongoing basis and leaders report regularly to Governors as part of an Executive Summary. Learners understand the importance of attending college and how being punctual will support them to gain valuable employability skills. Staff know and care for their learners well. Learners are motivated to achieve and the college promotes a culture of respect and positivity. Staff are well trained to recognise, and act upon, unacceptable behaviour and to de-escalate potentially challenging situations quickly. As a result there are no issues of bullying, harassment or discrimination.

*Learner Survey March 2020: '100% of learners told us that they get the support they need from staff and the teachers are good at teaching them'.*

*Parents/carers Survey March 2020: '100% of parents told us:*

- the person they care for enjoys attending Chatsworth-Futures.*
- staff are very caring and supportive and help the person they care for make progress.*
- the college provides specialist support for the person they care for.'*

*Ofsted Inspection Report January 2019: 'Chatsworth Futures provides a harmonious college environment. Students' behaviour is exemplary, and they are respectful of their peers and staff. Students demonstrate positive attitudes to learning. Teachers manage low-level disruption and challenging behaviour skilfully.'*

### Strengths

### Attendance, Punctuality & Retention Data

**Learners levels of attendance, punctuality & retention are consistently Good.**

|                    | <b>2016/17</b> | <b>2017/18</b> | <b>2018/19</b> | <b>2019/20</b>  |
|--------------------|----------------|----------------|----------------|---|
| <b>Attendance</b>  | <b>95%</b>     | <b>90%</b>     | <b>90%</b>     | <b>Aut 19 – 95%<br/>Spr 20 – 73%*<br/>Sum 20 – N.A.</b> |
| <b>Punctuality</b> | <b>N/A</b>     | <b>N/A</b>     | <b>100%</b>    | <b>100%</b>   |
| <b>Retention</b>   | <b>100%</b>    | <b>96%</b>     | <b>80%</b>     | <b>100% *</b>   |

**From 08.01.20 – 23.03.20**

\* Retention: 1 learner left the college at the end of the first half term and within the 42 day exclusion 'cut off' period. Information relating to the learner does not therefore appear in college data, hence retention is 100%. [See further notes on page 14 'In-year leaver'].

Senior leaders have worked hard this year to ensure retention remains high and to recognise quickly when the college environment is not well suited to the needs of specific learners. In the past, learners have left the college part way through the year and parents have had to liaise with local authorities and social services to find alternative provision. During the transition-in process parents are made aware that whilst learners progress through the baseline assessment period, a contingency remains that leaders and local authorities may take the decision that the college is unable to continue the learner's placement beyond the first half term. Families, carers and social workers are kept fully up to date should this be the unfortunate outcome.

In-year leaver [See retention data]

One learner started on the Discovery Pathway programme in September 2019. However, they did not return to college after the baseline assessment period. Staff and leaders made the decision based on how well the learner engaged in a sustained way throughout daily activities. During the initial assessment period prior to attending college, the family was made aware of initial concerns that college may not be a suitable environment but agreed to monitor this during the baseline period up to half term. Leaders and the local authority made the decision that, despite the best efforts of all parties, the learner was not benefitting from attending the college and the placement was ceased by mutual consent in late October.

### **Behaviour Data - 2019-20**

**As a result of highly effective behaviour management, learners make good progress with their personal & social development, particularly relating to behaviour.** The number of recorded incidents and the number of incidents requiring Restrictive Physical Intervention has reduced significantly.

|                           | <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> | <b>Total</b> |
|---------------------------|---------------|---------------|---------------|--------------|
| <b>Recorded Incidents</b> | 16            | 22            | X             | <b>38</b>    |
| <b>RPIs</b>               | 2             | 2             | X             | <b>4</b>     |
| <b>Non RPIs</b>           | 13            | 28            | X             | <b>41</b>    |
| <b>Injuries</b>           | 0             | 0             | X             | <b>0</b>     |

**Learners are tolerant of one another, respectful of both their environment and the staff who support them and are polite young people who enjoy college life.** Learners benefit from a culture that is supportive, disciplined and safe. Leaders and staff create an environment that is calm and supportive. This has significant impact on the attitudes, behaviours and motivation levels of learners. Staff know their learners well, care about their well-being and set high expectations of what they can achieve.

*Learner Survey March 2020: '92% of learners told us that staff treat them fairly and with respect and tell them how well they are doing.'*

*Parent Survey March 2020: '100% of parent/carers told us that staff are very caring and supportive and help the person they care for to progress.'*

**Staff do not tolerate bullying or harassment of any description and the learners appreciate what this means through regular reinforcement across the curriculum, but specifically in weekly Tutorial & Transition sessions.** During the last two academic years, no incidents of bullying have been reported or witnessed. If incidents did occur, learners feel safe and confident to report them, knowing that staff will take swift and decisive action.

**The following improvements will raise standards and improve the experience for the learner**

***QIP link – BA1. Capture & monitor levels of punctuality across all subjects to enable ambitious targets to be set for individual learners where necessary.***

Leaders recognise how promoting punctuality is an important skill that will impact on how successful learners are when they start work. Whilst punctuality data has been captured for the end of year data, leaders need to monitor this more routinely and report to Governors as part of the termly Data Cycle. Whilst tutors have had training on recording punctuality against each learner for each session, this needs reinforcing at the start of September 2020.

***QIP link – BA2. To enhance learners' appreciation and celebration of diversity further, increase opportunities to interact with a range of cultures and religions.***

Learners benefit from a wide range of topics taught in their Tutorial & Transition sessions and experience a series of half termly Enrichment Days on themes such as Cultures around the World. The college is located in an area of Greater Manchester that is very diverse in population and culture and learners who engage in external work placements and access the community, naturally experience and interact with a range of religions and cultures. However, to enable learners to celebrate and appreciate the benefits of a diverse society more fully, increased interaction through Guest Speakers and visits to places of Worship will form part of curriculum activities in 2020-21.

## Personal Development (PD)

## GRADE 2

### **Context:**

The Curriculum is designed to support learners to develop their personal skills beyond their academic or vocational achievements. Engagement in the local community and in society is also a significant aspect of Curriculum design. Learners not only access work experience but also develop their skills in the community to become responsible and respectful citizens. Where possible, learners are encouraged to live healthy lives and develop fundamental skills to function in public life. College is an inclusive environment where equality of opportunity is important and enables learners to thrive together despite their differences.

As can be seen in Appendix A, leaders monitor achievement gaps of different learners and there are no significant gaps.

### **Strengths**

#### **Communication, Independence & PSD development:**

**All learners have 'core' targets that are embedded across the curriculum in all subjects and focus on individual skills that will support them as they move into adulthood.** For example, learners may have targets around building confidence in speaking to unfamiliar people, working with others to accomplish a task or in how to build tolerance levels or resilience to change. Addressing targets with learners is a key aspect of all sessions and any tutor or member of staff recognises achievements as it occurs. Throughout the year, all learners access a stand-alone independence facility off-site and this helps them develop daily living skills such as how to lay a table, iron their clothes, make and change a bed or keep their home clean and tidy.

**Learners receive good career guidance and develop relevant skills to support them into paid or voluntary employment or onto Supported Internships.** Leaders worked hard during 2019 to improve this aspect of the curriculum, particularly since the cohort of new learners had aspirations to gain voluntary or paid employment when they leave college. From June 2019, learners benefited from significant quality support of a newly appointed WE Co-ordinator 2.5 days each week. At the start of their programme, the Co-ordinator assesses all Employability and Independence Pathway learners to establish the sector they are interested in working, meets with parents to discuss work placements and introduces a process where learners are required to apply for a WE placement and engage in a competitive process, including an interview, as would be required when they eventually leave college. During 2019-20, the college worked with 8 employers and 100% of learners on the Employability Pathway participated in either internal or external work experience, whichever is appropriate. In addition, a weekly Employability Skills session is well established and this supports learners with the generic skills required to become credibly employed in the future. Planning for this session includes how to recognise personal skills and attributes, where to look for suitable jobs, CV writing, interview role play and what it is like to be employed.

Learners also receive frequent quality impartial Careers Guidance. They attend local Jobs Fayres (at Salford City Council) and a number of employers are invited into college from different sectors to discuss possible careers with learners. In addition, learners visit a range of potential employers off site and prepare questions to ask them about a role in their organisation. In addition, arrangements were in place for learners to receive careers guidance from Career Connect (Connexions) although this was impacted by Covid-19. As a result of this external input, Employability Pathway learners appreciate the benefits and demands that exist in different sectors and what employers will expect of them as potential employees.

**Learners benefit from an innovative enrichment programme that supports British Values and equality & diversity.** In 2019, an experienced Sports Development Officer from Manchester United FC was commissioned for two days each week throughout the year to lead enrichment and Duke of Edinburgh activities for all learners. The half day enrichment session is enjoyed by learners and staff from all three Pathways and it is an opportunity for them to socialise together, whilst participating in a range of activities. As a result, learners build confidence, resilience and a competitive spirit, including how to cope with disappointment. One learner who has aspirations to work in sport as a personal trainer supports the Sports Development Officer as part of his work experience.

Throughout the year, a series of half termly off-timetable days are dedicated to enrichment opportunities and link well to topics covered in the Tutorial & Transition session. Whilst the latter end of the year was impacted by Covid-19, the following Enrichment Days took place or were planned.

- Healthy Living & Emotional Well-being (Oct '19)
- Chatsworth Got Talent (Dec '19)
- Cultures around the World (Feb '20)
- Technology in our Environment (Mar '20) *Impacted by Covid-19*
- Religion & Belief (May '20) – *Impacted by Covid-19*
- Celebration of Music (July '20) – *Impacted by Covid-19*

In addition, learners engage in a range of lunchtime clubs such as Music Club led by a music therapist and a signing session with an experienced speech and language therapist.

*Ofsted Inspection Report January 2019: 'Students benefit from enrichment activities that provide them with a good awareness of the wider world'.*

**Learners have good opportunities to share their views to influence improvements to college life.** A Learner Voice Committee was introduced in 2019 and is now well established with nominated Learner Reps who represent all learners and bring about improvements to ensure college is a better place in which to learn. For example, as a result of Learner Voice suggestions to improve enrichment activities, leaders commissioned a qualified SEN Sports Development Officer from MUFC for two days a week to lead enrichment and DoE activities on an ongoing basis. The Committee meets half termly, a senior leader Chairs the meeting and learners are supported by an experienced TA. Suggestions are made by learners through either the Suggestion Box from the main hall or via their Learner Rep notebooks and each new suggestion is noted and discussed at the meeting. Suggestion responses are discussed as an agenda item during SLT meetings and the decision outcomes are displayed on the Learner Voice noticeboard.

### **The following improvements will raise standards and improve the experience for the learner**

***QIP link – PD1. Employers are not supported well enough to ensure they input into the setting of work-related targets for individual learners on placement with them.***

Whilst leaders have worked hard to improve opportunities for learners to engage in appropriate work experience placements and this has been highly successful, currently a robust process does not exist to ensure employers input appropriately into target setting for learners on placement with them. Employers need to work alongside Job Coaches to set relevant, challenging and meaningful targets that relate specifically to their place of employment and tasks set for individual learners.

***QIP link – PD2. Progress against 'incidental learning' is not captured routinely, including the achievement of 'core' targets during weekly enrichment sessions.***

The college now has an engaging and fun enrichment curriculum that encourages all learners from the three Pathways to participate together. However, 'core' targets do not feature routinely in weekly enrichment sessions and any progress made in those sessions is not captured sufficiently well. Whilst

incidental learning is captured on occasion, a more formal process needs introducing including the training of staff in how to do this.

***QIP link – PD3. Learners’ suggestions focus too heavily on enrichment activities/visits rather than bring about improvements to the wider curriculum and college life.***

Whilst a well established Learner Voice Committee exists and a group of Learner Reps are nominated by the learners themselves at the start of the academic year, the last few meetings have focussed on suggestions that are too similar and are limited to ideas for fun activities and places they would like to visit. College staff have not developed learner skills sufficiently well to enable them to identify how they can contribute to improving the college beyond enrichment visits and activities. Learners need support to develop the advocacy and appropriate analytical skills to make suggestions that bring about change to the wider curriculum and all it has to offer.

Note: the formal introduction of bespoke Independent Travel Training is included under QoE.

# Leadership & Management (LM)

# GRADE 2

## Context:

Leaders, managers and Governors ensure that education delivered by the college has a positive impact on all learners. Leaders have high expectations of their learners and recognise that high quality teaching relies on effective mentoring, training and performance management. Learners are safe and feel safe in college and senior leaders have significant safeguarding and Health & Safety safeguards in place.

## Strengths

**Leaders and staff create a culture that has a high quality, personalised curriculum that provides all learners with the best possible preparation for adulthood.** Staff are well qualified, experienced and have relevant skills and expertise to meet the needs of the learners. The vast majority of learners (93%) in the 2019-20 academic year made the transition from the linked Chatsworth High School & Community College; a consistently 'Outstanding' provider led by the Co-Principal of the college (Ofsted School Inspection - Sept 2019). As a result, learners are already well-known by senior leaders prior to them starting college.

**Governors: The college Governing Body holds senior leaders to account well by using their knowledge and relevant education experience to challenge decisions made to improve college provision and to help develop high standards.** The Governing Body comprise 8 committed members with a diverse range of skills and they met 7 times during the academic year. During the Covid-19 crisis, Governors met using on-line 'Teams' (14<sup>th</sup> May & 9<sup>th</sup> July). Governors understand the challenges the college has to overcome and its strengths and weaknesses. A Data Cycle supports Governors in their ability to recognise when and how to challenge data and information provided by senior leaders. Governors work alongside senior leaders to set clear KPIs which are shared with all staff and are referred to during supervision meetings. A professional Clerk to Governors is commissioned to support the Governing body with administration.

## Governor expertise:

- A – An extensive career as a Learning Disability Nurse/Manager (Chair)
- B – Deputy Head of SEND provision
- C – Teacher & pastoral tutor/mentor for LLDD in a secondary school & a parent of an ex. Learner (2019)
- D – Deputy Head of mainstream secondary school responsible for curriculum & quality
- E - Ex Director of Student Services & 30 years experience in supportive, pastoral roles with schools, FE & local authority services, leading on EHCP's as LA lead.
- F - Vicar at the local parish church and Chair of Governors at the adjoining primary school.
- G - Former Headteacher with extensive knowledge of SEND, working for the National Autistic Society for many years and now acts as an adviser to the Eswatini Government in the development of SEND schools.
- H – External employer (learners from college access Work Experience placements in Admin roles)

*Ofsted Inspection Report January 2019: 'The recently formed governing body understands clearly the strengths and weaknesses of the provision. Governors provide high levels of challenge and effectively hold leaders and managers to account.'*

In addition to attending Governor meetings, Governors are also proactive in quality improvement. For example, a number of Governors take part in joint learning walks with senior leaders and attend enrichment days. Governors have link responsibilities ie. one Governor supports the Principal on Health &

Safety monitoring and a highly skilled and experienced Governor, takes responsibility for Chairing the learners Annual Review meetings with parents, authorities and professional bodies.

**Staff Expertise & Qualifications:**

Senior staff resources: Three Senior Leaders come with a diverse range of skills; the permanent Principal and Executive Headteacher also leads the highly successful (Outstanding) specialist school, the part-time and temporary Co-Principal, commissioned since April 2019 has extensive FE experience of leading high needs provision including Ofsted inspection processes, and the Vice Principal, who was appointed permanently to the post in June 2019, is an exceptional teacher with experience of middle management in a specialist school environment. Governors agree to extend the services of the interim Co-Principal to support the college on an ongoing part-time basis through 2020-21. Mentoring of the VP by the Interim Co-Principal has impacted significantly on the progress the college has made and the input ensures leaders have secure and sustainable knowledge of FE good practice going forward.

Education/specialist support: During the course of 2019/20, qualified tutors and one unqualified tutor in the first year of their teacher training, lead sessions and are supported by the senior leadership team. A fully qualified therapy team support staff and students on a part-time basis (SALT, OT and a Music Therapist). In April 2019 a new performance management and quality process was established due to continuing concerns about the quality of teaching, learning and assessment. As a result, decisive action was taken and led to a number of education staff leaving the organisation. Two new tutors were appointed in September 2019 and a rigorous observation and line management process now ensures high quality teaching, learning and assessment is maintained and continues to improve. Leaders also seconded two experienced staff from the school and they enhanced the learner experience, particularly for those with complex needs. In addition, learners benefit from a series of therapy sessions run by experienced and fully qualified professional therapists; SALT, OT, Music Therapist & a Hydro Therapist/Swimming Instructor. For example, the SALT led communication sessions for Discovery Pathway learners and the OT led activities at the ILS home facility for all learners. In addition, and as a result of Learner Voice suggestions to improve enrichment in the curriculum, a SEN Sports Development Officer was commissioned from November 2019 to lead enrichment and DoE sessions. This has impacted significantly on Learner Satisfaction scores relating to enrichment.

|  |                             |
|--|-----------------------------|
| <b>Masters/PHD level</b>                   | 1 [SLT]                     |
| <b>Degree level</b>                        | 9 [SLT/Therapists & Tutors] |
| <b>Qualified Teachers</b>                  | 5 [SLT/Tutors]              |
| <b>In Teacher Training</b>                 | 1 [Senior TA]               |
| <b>NVQ Level 3</b>                         | 4 [TAs/Admin]               |
| <b>NVQ Level 2</b>                         | 3 [TAs]                     |
| <b>Diploma in Health &amp; Social Care</b> | 1 [TAs]                     |
| <b>NVQ Level 2 in Social Care</b>          | 1 [TAs]                     |

**All learners, regardless of their level of need or vulnerability are strongly protected by the rigorous adherence to the very high standards set in the college’s safeguarding and health & safety policy.** Arrangements for safeguarding is good and has improved significantly since the previous

full inspection. Following a comprehensive health & safety review carried out by an external specialist soon after the Ofsted Inspection in January 2019, staff now have a greater understanding of risk, knowing when to formally report a concern and how to manage risk more effectively. The Principal is now the lead role on health & safety and a Governor lead is established. In addition, the Trust's Business Officer has the role of health & safety officer across the Trust. A Health & Safety action plan is closely monitored by the Governor lead and the Principal reports on health & safety in his Governor's report. Staff teams carry out frequent health & safety checks and concerns are logged and action taken. One individual is responsible for ensuring the Single Central Record is meticulously maintained and recruitment processes are good.

*Staff Survey March 2020: '100% of staff feel their awareness of the procedures for handling suspected cases of abuse is good or outstanding'.*

*Ofsted Monitoring Visit May 2019: 'Senior leaders have responded swiftly to address the health & safety concerns identified at the previous inspection which placed learners in potentially harmful situations. The health & safety of learners are now a high priority for governors, senior leaders and staff.'*

*Ofsted Monitoring Visit January 2020: 'Since the previous monitoring visit, governors, leaders and managers have continued to place a high priority on the health and safety of learners. Thorough and frequent risk assessments of learning spaces are embedded in health and safety practices. The learning environment is safe.' 'Staff check the safety of their learning environments and incorporate health and safety in the planning of their learning sessions. For example, in employability sessions, learners cover how to identify potential risks to themselves and others. Consequently, learners increase their awareness of their own safety.'*

**Highly effective performance management processes has impacted positively on the quality of education which led to the vast majority of learners developing their skills for adult life to a higher level.** A new culture has been successfully and naturally introduced by leaders and staff appreciate the renewed rigour on performance for the benefit of the learners. Staff feel fully supported by their leaders and whilst expectations on them have risen, the level of pressure to maintain a good work/life balance has been minimised. Staff understand that poor performance will not be tolerated and a number of staff decided to leave the organisation or move into alternative roles in the spring term of 2019. A challenging cycle of quality improvement processes now exist and these include unannounced formal graded lesson observations, TA specific observations, learning walks, mentoring observations and a series of quality review audits such as 'Planning – SOWs/session plans', 'Target Setting' and the 'Learner Journey'. Line management processes are robust and all staff have regular supervision meetings with their line managers including both Principals, undertaken by the Chair of Governors. All staff received a formal appraisal in 2019 and relevant objectives link well to KPIs and teaching practices from observations. Covid-19 has impacted on completing the appraisal process which was planned for the Spring term, however SLT have agreed to defer the completion of appraisals until the autumn term 2020.

*Ofsted Monitoring Visit Report May 2019: 'Senior leaders have reviewed line management responsibilities. Staff have a clear understanding of who their direct line manager is. Staff have frequent one to one supervision reviews with their line managers to discuss their performance. Staff value these discussions and the encouragement they receive from senior leaders to identify their individual training needs.'*

*Staff Survey March 2020: '100% of staff think their Senior Managers focus on continuous improvement and provide clear direction to them and 92% of staff think their manager's ability to monitor performance data, review patterns and take appropriate action is good or outstanding.'*

**Highly effective mentoring programme & training is improving the quality of the provision for the benefit of learners.** Since April 2019, all tutors are allocated a mentor in addition to a line manager. Staff receive high quality, constructive and regular feedback on their practice (through both observation of sessions or through line manager/mentoring meetings). Observation developments directly link to weekly Training Workshops and, as a result, quality and confidence in how to deliver effective sessions has improved significantly. In addition, tutors, TAs and senior leaders participate in developmental visits to

undertake observations and practice in GOOD ISCs or FE establishments. For example, staff attend Henshaws, Portland College and other local FE SEND provision. All staff participate in weekly Training Workshops that link to areas the college need to improve on and are led by by senior leaders or therapists. Typical Workshops are 'Effective Q/A', 'Target Setting', 'Promoting Independence – positive reinforcement & avoiding over-support', 'Stretch & Challenge – keeping learners engaged', 'Makaton signing', 'Nurturing positive engagement', 'Curriculum Design' or 'Understanding & inputting into the college SAR & QIP'. All staff use Educare modules to support mandatory training and this is carefully monitored to ensure all staff are up to date. In addition to the weekly Workshops, leaders increased the number of full CPD days from 5 days to 10 days during the year. As a result of the new initiatives, practice has improved significantly. Assessment is thorough, sessions are well planned to meet individual needs and activities for those with complex needs are bespoke where appropriate. Leaders are passionate and proactive in improving the quality of the provision overall and training initiatives and mentoring continue to be a focus of senior leaders into the new academic year.

| Observation Grade Profile | Good/better | External Moderation           |
|---------------------------|-------------|-------------------------------|
| 2018                      | 25%         | N/A                           |
| 2019                      | 75%         | N/A                           |
| 2020 (As at March)        | 100%        | Portland College x 2 sessions |

As at March 2020, 100% of sessions that have been formally graded are GOOD. Two sessions were externally moderated by Portland College colleagues in February 2020. Judgements, including grades, were agreed by both parties. Between January and March, good features identified significant improvements since the previous observation round in planning to meet individual needs, monitoring progress through target achievement and in questioning techniques to probe learners' knowledge and understanding.

*Ofsted Monitoring Visit Report May 2019: 'Senior managers have introduced weekly training workshops for staff, informed by the outcomes of learning walks and observations of practice. Staff value the training and senior leaders' participate in the workshops to support them to improve their practice. Joint lesson observations by inspectors with senior leaders during the monitoring visit highlighted that teaching assistants provide appropriate levels of support, allowing learners to complete activities independently.'*

**Engagement with FE professional bodies has resulted in highly effective sharing of good practice at all levels.** Senior leaders participate in Natspec events as appropriate although Covid-19 impacted heavily on events such as the Natspec National Conference. Leaders are pro-active participants in the NW Principal's Forum and associated satellite groups such as PRD Groups and OTL Forums. From May 2019, the college also became active participants of a NW Supported Employment IAG Group that supports FE organisations to bring about positive employment outcomes for SEN learners. These initiatives enable leaders and staff to share good practice on a range of topics and keep up to date with sector developments. In addition, the Principal leads a Local Authority support group to bring about change in significant issues such as improving EHCP writing and funding mechanisms. The Principal continues to receive external training by an MIS SEN specialist on the use of data in the FE sector and completion of the ILR and, as a result, leaders have a better understanding of how to use data to measure the progress learners make. In addition, in February 2020 two senior colleagues from Portland College (Ofsted graded Good) spent two days in college with senior leaders to undertake formal graded observations for the purposes of external moderation.

**Processes for Self Assessment & Quality Improvement Planning are accurate and rigorous and enable Governors to hold senior leaders to account for the content and judgements.** A revised self assessment report and quality improvement plan format was introduced in September 2019. A highly experienced consultant and former HMI with significant experience of high needs is commissioned for two consecutive years (2018-19 & 2019-20) for moderation purposes. Leaders value the importance of external moderation and welcome the additional rigour to the process. Staff receive training and input into the SAR/QIP process, highlighting their views with regards to curriculum intent, implementation and impact. Leaders introduce a user-friendly mini-SAR to support staff in their understanding and judgements

on the agreed strengths and areas for improvement. Governors validate and make amends to the self assessment process, QIP & KPIs early in the autumn term, including an assessment of their own performance as a Governing Body. In addition to the main college Quality Improvement Plan, leaders introduce specific action plans for PREVENT, Employability and Stakeholder Views. Leaders and Governors regularly update and monitor progress against all action plans. Any outstanding targets will be transferred to the QIP for 2020-21.

| Action Plan               | Achieved targets | Impacted by Covid-19 |
|---------------------------|------------------|----------------------|
| Quality Improvement Plan  | 74%              | 25%                  |
| Employability Action Plan | 100%             | 0%                   |
| PREVENT Duty Action Plan  | 75%              | 25%                  |

Local Authorities recognise the progress learners are making at college and in July 2020, agree to extend funding at the college for another full year due to the Covid-19 impact. As a result, it is anticipated learner numbers in 2020-21 will increase from 14 to 24.

**Highly effective methods are in place to capture stakeholder views that bring about rapid improvements.** Following a revision to the Survey Cycle in May 2019, a comprehensive set of questions are asked of learners, staff, parent/carers & employers. The results of the surveys are carefully analysed, shared with Governors and an Action Plan is produced. In addition to the main survey cycle, where responses raise concerns, additional supplementary surveys are introduced to gather more in-depth information for leaders so they can introduce new initiatives quickly. For example, supplementary surveys were issued to staff to establish their views about a range of 'Listening Ear' initiatives to support them with their health & well-being and work-life balance. Another supplementary survey was issued to learners specifically about how their curriculum could be adapted to further improve the learner experience and a further survey was introduced for employers so they could input into curriculum design and qualifications undertaken.

The Survey Action Plan indicates that stakeholder contributions are quickening the pace of planned improvements in the planning, managing and delivering the revised curriculum, leading to better progress and outcomes for learners. For example, as a result of a revised induction process implemented by leaders, in 2020 the Staff Survey indicates 75% of staff feel the quality of induction for new staff is good or outstanding compared to only 53% in 2019. As a consequence of comments made by tutors on the Staff Survey about the time it takes to plan sessions, from September 2020 leaders will introduce a pilot '5 minute session plan' to support them. Employer views directly impact curriculum design and the qualifications learners undertake. For example, the outcomes of a supplementary survey to employers suggest they feel it would be beneficial if learners undertake units in customer care, kitchen hygiene and ICT. As a result, registered units were changed according to employer views in order to maximise opportunities for future employment.

**Effective curriculum design includes opportunities for learners to understand how to protect themselves at college, in work and in the community.** In September 2019, leaders introduced weekly Tutorial & Transition (T&T) sessions that include individual and group tutorials. Group tutorials encourage learners to discuss topics such as E-Safety, Prevent, Bullying and Stranger Danger and key topics are refreshed regularly. A range of college Policies are adapted by the Speech & Language therapist to aid learners' understanding and are used during T&T sessions (safeguarding, whistleblowing, bullying & E-safety). In addition, a new Enrichment Programme includes six off-timetable days throughout the year (3 Enrichment Days were impacted upon by Covid-19 – See PD section) to further enhance understanding in how to stay safe and which supports British Values.

**The following improvements will raise standards and improve the experience for the learner**

***QIP link – LM1. Tutors do not have sufficient, detailed understanding of how EHCPs link to the goals and targets they set for their learners.***

A robust initial and baseline assessment process is already well established and significant input by all learners and their families exist. As a result, 'learning gaps' are identified in both vocational and functional skills subjects by October half term. However, staff identified the need for a single document that identifies the starting points for each learner as well as their areas of interest and where support is required. As a result, a summary baseline assessment document will be produced in the autumn term of 2020 that brings together all the assessments into one simplified document and will help inform quality target setting for tutors. *[An informal suggestion also made by Ofsted during their January 2020 Monitoring Visit]*. Whilst good links between EHCPs and goal/target setting exist, this needs to be clarified further and highlighted for tutors as they plan activities and set effective targets. In addition, Pen Portraits should be added to the introduction section of ILPs to help staff learn about their learners quickly at the start of their programme.

***QIP link – LM2. Increase the effectiveness of senior leaders use of management information so that the progress of all learners can be monitored precisely, areas of concern quickly identified and the success of individual learners is routinely reviewed.***

A high needs specialist data consultant is commissioned throughout 2019-20 to support leaders with the infrastructure of databridge and regular ILR submissions. RARPA data is analysed via databridge to provide individual goal and target achievement including achievement gaps. However, further support is necessary to enable leaders to monitor progress against criteria such as targets achieved against specific areas of the curriculum. For example, the number of targets achieved against independence, communication or employability are not readily accessible. Leaders monitor the success and progress of individual learners against accreditation throughout the year and tutors regularly input target achievement statements on databridge through target trackers in each session. However, leaders do not monitor the progress against targets frequently enough and tutors do not take sufficient ownership for the progress their learners make in terms of data. To enhance the process of formal and informal observations, leaders to introduce regular Progress Reviews for individual learners to use intelligence gained from data to evidence 'value added'. This will include individual and Pathway 'deep dives' on the progress made in terms of what learners are able to do at specific points in their programme compared to their 'starting points'.

***QIP link – LM3. Increase middle management level resources to enable the Vice Principal to focus on strategy for the college and progress monitoring.***

Currently the Vice Principal is the only full-time leader in the college and generally deals with all operational matters. The impact of this is that important strategic priorities are not always carried out in a timely way. Particularly with the increase in learners numbers from 14 to 24 in 2020-21, another tier of management is necessary to provide day to day support to staff and leaders. Leaders have recognised this issue and, in the spring term, appointed a highly experienced SEN FE specialist as a Lead Practitioner. However, unfortunately this appointment did not come to fruition and although two new experienced tutors are appointed for September 2020, due to time constraints, the middle management Lead Practitioner role will not be appointed until later in the year. In addition and due to the increase in learner numbers, a number of additional TAs have been appointed. In order to improve contingency planning for staff absences and to maintain highly effective line management of all staff, a senior TA needs to be appointed who will not only be qualified to lead sessions but will also share responsibility for supervision and training of TAs including observations of their practice. The intention is for the TA3 to also act as Staff Ambassador and to plan the series of off-timetable Enrichment days throughout the year.

***QIP link – LM4. Leaders set quality standards for the impact and effectiveness of work experience and the college individual tutorial programme.***

Whilst a rigorous and challenging quality cycle has brought about significant improvements in the quality of teaching, learning and assessment, currently observations do not exist at learners' work experience placements or when they engage with their personal tutor during individual tutorials. These need adding as Quality Review Audits to the Quality Cycle for 2020-21.

***QIP link – LM5. As a result of staff satisfaction outcomes, SLT to support staff teams to improve their health and well-being to ensure an appropriate work/life balance exists.***

Staff have welcomed and understand how the renewed rigour has been necessary to bring about significant improvements in the quality of the provision. However, they have inevitably felt the impact of those changes. As a result of the initial Spring staff survey, leaders recognised and gained further information from a subsequent supplementary staff survey in June. From September leaders will introduce a range of new initiatives to support staff. For example, the appointment of a Staff Ambassador to act as the link between staff and leaders and in the introduction of the Listening Ear that includes opportunities for both group and individual counselling with an impartial, external party on a termly basis. Other initiatives will be introduced, such as dedicated CPD days to support staff with their health and well-being including a teambuilding off-site day and the implementation of a pilot 5 minute session plan to help them manage their time management when planning sessions.

***QIP link – LM6. Leaders to provide additional training for staff to meet the specific needs of all learners in respect to Job Coach training for learners on placement and to understand the impact of changes in legislation relating to the Liberty Protection Standards.***

Whilst all staff receive frequent, high quality training in a wide range of aspects, specific training is required in 2020-21 to meet the needs of the changing cohort of learners and its staff. For example, the intention is for two Employability Pathway groups from September 2020. As a result, more learners will access work placements and Job Coaches need formal training on Systematic Instruction in order to support their learners more effectively. In addition, and to further enhance safeguarding training, staff should receive training on the Liberty Protection Standards.

## Outcomes by Achievement Gaps - Appendix A

### Achievement Gaps 2019-20

#### Summary of Accredited & RARPA Outcomes Combined

- The overall RARPA success rate is 71.15%, taking into consideration all personal and subject target achievement over the three terms for the year 2019-20.
- The Covid-19 pandemic impacted the overall accredited success rate for the year 2019-20. The Awarding Body, Open Awards encouraged registrations for the Skills for Further Learning & Employment to be extended through to 2020-21. Success was evidenced for 8 learners through the Open Awards 'CAG' process for English, mathematics and ICT. Of those submitted, one FAIL was registered in mathematics. As a result, learners achieve 98% of their qualification aims as at 31<sup>st</sup> August, 2020.

| Success by Protected Characteristic |   | 2019-20 %              |
|-------------------------------------|---|------------------------|
| <b>OVERALL</b>                      | <b>Accredited RARPA</b>                     | <b>98.00<br/>71.15</b> |
| Age                                 | 19+ Accredited RARPA                        | 98.00<br>71.15         |
| Gender                              | Male Accredited RARPA                       | 98.00<br>71.29         |
|                                     | Female Accredited RARPA                     | 100.00<br>70.45        |
| Ethnicity                           | White British Accredited RARPA              | 100.00<br>71.91        |
|                                     | Polish Accredited RARPA                     | 100.00<br>61.11        |
| Disability [Prime]                  | Autism Spectrum Conditions Accredited RARPA | 98.00<br>67.89         |
|                                     | Severe Learning difficulty Accredited RARPA | 100.00<br>80.48        |

Notes: As with all data linked to very small numbers, the above results are 'statistically insignificant' in many respects. There are no significant achievement gaps between different groups of learners.