

Chatsworth Futures Limited

Re-inspection monitoring visit report

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Type of provider: Independent specialist college

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Monitoring visit: main findings

Context and focus of visit

This is the second re-inspection monitoring visit to Chatsworth Futures Limited following publication of the inspection report on 22 February 2019 which found the provider to be inadequate overall.

Chatsworth Futures Limited (Chatsworth Futures) joined Chatsworth Multi-Academy Trust in September 2018. The college provides day provision for young people aged 19 to 25 with severe learning difficulties, profound and multiple learning difficulties and autism spectrum disorder.

Learners study on programmes that are at, or below, entry level. At the time of the monitoring visit there were seven learners for whom the college receives high-needs funding. All learners have an education, health and care plan (EHCP).

Themes

What progress have leaders and managers made in ensuring health and safety remain a high priority and are embedded within the safeguarding culture of the college so that learners are kept safe?

Significant progress

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.

Governors have provided highly effective scrutiny and challenge to ensure that leaders and managers address health and safety concerns swiftly. Health and safety updates are provided to governors at all board meetings. For example, after inspectors found the kitchen to be unsafe at the previous inspection, the board commissioned an external consultant to carry out a health and safety inspection and a risk assessment of the kitchen. Surplus equipment was removed and the environment was made safe. Only then did governors give permission to re-open the kitchen. Learners are now, once again, able to develop their catering skills for employment and independence.

Leaders and managers have identified and embedded health and safety training across the college. All staff receive mandatory training. The trust's business officer, the health and safety coordinator, who is the principal, and the governor responsible for health and safety all receive appropriate training. Teaching assistants carry out frequent routine health and safety risk assessments across the

college to ensure that the environment is safe for learners. Governors and staff receive frequent safeguarding training.

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.

All health and safety concerns are carefully logged and actioned appropriately.

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

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. For example, the bespoke sensory curriculum includes music therapy, hydrotherapy, independent living skills, the Duke of Edinburgh's Award and communication skills.

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. This is so that they can complete basic independence skills such as using a brush to clean the floor. Tutors and teaching assistants use techniques, such as modelling, to help learners learn how to carry out tasks more independently. In independent living skills sessions, tutors use assessment effectively to adapt the planning of activities to meet individual learner needs.

Therapists do not work collaboratively enough or focus sufficiently on learners' core learning goals. Consequently, learners do not make the best possible progress.

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

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.

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.

Assessments for learners with profound and complex needs, such as non-readers or learners who struggle to use technology, are not always accessible. Consequently, staff are not able to accurately identify the starting points for these learners.

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.

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