

# **Self Assessment Report**

## **2020-21**

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## 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 Chief Executive Officer of the Trust. The college moved to new premises in Swinton, Salford in September 2018 and is co-located with two classes from the school's key stage five. 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 24 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 seven governors from a diverse range of professions, business and education backgrounds. This board acts as a sub-committee of the trustee board in line with the Academies Financial Handbook. 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 six tutors, eight teaching assistants and two administrators. One of the tutors is seconded from school on a part-time basis and a second is a Sports Development Co-ordinator employed by Manchester United FC who leads on enrichment and Duke of Edinburgh activities. Two of the six tutors are part way through their teacher training course with an external body, as first and second year participants respectively. In addition to three days teaching, one of them has responsibility for co-ordinating learners' internal and external work experience placements as the college WE Co-ordinator. In addition, a Speech & Language Therapist and a Music Therapist are commissioned on a part-time basis to support learners on a weekly basis.

### Ofsted position (2019-2021)

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. In September 2020, Ofsted carried out a Covid-19 focused supportive visit and concurred, the steps taken by leaders and staff during the pandemic were very effective in keeping learners safe, whilst maintaining communication with families and supporting learners to continue with their education into adulthood. Ofsted deferred all full inspections during the 2020-21 academic year and, looking ahead, the college anticipates a full inspection early in the autumn term 2021.

### **Covid-19 Impact – Summary:**

In contrast to the 2019-20 academic year, all learners were able to physically access the college for sustained periods from September 2020 to July 2021. The college remained open throughout the pandemic to support students and their families. During 'lockdown' periods (January - term 2), a minimum of 50% of learners physically accessed the college whilst the remaining 50% accessed sessions remotely. 100% of our most complex learners continued to attend college during 'lockdown' periods. Learners who had to remain in the family home were supported with a robust Remote Learning Package including access to sessions, including tutorials and therapy, and weekly discussions with Pathway teams on the progress they were making. When in college, Pathways generally worked in small group 'bubbles' and staff tested using lateral flow tests twice weekly. In total, five members of staff tested positive during the year (x 3 personal tutors & x 2 TAs). This resulted in two Pathways having to fully isolate for 10 days in term 1 and three Pathways having to isolate for 10 days towards the end term 3. Whilst some aspects of the curriculum were inevitably impacted by Covid-19 during term 1 and 2, a significant proportion of curriculum activities increased as restrictions allowed in term 3. For example, external work placements were not possible during the first half of the year, but in term 3 learners were able to attend both internal and external placements. During term 3, 'new' learners who were due to start at college in September 2021 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 2021. 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, personal tutors, the WE Co-ordinator and the speech & language therapist. However, towards the end of term 3 (July), numbers of positive cases in the Manchester/Salford area escalated and, once again, some community access had to be restricted. In addition, and as a result of a staff member testing positive, all three Pathways had to isolate for x 10 days. Some learners had to rely on virtual end of year celebration of achievement activities. Governors meetings took place using Teams and SLT had regular health and well-being conversations with staff including supervision/appraisal meetings. The Awarding Body (Open Awards), in liaison with senior leaders, decided to continue using the Centre Assessment Grade (CAG) process for achievement purposes and, as a result, all learners achieved the Open Awards qualification they were registered for. One learner was due to take his Functional Skills English Level 1 test during July. However, due to the fact he had to isolate just prior to his test, the decision was taken to defer this until early in the autumn term.

### **Covid-19 timeline term 2/3 [from January 'second lockdown']:**

Following confirmation by Government that a further lockdown was necessary in early January for all schools & colleges, SLT quickly implemented the following as part of its 'crisis' management strategy and continued to keep up to date with LA guidelines.

w/c 4.1.21. – Term 2

Immediate clarification with families/carers regarding the arrangements for keeping college open for the most vulnerable learners and their families. As a result, overall 50% of learners continued to attend college physically. 100% of our most complex learners continue to attend college throughout the lockdown period.

- All staff, including SLT, continue to be present in college in order to support learners and their families. 0% staff sign to raise concerns via Section 44 Notice. SLT work in three different environments so they do not share office space.
- Risk assessments implemented for individual learners including a cross-college Risk Assessment strategy. Testing for learners is undertaken on a weekly basis.
- Immediate liaison with families/learners about remote learning opportunities and their access to appropriate technology. Appropriate ICT (eg laptops) were supplied to learners & their families to support remote learning.
- Implement a slightly revised timetable for learners to maximise the safety of learners/staff & deploy staff to minimise risk eg. learners remained at individual workstations and were supported by the same staff as far as possible.
- Where appropriate, tutors plan for 'split' sessions to support learners physically in college and those accessing remote learning. Tutors liaise with parents regarding activities, work sent home and progress against targets including any safeguarding concerns.
- Governors are kept informed of the above initiatives on a regular basis. Agenda item for Governors meeting 4.2.21.

w/c 11.1.21.

- SLT introduced a remote learning log to accurately capture access to sessions including progress against work undertaken and target achievement.
- On 11.1.21, all members of staff were given the opportunity to receive the Pfizer vaccine & continue to undertake lateral tests twice weekly.
- 1:1 supervision & mentoring continues by SLT throughout lockdown.

w/c 18.1.21.

- SLT undertake learning walks of sessions remotely (as learners do) in order to monitor the quality & learner experience.
- Parent Review reports being prepared by subject tutors.

w/c 8.3.21.

- Learners given the opportunity to receive Covid-19 vaccinations.
- 95% of learners return to college to resume their Curriculum Pathway face to face.

w/c 12.4.21.

- Staff given the opportunity to receive Covid-19 vaccination 2.

w/c 19.4.21. - Term 3

- Curriculum activities return to normal including opportunities to access external work placements, community visits and external speakers/visitors.

w/c 10.5.21.

- Learners given the opportunity to receive Covid-19 vaccination 2.

w/c 5.7.21.

- A cross college tutor tests positive for Covid resulting in two Pathways isolating for x 10 days (Employability 1 & 2 & Discovery).

w/c 12.7.21.

- A further tutor tests positive for Covid resulting in a further Pathway isolating for x 10 days/until the end of term (Independence).

Note: Throughout Covid-19, five members of staff tested positive in total. The individuals isolated at home and adhered to Government advice and there were no hospitalisations. In addition, all staff/learners who had worked closely with the individual isolated. No learner tested positive during the pandemic.

## Key improvements made since the previous 2019/20 SAR

- Highly effective, robust safeguarding practice including regular Health & Safety checks and risk assessment updates; learners are safe and 100% of them tell us they feel safe. Child Protection on-line management system CPOMS implemented in 2021 to support continuity of recording and centralisation of recording across the Trust.
- Significant improvements to destination outcomes and employment strategy; three learners and their families receive high quality pastoral support and, as a result, access full time supported living accommodation. Commissioning an experienced Engagement Manager for two days a week has had significant impact on increasing the number of employment opportunities for learners including building positive and sustainable relationships with a wide range of professional bodies in the community. One learner gains paid employment as part of the Kickstart Programme, a supported internship programme is finalised with local employers and several learners will access this in the autumn term. A further six leavers will access a newly formed Community Interest Company (CIC) to consolidate their independence skills and gain voluntary employment in a variety of placements. In addition, £50K funding has been secured from the Wolfson Foundation for a new commercial training kitchen/community cafe in the college to be run by learners from the autumn term. The venture will operate to industry standards and learners will work alongside hospitality professionals.
- Transition into college is now highly effective for new learners and involves significant liaison between school and college staff. Learners start their programme with a highly personalised learning plan that is supported by a comprehensive curriculum offer. Robust starting points are well established through comprehensive initial and baseline assessments and these support the setting of appropriate goals, linked well to EHCPs, and from which a series of challenging targets are derived. A range of assessment tools are now used to assess learners' ability in English, mathematics and ICT based on their cognitive ability. Baseline assessment summaries now set out clear, realistic defined end points that individual learners should achieve for each subject over time. A Trust-wide Curriculum Continuity Group with a sub-division, Parent Aspirations Group is now well established. School and college staff work together to raise parent aspirations from an early age at school and well before formal transition processes into college begin. The Engagement Manager facilitates good CIAG support to families and our young people. For example, a Learning Disability Rights Officer for Salford was invited into college to help families participate in 'Better-Off Calculations' meetings to understand how they may/may not be affected by a learner accessing paid employment.
- Leaders, staff, therapists and stakeholders such as employers and parents now work more holistically to design and plan a curriculum that supports learners to become more confident in expressing their opinion, independent, better communicators and employable, as they move into adulthood. Curriculum design days held on 21-22nd July for staff and stakeholders.
- Despite Covid restrictions for part of the year, 100% of learners on employability and independence pathways access relevant internal or external work experience based on their work aspirations. When restrictions allow, guest speakers are embedded into sessions to support work-related outcomes. Learners now participate in a competitive recruitment process to gain internal work placements including a job interview and receive support to cope with disappointment if unsuccessful. Employers now help set work placement targets and progress against those is monitored well.
- Learners on the autistic spectrum and those with profound communication difficulties significantly improve their communication skills, social interaction and levels of engagement by input from two experienced therapists. A highly valued SALT provides good quality, comprehensive training and guidance to staff including effective learner profiles and Communication Quick Guides that focus on strategies to reduce frustrations. The impact of weekly SALT 'Sign-along' training results in TAs skilfully using consistent signing techniques to aid learners' understanding. Learners' communication is enhanced further by weekly lego-based therapy sessions led by the SALT and music therapy sessions that are facilitated by a qualified music therapist.
- Frequent monitoring of progress over time by staff at all levels has improved significantly and, as a result, the rate at which learners make progress has increased. Planning and gaps in learning are well informed by effective baseline assessment processes, subject content is linked well and activities are sequenced to build on prior knowledge. 'Wowzer' moments are introduced from September 2020 to capture incidental learning across all pathways. Comprehensive Curriculum & Progress Review documents are now produced by tutors to highlight how learners have developed over several years in terms of their personal development, skills, knowledge and understanding and the document also includes strategies that have proved positive to bring about that change.
- Accreditation is now driven by stakeholder guidance and is planned in a bespoke way to meet individual needs. Employers endorse qualifications that will enhance opportunities for learners into paid work. For example, qualifications into basic food hygiene is now a standard feature for some learners and was derived directly from employer advice. Despite the pandemic, 100% of learners registered for Open Awards qualifications are successful using the CAG process. In addition, learners achieve their Duke of Edinburgh Bronze or Silver Awards.
- From September 2020, learners benefit from a dedicated ICT suite on-site that results in improvement in confidence using technology and the development of critical work-related skills.

- Where Covid restrictions allow, independent travel training is introduced to support learners, where appropriate, from home to their work experience. This process is supported by a specialist external Salford City Council Transport Unit travel trainer who provides advice to learners and staff on an ongoing basis.
- Governors' physical visibility in college has improved significantly through the introduction of link Governors who focus on specific aspects of the provision and, as a result, the level of challenge to hold senior leaders to account is high. A number of Governors have undertaken learning walks with senior leaders, a Governor attended the Learner Voice meeting and another came into college to Chair Staff Voice – Listening Ear initiatives with staff. Two Governors with a quality focus met with a senior leader and reviewed QA processes including performance management documentation and feedback that staff receive. Two Governors with experience in H&S & Safeguarding work together to scrutinise recording and procedures. A local employer in the hospitality sector who also runs a Community Interest Company (CIC) is appointed as a college Governor from May. A further Governor (SEND Employability Co-ordinator – Salford & Greater Manchester) has been secured from September 2021.
- Results from Stakeholder Surveys highlight significant improvements in leadership and the quality of provision from the previous year. For example, variances show the level by which learners state they are learning things that will help them when they leave college increased by 32% and staff results show an increase of 60% in how new Listening Ear initiatives support their health & well-being. As a consequence of Covid guidance, learners work on individual workstations with their own resources and this has resulted in a noticeable reduction in anxiety levels. 100% of learners tell us they would like this to continue as a new 'normal' way of working post-pandemic.
- Highly effective, robust quality assurance processes link well to performance management and training required. A series of new quality review audits and focussed 'deep dive' activities with an external, experienced high needs consultant provides constructive feedback for leaders and expectations for staff, including next steps, are made clear. Tutors now take ownership for recording progress using Databridge MIS on a daily basis and monitor success levels of their pathways including input into self assessment processes. Leaders regularly review the quality of assessment judgements using work scrutiny of learners' work and commentaries on targets achieved.
- Leaders increase staff expertise to reflect the needs of the organisation. The introduction of a new permanent, new middle leader role to drive further improvement and support senior leaders with operational responsibility; an experienced, high needs Curriculum Manager is appointed from July. Two very experienced tutors in FE join the team in September 2020 and lead on Employability and Independence Pathways. Two further part-time roles will commence in September; an Employability Co-ordinator to support learners and Job Coaches with all aspects of employment and a Technology specialist role to support ICT in the curriculum.
- 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 for the year evidence 85% of targets achieved for quality of education, 90% for behaviour & attitudes, 100% for personal development & 90% for leadership & management. 41% of targets set were impacted in various degrees by Covid-19.

*[Related Evidence: Ofsted Monitoring Visit reports May 2019 & January 2020 & Nigel Evans 'deep dive' report 2021]*

## **'Even Better If' improvements to make during 2021/22**

To ensure all learners receive a consistently high quality, personalised and challenging learning experience, regardless of the complexity of their learning needs, the following improvements are required.

- All tutors consistently adhere to quality standards in relation to the setting and addressing of core and subject targets in sessions with a focus on preparation for adulthood.
- Core communication targets are embedded effectively across the whole curriculum including liaison between tutors and therapists to triangulate progress across all subject areas.
- Review the design of target setting for learners with complex needs with the new, experienced Discovery lead to ensure progress is captured across a range of targets.
- A formal process is in place for parents to input into target setting to ensure consistency between college and home and to increase their understanding of the progress made by learners.
- Leaders monitoring of progress continues to be reviewed regularly, including constructive feedback to tutors in how they can improve target setting and recording.
- Increase capacity and ability to diversify therapy support resources. This will be achieved by:
  - a. Re-appointing an experienced occupational therapist to improve levels of independence for learners with complex needs including the level of staff understanding when using adaptive equipment such as tipping stands.
  - b. Re-appointing an experienced SALT and music therapist and increase the number of SALT days to reflect the learner cohort.
- On-site ILS Home facilities do not support learners effectively to develop their independence skills, particularly when they aspire to progressing into supported living in the future. In the past, learners have benefited from a




fully functioning off-site ILS Home facility. However, partly due to pandemic restrictions, this year learners had to rely on sectioned-off areas in the hall. Going forward, leaders to develop an ILS Home Suite to replicate a typical home environment.

- Improve technology including ICT functionality for learners by:
  - a. increasing resources and commissioning a specialist to support learners and staff in the curriculum.
  - b. Improving the use of iPads and mobiles into work-related and independence activities to support employability skills more effectively.
- Re-design the learning environmental for learners with complex needs to maximise learning outcomes by:
  - a. Increasing bespoke outdoor break out spaces
  - b. Considering the proximity to personal care areas and increase internal learning space.
  - c. Minimising visual stimulation causing learners to become distracted.
  - d. Supporting staff to use language with less words/phrases to help learners' understanding.
- Increase the number of learners entering employment or achieving a work-related positive destination from 1 to 4 by:
  - a. Supporting personal tutors to have a greater focus on work-related outcomes during tutorials and other pastoral activities.
  - b. Increasing the frequency of tutorials and developing an appropriate way of recording progress towards targets.
  - c. Ensuring transition plans clearly identify the necessary actions required and identify individuals responsible for implementation of actions.
  - d. Ensuring the personal tutors work closely alongside the Engagement Officer so that classroom based activities fully support the rest of the work-related curriculum and they work together to bring about positive destination outcomes.
  - e. Managers formally Quality Assuring tutorials & transition plans as part of the Quality Cycle.
- Managers to introduce further refresher training to improve specific areas of the provision including follow-up themed learning walks within weeks, so they can see the impact on quality in sessions. These to include Q/A techniques including checks on learning, using SALT guidance and documentation to 'best' effect, age appropriateness, target content & planning content to ensure activities focus on preparation for adulthood.
- Managers to review the content of practical subjects such as ILS Home to ensure it maximises opportunities to develop employability skills and targets so they work holistically to improve learners' ability to gain employment. For example, learners to work on their ability to meet deadlines, achieve work to industry standards and accomplish tasks using effective teamwork.
- Improve management and deployment of TAs by tutors to ensure planning clearly identifies guidance for TAs to maximise their productivity and impact in sessions for the benefit of learners.
- Further develop the process to enable learners to access Independent Travel Training more effectively. Carry out appropriate ITT risk assessments and review baseline assessment information to ensure it captures robust and accurate learning gaps.
- Raise expectations of families in order to secure more sustainable positive destinations into work and supported living, by leaders & staff working more pro-actively with families from a much earlier stage in the transition-in process. Refine and consolidate the work of the Parent Aspirations Group to increase the number of Better-Off calculation meetings with parents, introduce parent workshops including the production of 'Dispelling Fears & Worries' brochure.
- Whilst the Supported Internship programme has been secured for autumn 2021, leaders need to ensure this runs smoothly for learners to ensure communication between employers and college is effective and the monitoring of progress is fully understood and consistent.
- 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. Introduce a specialist Employment Co-ordinator to support Job Coaches and learners with their work placements.
- Enhance self assessment processes to ensure staff at all levels input more comprehensively into the overall college SAR and take ownership for the production of SAR's for each Pathway, setting out clear strengths and 'Even Better Ifs'.

## Curriculum:








## Leadership:

Leaders and staff are intent on ensuring learners benefit from an ambitious, challenging and effective (ACE) curriculum that supports them with skills to enhance their future lives and which are based on their long term aspirations as they prepare for adulthood. Learners are placed on one of three relevant Pathways.

-  Discovery – for Pre-Entry learners with complex needs, a key focus on developing their communication and social skills including opportunities to participate in a range of bespoke activities that compliment the wider curriculum.
-  Independence – for Entry 1-2 learners who are likely to access semi-supported living in the future with a focus on developing practical independence skills to enable them to function more effectively at home and in society.
-  Employability – targets a wide range of learners to acquire and retain work-related knowledge and skills to enable them to gain voluntary or paid employment.

Whilst the college works with learners from pre-entry level to level 2, the above Pathway levels are meant as a guide, are not linear and learners will access learning on the pathway most appropriate to their assessed skills level. 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. Following an assessment period, if staff feel a move to another pathway would be beneficial, families and learners are supported through the process of transition. For example, by October half term, a decision was taken to move two learners from Discovery to the Independence pathway based on their families aspirations to move their young person into permanent supported living.

Within each of the above pathways there will be core skills that each learner must develop to the best of their ability and level. These are:

-  Communication
-  Personal and Social Development
-  Independence
-  Employability
-  English
-  Maths
-  ICT

In addition, learners benefit from regular pastoral support that may include group and/or 1:1 tutorials.

*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.**"*



## Intent:

The main purpose of the curriculum is to prepare learners for adult life. Learners acquire 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, their ability to make friends by improving their tolerance levels and social skills or learning how to manage their own behaviour. These skills will support them as they progress beyond college and into adulthood.

## Strengths

**Transition Planning into college is very 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.

*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."*

*Parent/carers Survey March 2021: 100% of parents/carers felt the efficiency and support they received during transition from school to college was good or better.*

*Learner Survey May 2021: 94% of learners tell us that when they started at college, they got all the help they needed to settle in.*

**Curriculum planning and implementation is tailored effectively to provide learners with an ambitious, challenging and effective (ACE) 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. Learners are 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 or Silver 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. For example, employers advised staff on the Employability pathway at the start of term 2 to introduce a Basic Food Hygiene accreditation for appropriate learners and, as a result, learners are due to complete that qualification in the autumn term. 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. In July 2021, two Curriculum Design days are organised by leaders and include a range of existing and prospective employers, including a small group of parents, who provide direct input and guidance on what would be most beneficial to learners. The two days include an opportunity for Independence & Employability pathway staff to participate in an Inclusive & Diverse Recruitment on-line event for professionals with a key focus on Access to Work for SEN learners. As a result, a positive relationship has been established with the Salford Disability Employment Advisor who will work with the college from the autumn term and his expertise will feed into a range of subjects where he will act as a guest speaker for the employability skills and literacy (S&L context) sessions. The literacy tutor will also embed Access to Work documentation into session content, such as using the same application forms learners will be asked to complete in the future for employment, for their reading and writing (text and purpose) tasks for Functional Skills English. Another part-time college tutor, who also teaches in the school, recognises how important it is to encourage her young pupils to have realistic employment aspirations and intends focusing her future teaching in school on gaining employment in garden centres and the hospitality sector rather than how to become a doctor or a pilot.

*Learner Survey May 2021: 94% of learners feel they are learning things that will help them become more independent when they leave college [variance increase of 32% from the previous year] & 88% of learners feel they are learning things that will help them get a job.*

**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 and Independence Pathway learners develop their English, mathematics, ICT and employability skills well through WE and Enterprise activities. An ICT suite was introduced from September and supported Employability learners in the development of their work-related technology skills. 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. Despite the restrictions of the pandemic, 100% of Employability & Independence Pathway learners participate in either internal or external work placements during the second half of the academic year. In total 7 learners gained regular, bespoke work experience with employers in the local community and these all link well to learners' work related aspirations. Work experience included learners working at local cafes, garden centres and shops and, where possible, were located close to learners' home and this supported the introduction of independent travel training to enhance opportunities for sustained paid or voluntary employment at a later date. Learners had to prepare for an interview with the employer prior to gaining the placement and employers help set appropriate work-related targets alongside Job Coaches for advice. Learners in the Independence pathway, including a small percentage of Employability pathway learners, where it was deemed appropriate for them to remain in college for the time being, participated in a

competitive process to apply, and be interviewed for, a range of internal work experience opportunities. These included college gardener, kitchen manager, SALT assistant, snack bar kiosk manager, college porter, 'chicken' attendant, admin assistant and assistant college photographer. Learners who engaged in the process, but were unsuccessful, were supported by staff using sessions that focused on Coping with Disappointment. Several learners initially participated in an internal placement in term 2 and then progressed onto an external placement when restrictions allowed during term 3.

*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."*

*Parent/carers Survey March 2021: 100% of parents/carers feel the content of lessons prepares their young person as they move into adulthood well.*

**Activities are very well planned to meet individual needs.** 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 have received 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 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 'Even Better If' improvements will raise standards and improve the experience for the learner**

***QIP link – QE1. On-site ILS Home facilities do not support learners effectively to develop their independence skills, particularly when they aspire to progressing into supported living in the future. Learners need to access a college ILS Home Suite that replicates a typical home environment. In the past, learners have benefited from a fully functioning off-site ILS Home facility. However, partly due to pandemic restrictions, this year learners had to rely on sectioned-off areas in the hall to practice skills and this impacted on ILS home outcomes.***

***QIP link – QE2. The content of practical subjects, such as ILS Home, does not consistently maximise opportunities for learners to develop holistic employability skills to enable them to gain employment (eg. ability to meet deadlines, achieve work to industry standards and accomplish tasks using effective teamwork are not featured well enough in learners' targets).***

***QIP link – QE3. The process to enable learners, where appropriate, to access Independent Travel Training requires further improvement, including guidance for staff in how to carry out risk assessments and review baseline assessment information to ensure it captures relevant, robust and accurate learning gaps.***

***QIP link – QE4. The development of technology skills for the Employability Pathway is not embedded sufficiently well throughout the curriculum. Whilst learners now make good progress in their discrete ICT sessions, using the new ICT Suite, practical subjects such as ILS Home do not maximise opportunities for technology and rely too heavily on paper-based resources. [Linked to LM2].***

## Implementation:

### Strengths

**Teaching, learning support staff and therapists use their specialist knowledge and expertise 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 well 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 well planned induction process that includes opportunities to 'shadow' experienced members of the team and access relevant training to maintain and upskill themselves so they are able to provide quality support for learners.

**Learners develop their knowledge and understanding of work-related skills and specialist 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. How learners develop their language skills is integral to curriculum planning & implementation. New words and concepts are reinforced in a variety of contexts including the home and local community. Learners are regularly asked to demonstrate their understanding of why activities are useful in developing their employability skills and how they relate to their own personal circumstances. The introduction of the Essential Food Hygiene qualification was a suggestion made by employers in the hospitality sector and was quickly implemented. This helped motivate learners and provided recognition of how the skills and knowledge they acquire links directly to how they will succeed in the workplace. 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 experienced and highly skilled therapists.** A qualified, level 6 Speech & Language Therapist and a specialist Music Therapist supports learners in both group and individual bespoke sessions. The impact of the pandemic meant both therapists had to deliver sessions on-line for for the first half of the year. However, throughout term 3 learners benefit from a lego-themed therapy session facilitated by the Speech & Language Therapist. This session was well received by learners who acknowledged how it had led to improvements in their communication skills and how they enjoyed taking on specific roles to accomplish tasks together such as an engineer, a building and a supplier. During term 3, the Music Therapist engaged with learners in college, both on a group and individual basis, for weekly Music Therapy sessions. Music therapy increases learners' social interaction, communication, levels of engagement, anticipation and enjoyment. Throughout the pandemic, the Speech & Language Therapist continued to support staff with a wide range of comprehensive training such as 'Sign-along' signing sessions, visual resources to aid understanding or in how to understand challenging behaviour. Staff benefit from high quality learner profiles and Communication Quick Guides that focus on strategies to reduce frustrations. As a result, communication strategies are strong and learners develop their confidence in making choices, self-advocacy, self-care related routines and independent life skills in the home.

*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."*

**Learning goals and targets clearly reflect the progress and achievement of the majority learners and monitoring of progress over time by staff at all levels has improved significantly.**

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. In the majority of cases, targets are now measurable and linked 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. In the majority of sessions, 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. All tutors now record progress on Databridge MIS on a twice weekly basis and often as part of their session plenary alongside their learners and TAs. This method supersedes the previous way of recording progress using Target Trackers, tutors finding it more efficient to input assessment commentaries directly onto Databridge. Now that tutors have a greater level of understanding of target setting including the use of Databridge, leaders encourage them to introduce new ways of working for the benefit of their learners. As a result, two tutors have produced bespoke clear visual aids to highlight progress made over time on specific learning gaps derived from individual baseline assessments. 'Wowzer Moments' were introduced from September 2020 to capture incidental learning throughout the curriculum and all pathways now record these on Databridge effectively and assessment judgements feed automatically into ILPs.

*Learner Survey May 2021: 100% of learners told us that staff talk regularly to them about their targets.*

*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."*

**Staff plan activities well to ensure skills development and knowledge acquisition is transferred to long-term memory.** 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 quality review audit reports in how well tutors sequence activities and use repetition of topics in their planning to enable learners to maximise the transfer of key knowledge to long-term memory.

**The quality of assessment comments on learners' work has improved significantly and is Good.** In September 2020, leaders introduced clear guidelines and training for staff in how to mark learners' work. As a result, assessment feedback on learners' work improved. Work is now marked frequently, consistently and includes constructive feedback in how learners can improve their work. Learners in the Employability Pathway use the same marking guidelines to reflect on their work, review the feedback symbols and then make corrections to their work independently.

**The following 'Even Better If' improvements will raise standards and improve the experience for the learner**

***QIP link – QE5. The design of target setting for learners with complex needs needs reviewing alongside the new, experienced Discovery lead to ensure progress is captured across a range of subjects. [Linked to LM3]***

***QIP link – QE6. Tutors do not routinely use verbal assessment techniques effectively to check the understanding of ALL learners to ensure key concepts are embedded to long-term memory. Insufficient differentiated, direct questions are posed to individual learners and in some sessions, responses are dominated by the more confident, able learners or those unable to process information quick enough. [Linked to LM3]***

## **Impact:**

### **Strengths**

**Destination outcomes for learners moving into supported living have improved significantly and are now good.** Three learners from the Independence Pathway are fully supported by leaders, tutors, therapists and support staff into sustainable supported living environments. Regular communication between the college, families, social workers and carers at the new home, combined with well planned transition-out visits over several months, results in learners having the best possible start onto the next phase of their lives. All three transitions are successful and learners remain in their new accommodation. As a result, learners and their families are able to progress to the next stage of their lives and value the support the college provides.

*Parent/carer Survey March 2021: 90% of parents strongly agree/agree that the support they receive from staff with regards to transition into supported living/into work/future placement is good.*

**Destination outcomes for learners on the Employability Pathway, with realistic employment expectations, have improved this year and have the potential to be very good from September.** Despite the restrictions of the pandemic, all learners gain key work-related skills through participation in internal or external work placements throughout term 3. However, leaders recognise the need to improve positive destination outcomes into paid or voluntary work and, at the start of the academic year, commission an experienced and well connected Engagement Officer to work across the Trust to drive employment outcomes for the college and raise the aspirations of families in terms of what learners can achieve going forward. The impact of the Engagement Officer continues to be significant in building positive relationships with a wide range of professional employment bodies, employers and in providing crucial support to families and learners to give them confidence to succeed. As a result, one learner gains paid employment at a local amenity shop as part of the Kickstart Programme. Guidance was sought from the Local Authority in how to introduce successful Supported Internship Programmes and tri-level formal Agreements are now in place between employers, the college and families and several learners will access full Supported Internships in the autumn term. The Engagement Officer is also instrumental in driving future strategic leadership opportunities. For example, the college has secured £50K Wolfson Foundation funding to develop a training community kitchen and café at the college. Employability Pathway learners will help run the café and work alongside hospitality professionals improving their skills, both front and back of house. Work begins on the Project through August and is anticipated to be completed by Christmas 2021.

**Learners who leave college in July 2021 on Independence and Employability Pathways transition onto positive destinations.** Five leavers transition into a newly formed Community Interest Company (CIC) run by a committed group of parents, some of whom have an education background with experience supporting learners into employment. Learners will have opportunities to develop their independence skills further in addition to gaining voluntary employment in a range of placements, including working in the organisations church café. Another Employability learner moves onto the next level of programme at an FE college close to their home with a focus on consolidating their work-related skills further.

**Success rates of accredited learning, where appropriate, is consistently high over time and are Good.** Qualification success has inevitably been impacted upon by the Covid-19 pandemic over the last two years. At the end of the 2019-20 academic year, Open Awards liaised with leaders and both agreed the best course of action was to 'roll over' the Skills for Further Learning & Employment Awards to the 2020-2021 year. Centre Assessment Grades (CAG) have been used for Open Award qualifications where this was 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 be registered for and when portfolios would be submitted. Following the CAG submission, in July, Open Awards request samples of 6 learners work as evidence of success and, as a result, agree with judgements made by college staff and confirm achievement of results in July 2021.

In total, 12 learners achieve Open Awards Skills for Further Learning & Employment qualifications from Entry Level 2 Awards to Level 1 Award and a further 12 learners achieve either bronze or silver Duke of Edinburgh awards. [See Accreditation Over Time spreadsheet analysis for detailed information.]

**Learners develop skills in independence, personal & social development and communication well and target achievement rates are consistently high over time.** Tutors monitor RARPA progress for each Pathway well and produce Outcomes Analysis Data from MIS Databridge. This information is used by leaders to quickly see where learners are not achieving as well as expected, explore the reasons why and put strategies in place to rectify any concerns. All learners across all Pathways achieve success rates of between 77.3% and 100% as at end July 2021.

<b>Pathway</b>	<b>Mean average target achievement %</b>
Employability 2	90.95%
Employability 1	96.21%
Independence	95.53%
Discovery	88.69%
<b>Total Mean Average (all Pathways)</b>	<b>93.26%</b>

Leaders now monitor achievement levels more effectively. They are able to break down progress against different areas of the curriculum and reflect on why certain areas may not be performing as well. For example, in the table below fewer learners have achieved their targets in ILS Home and this reflects the lack of on-site quality ILS Home facilities. Similarly, Employability & Enterprise data has been impacted by the limited opportunities for work experience/work-related skills due to pandemic restrictions.

<b>Subject Area</b>	<b>Targets achieved at year end %</b>
Communication	100.0%
Employability	93.1%
Enterprise	94.4%
Functional Skills English	96.3%
Functional Skills Maths	100.0%
ICT	100.0%
ILS Community	100.0%
ILS Home	87.5%
PSD	100.0%

**OUTCOMES – SUMMARY DATA:** Outcomes for learners are GOOD. Despite the impact of Covid-19, the vast 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 five year period both in terms of accredited and non-accredited learning. Due to the impact the pandemic had on our learners in the 2019/20 academic year, Salford Local Authority agreed to fund the leavers for a further full year and this resulted in learner numbers increasing from 14 to 25 for 2020/21. From September 2021, learner numbers will remain very similar at 23, including 8 new learners who will transition in to college from school.

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

Targets achieved against those set (%)	2016/17	2017/18	2018/19	2019/20	2020/21
<b>Overall</b>	<b>85.32%</b>	<b>95.13%</b>	<b>95.06%</b>	<b>71.15%</b>	<b>93.26%</b>

*[See further details in Learning Progress Report 2020-21 by MH for Governors & Appendix A for Achievement Gaps of different groups of learners against RARPA and accredited success]*

## **Accreditation Success Rates – 5 year trend** *[See Accreditation Over Time document for details]*

	2016/17	2017/18	2018/19	2019/20 <i>Impacted by Covid-19</i>	2020/21 <i>Impacted by Covid-19</i>
Open Awards: Skills for further learning & employment E1-L1 (Awards, Certificates or Extended Certificates)	100%	100%	100% (12 learners)	Learners have units extended into 2020/21	100% - All 12 learners achieve qualifications from Award E1 to L1 Award
Open Awards: Functional Skills English (reading, writing & S&L)	N/A	100%	N/A	5 learners achieve through CAG.	One learner expected to pass English L1 FS but had to isolate at end of term 3 so will take this early in the autumn term
Open Awards: Functional Skills mathematics	N/A	100%	N/A	3 learners achieve FS mathematics through CAG.	No learners entered for FS mathematics
Open Awards: IT User Skills Level 1	N/A	N/A	N/A	100% (3 learners) achieve through CAG	No learners entered for ICT
Duke of Edinburgh Award	N/A	N/A	N/A	N/A	5 learners achieve their Bronze Award 7 learners achieve their Silver Award
Enterprise Short Course ASDAN	N/A	N/A	100% (4 learners)	N/A	N/A
Arts Discovery Award Trinity College	N/A	N/A	100% (6 learners)	N/A	N/A



## **Destination Data – 5 year trend**

*Impacted by Covid-19 (2019-21)*

In July 2021, 7 learners left college, 2 of whom accessed supported living. Four of those had their funding extended from the previous year.

	<b>2017/18 15 leavers</b>	<b>2018/19 3 leavers</b>	<b>2019/20 – 4 leavers are now funded until July 2021</b>	<b>2020/21</b>
Independent Living Skills organisation (Chatsworth Engage)	7	3	1	
Independent Living Skills organisation - External Community Interest Company (CIC)		1		5
Specialist FE				1
Supported or Semi-supported Living	3	1	1 *	2
Voluntary employment	2			
Paid employment				1
Supported Internship			2 **	1

\* *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.*

## **The following 'Even Better If' improvements will raise standards and improve the experience for the learner**

***QIP link – QE7. Pastoral support with respect to the frequency, recording and impact of tutorials requires improvement. Similarly, the quality of transition out plans that set out clearly defined actions and next steps is inconsistent. Employability Pathway tutors do not take sufficient ownership to bring about positive destination outcomes for their learners into employment. Whilst the impact of the experienced Engagement Officer is very clear to see, tutors do not work closely enough with them to help drive employment outcomes.***

*Learner Survey May 2021: Only 63% of learners tell us that staff speak to them about what will happen when they leave college.*

## 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.

*Parents/carers Survey March 2021: '100% of parents told us:*

- the person they care for enjoys attending college.*
- staff are very caring and supportive and help the person they care for make progress.*
- the college invites me to attend Annual Review of Progress meetings.*

*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

**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.** All learners, particularly those with high levels of anxiety, thrive in a culture that is supportive, nurturing and safe. Leaders and staff create an environment that is calm and supportive. As a result, learners develop positive attitudes to learning, increase their awareness of those around them and understand how their behaviour affects others. Teaching, support staff and therapists motivate and inspire learners to achieve their potential by acting as good role models with a focus on the need to work hard to succeed in life. Staff know their learners very well, care about their well-being and set high expectations of what they can achieve.

*Learner Survey May 2021: '100% of learners told us that they enjoy being at college and the staff make learning fun'. [Variance increases of 9% & 16% respectively from 2019/20].*

*Parent Survey March 2021: '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 three 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. Group tutorial and transition sessions for employability learners cover a wide range of PSHE topics such as bullying, relationships, E-Safety including PREVENT and how to cope with disappointment following an unsuccessful outcome, such as following a disappointing interview panel decision.

**Highly effective positive and productive relationships exist between learners and staff at all levels.** Learners focus well and value the opportunities that staff create for them. A culture of high expectation for learners is promoted by all staff. For example, learners are expected to conduct

themselves in an age appropriate manner by setting positive examples to others, using role models to influence work ethics and making the best possible use of the local community. As a result, learners take pride in their work, are keen to succeed and want to achieve their long term goals and targets.

*Learner Survey May 2021: '93% of learners told us they know what to do if they have a problem about college.' [Variance increase of 12% from 2019/20]*

**Learners' anxiety levels are significantly reduced since changes are made to their learning environment.** Due to the pandemic, classroom environments had to change to adhere to health & safety guidelines. For several months, learners worked in college mainly in their Pathway 'bubbles' with restrictions on the number of staff they engaged with. For example, learners have liked having their own space, individual desktop resources and opportunities to work with the same staff allocated permanently to their specific Pathway. As a consequence, there has been a noticeable reduction in anxiety levels. Learners are keen for many of these 'new ways of working' to remain post pandemic and staff will continue with them when designing the curriculum for the future.

*Learner Survey May 2021: 'Learners like sitting at the same desk with their own individual resources every lesson and enjoy staying in their own group to learn'.*

**Learners engage pro-actively with on-line activities organised for them throughout the pandemic.** Learners and their families on Employability and Independence Pathways receive regular, well planned learning opportunities. These include sessions run by their personal tutor, tutorials, English & mathematics, communication and music therapy and enrichment sessions. Tutors set work to be carried out at home and this is marked and returned to family homes to provide constructive feedback in how learners can improve their work. As a result, families became more engaged with ideas and activities learners could participate in at home, as well as getting more involved in the progress their young people were making from their 'starting points'. For example, parents were keen to take advice from personal tutors and continue to provide similar levels of support to enable learners to follow basic recipes as they had done in college.

*Learner Survey May 2021: 'Learners told us the best support from college when they had to stay at home during Covid was how they could speak to their college friends on-line, join in with lessons, speak regularly with staff and do college work with their families.'*

*Parent Survey March 2021: '100% of parents told us that during the pandemic, the college provided regular on-line learning and the support they received from the staff was good.'*

**Learners' develop a good understanding of the complexities and diversity of their local community through interaction with a range of cultures and religions.** Despite the pandemic, staff worked hard to maintain termly enrichment days. In December, two consecutive enrichment days have a theme 'Religion & Belief' and in March, two days focus on Health & Well Being. Whilst the Enrichment Days naturally had restrictions made upon them, it was possible for the Religion & Belief event to include guest speakers from a range of religions. For example the local vicar, who is also a Governor, came to discuss Christianity, an ex-member of staff who is Jewish presented on the Jewish faith and a third guest speaker brought in a range of artefacts to raise awareness with learners of the Islam faith. In addition, on a weekly basis, learners are taught a wide range of topics in their Tutorial & Transition sessions. 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.

## **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> <i>Covid impact</i>	<b>2020/21</b> <i>Covid impact</i>
<b>Attendance</b>	<b>95%</b>	<b>90%</b>	<b>90%</b>	<b>Aut 19 – 95%</b> <b>Spr 20 – 73%</b> <b>Sum 20 – N.A.</b>	<b>Aut 20 - 77%</b> <b>Spr 21 - 61%</b> <b>Sum 21 - 79%</b>
<b>Punctuality</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Retention</b>	<b>100%</b>	<b>96%</b>	<b>80%</b>	<b>100% *</b>	<b>92% *</b>

[See notes below]

**\* Retention:**

**(22/24 learners)** [amended following challenge from Governors at mtg on 23.9.]

- One learner on the Employability Pathway left the college at the end of the first half term and within the 42 day exclusion 'cut off' period. This learner does not therefore appear in the data above. The college were made aware by the family of the possibility of them having to move out of the area and the learner and his family were fully supported.

- A second learner on the Employability Pathway never commenced his placement with the college when the academic year commenced in September due to anxieties over Covid-19. After several attempts by leaders, a mutual decision was made to cease the placement at college at the end of term 1, outside the 42 day exclusion 'cut off' period. This learner does, therefore, appear in the above data.

- A third learner on the Independence Pathway never returned when the academic year commenced in September on the basis of family anxieties over Covid-19. Significant attempts by managers and the personal tutor were made over several months to reassure the family but eventually the Local Authority, senior leaders and the family came to a mutual decision to cease the placement at college at the end of term 1, outside the 42 day exclusion 'cut off' period. Instead, the learner was supported by home alongside social care before securing a successful placement with the Community Interest Company and a successful destination outcome. This learner does appear in the above data.

Despite the pandemic, retention levels remain high at 92%. In contrast to several years ago, managers now quickly recognise when the college environment is not well suited to the needs of specific learners and take immediate action. 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.

## **Behaviour Data – 2020-21**

**As a result of highly effective behaviour support and management, all learners make good progress with their personal & social development.** Staff at all levels empower learners by giving them strategies and techniques to deal with stressful situations, the frustrations they face every day and times when they feel out of control or are highly anxious. Any behaviours of concern are managed well using highly effective behaviour support plans. Support staff show a deep understanding of individual learners' needs and strengths and subtly engineer situations so that learners who experience potentially challenging and stressful episodes are supported into positive behaviour solutions. The college Principal is an accredited PBS trainer through the PROACT SCIP UK Programme and delivers regular training to staff,

including providing support to families to ensure approaches at college are consistently applied in the home environment.

	<b>Total</b>
<b>Recorded Incidents</b>	<b>95</b> [Involving 12 learners]
<b>Non RPIs</b>	<b>86</b>
<b>RPIs</b>	<b>9</b> [RPIs last no more than 30 secs]

*[See Behaviour Monitoring Summary Data Report by MH for details]*

**The following 'Even Better If' improvements will raise standards and improve the experience for the learner**

***QIP link – BA1. Review learning environments for learners with complex needs to maximise learning outcomes. Increase bespoke outdoor break-out space, proximity to personal care areas and increase internal learning space. Minimise visual stimulation to ensure there are fewer distractions for learners that will slow or inhibit progress in their skills development.***

***QIP link – BA2. Consolidate the learning, understanding and impact from the guest speakers at the Religion & Belief enrichment days to include physical visits to places of worship when restrictions allow.***

## **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. Although the pandemic impacted on opportunities for learners to access work experience in the first half of the year, all Employability and Independence Pathway learners participate in either internal or external work placements during terms 2 and 3. They also develop their skills in the community to become responsible and respectful citizens and engage where possible, in local events as volunteers. 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**

**Despite Covid-19 restrictions, learners closest to employment develop relevant work-related skills to support them into paid or voluntary employment or Supported Internships.** 100% of learners on employability or independence pathways access relevant internal or external work experience based on their work aspirations. At the start of their programme, the Work Experience Co-ordinator assesses all Employability and Independence Pathway learners to establish the sector they are interested in working and meet with parents to discuss work placements. A weekly Employability Skills session is very well established and this supports learners with the generic skills required to become credible employees 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. Whilst engagement with external employers is maintained via regular telephone calls, during 'lockdown' periods, access for learners to external placements is challenging through the first half of the year. However, towards the end of term 1, staff create Job Descriptions for a wide variety of internal placements at college and encourage learners to apply for the roles they prefer. They participate in a competitive recruitment process and have interviews to replicate what they will experience in the future. As a result, 11 learners access an internal placement, 5 of whom then progress onto an external placement when restrictions allow. Following the interview panel decision, learners are taught how to cope with disappointment when they are unsuccessful and how to improve their resilience when things do not go to plan. In addition, an Enterprise Task Group is formed to ensure learners develop basic business acumen skills in college. As a result, learners on Independence & Employability Pathway programmes participate in a horticulture project where they grow plants to sell to college staff, a soap making venture where learners create a range of fragrant soaps to sell and learners set up a car wash facility for staff to have their cars washed. Proceeds from each venture are ploughed back into each Enterprise to buy new stock or equipment. During term 3, employers are more receptive to welcoming learners on work placements again, relationships are quickly re-established and 9 learners attend external placements on a weekly basis. Employers help Job Coaches set appropriate work placement targets and progress against those is monitored by personal tutors.

**The good quality IAG and impartial careers education given to learners, their families and employers enables all involved to make well-informed choices, understand the wider support available and develop contingencies if they are not able to take up their preferred choice.** The impact of the part-time Engagement Officer has been significant to Employability learners and their families. Families are supported and reassured over their concerns in terms of how learners gaining paid work will impact their benefits. In the past, these concerns had impacted negatively on the aspirations of learners and their families. Guest speakers include professionals who support families and learners on issues such as 'Better-Off' Calculations and in November 2020 learners receive impartial careers guidance from a specialist who comes into college to speak to learners about opportunities in different sectors and

what they need to do in order to reach and succeed in their chosen career. A specialist from Salford City Council Transport Unit also attends college in March 2021 to provide advice and guidance to learners and staff relating to independent travel training. As a result, learners start to participate in formal, bespoke travel training to their place of work with their Job Coach. Relationships exist with a diverse range of employers including opportunities for learners to volunteer at local events. Learners have the opportunity to become Chatsworth Community Champions and wear high-viz jackets with the college logo. In August 2021, an Employability learner volunteers in the VIP area at Salford Pride and in September 2021, learners can volunteer for 5 days at the Irlam Music Festival.

**Learners on all Pathways develop their communication skills very well; they develop their confidence in making choices, self-advocacy, self-care related routines and are keen to succeed.** An experienced SALT provides high quality, comprehensive guidance and documentation to staff and models good practice in how to implement communication strategies. Learners are confident young people who interact well socially and understand how the knowledge and skills they are taught will impact on their future lives and employment prospects. Learners concentrate well and enjoy college life. A culture of high expectation for learners is promoted by all staff. As a result, learners take pride in their work, are keen to succeed and want to achieve their long term goals.

**Learners have 'core' targets that are embedded across the curriculum in most 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.

**Learners develop additional, incidental skills and these are captured very effectively by all Pathways.** External consultancy support in October, 2020 highlights the need to capture incidental learning more effectively. As a result, leaders provide training to staff and introduce 'Wowzer Moments'. An example of a Wowzer Moment may be if a learner does not have a specific target to be kind and polite. However, during lunchtime and without any prompting, staff witness the learner offering one of his peers a piece of fruit from his lunchbox. Staff at all levels record ad-hoc Wowzer Moments in sessions, at break times and these are replicated on Databridge and appear on ILPs.

**Despite the pandemic, learners develop the skills to increase their levels of independence.** Due to the restrictions of the pandemic, managers had to be inventive with their resources in college and community access was fragmented across the year. However, they maintained the use of the kitchen facilities for the majority of the time and this enabled learners to develop key functional independence skills such as how to make basic snacks, make their beds and how to wash and iron clothes. Learners are encouraged to eat healthily wherever possible.

**Learners are prepared well for life in modern Britain including a good awareness of how to keep themselves safe on-line.** Tutors use weekly Transition & Tutorial sessions to address a range of well sequenced topics on everyday life. E-Safety, including the dangers of extremist views are refreshed regularly and learners develop a good understanding of fundamental British Values. Other topics include bullying, sexting, relationships, whistleblowing and PREVENT.

**An innovative enrichment programme helps support the vast majority of learners to maintain, and in some cases, improve their physical fitness and mental well-being.** The experienced Sports Development Officer from Manchester United FC worked throughout the year to lead enrichment and Duke of Edinburgh activities for all learners. Unlike previous years, pandemic restrictions meant enrichment activities had to be largely enjoyed by learners in their Pathway 'bubbles' or held virtually on-line. Well planned activities helped learners to maintain their physical and mental health and were particularly helpful during the restrictions of the pandemic. Learners enjoyed the sessions and the activities had positive effects on their confidence levels, resilience and competitive spirit, including how to cope with disappointment, linking well to work related skills. Activities ran over several weeks and included virtual

Futures Championship Boccia and Tom's Tokyo Tournament with a schedule comprising goalball bowling, foot golf, athletics and an obstacle course. Prizes were awarded to individuals and Pathway teams. Activities supported and promoted the curriculum objectives related to British Values and Equality & Diversity.

Whilst the usual half termly off-timetable days were impacted significantly by Covid restrictions, the following Enrichment Days took place and included a Celebration of Achievement day towards the end of term where a range of individual awards were presented.

- Religion & Belief (Dec '20)
- Health & Well Being (March '21)
- Celebration of Achievement Day (July '21)

*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. However, Covid restrictions impacted on the number of Learner Voice meetings during the year. Those that took place highlighted a number of suggestions to improve college life. For example, learners suggest they learn a new language and, as a result, the SALT provides lunchtime sessions in how to communicate using basic French. Similarly learners requested refresher training on health & safety guidelines relating to Covid-19. As a result, tutors then implemented follow up advice at the beginning of every Tutorial & Transition on a weekly basis. Learners requested more resources for use at lunchtimes and they produced a survey where individuals could request specific games. A requisition form was then approved by leaders.

*[See Learner Voice minutes].*

**The following 'Even Better If' improvements will raise standards and improve the experience for the learner**

***QIP link – PD1. A minority of tutors do not routinely adhere to the experience and guidance of the SALT in how to apply communication strategies that are clearly documented. For example, Communication Quick Guides and Profiles provide excellent information and strategies in how to work with learners with complex needs but these are not always implemented well and, as a result, limits communication progress. (Eg. use of minimal language, avoid meaningless phrases). [Linked to LM3]***

***QIP link – PD2. A minority of tutors do not consistently adhere to quality standards to ensure 'core' targets, particularly those relating to Communication, are embedded effectively across the whole curriculum, including liaison between tutors and therapists to triangulate progress across all subject areas. [Linked to QE4 & LM3]***



## 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 (100%) in the 2020-21 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 known by senior leaders prior to them starting college.

**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 are very good and have improved significantly since the previous full inspection. Staff have a good understanding of risk, know when to formally report a concern and how to manage risk effectively. One individual is responsible for ensuring the Single Central Record is meticulously maintained and recruitment processes are good. The Principal leads on Safeguarding and Health & Safety and presents regular reports at Governors' meetings. In addition, two Governors with link responsibility for Safeguarding & Health & Safety meet regularly to scrutinise reporting processes and provide advice in how practice can improve further. Staff teams carry out frequent health & safety checks and concerns are logged and action taken. Risk assessment information and actions are now incorporated into a broader strategic arrangement involving the facilities management company SPIE and that ensures all mandatory checks and practices are completed within designated timeframes by qualified and accredited technicians. A significant strategic development in safeguarding has been the implementation of the Child Protection On-line Management System (CPOMS). This specialist safeguarding software supports colleagues across the Trust to identify any risks to learners before they attend college to enable appropriate strategies to be put in place early. Furthermore, CPOMS supports the continuity of recording and helps to centralise records in line with other areas of the Trust.

*Learner Survey May 2021: '100% of learners feel safe when they are with staff'.*

*Staff Survey March 2021: '93% of staff think our procedures for the recruitment of staff and their awareness of the procedures for handling suspected cases of abuse is good or outstanding'.*

*Staff Survey March 2021: '100% of staff feel the alertness of staff to signs 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.'*

**Leaders are passionate and proactive in improving the quality of provision overall and training initiatives lead to better outcomes for learners.** All staff benefit from 12 CPD days throughout the year. Leaders recognise training is an integral part in driving improvement and training is linked well to quality review audit outcomes. In previous years, senior leaders have led a significant cycle of training on a wide range of topics and this impacted very well on quality improvement. However, at the beginning of the year they recognise the benefits to the organisation, investing the services of an impartial specialist who could enhance the level of rigour and bring new ideas for sustained improvement. As a result, throughout 2020/21 leaders commission an external, experienced high needs specialist, and ex. HMI, to support staff in curriculum design and effective evidencing of progress. Senior leaders worked alongside them over three terms. Constructive feedback for leaders and expectations for staff, including next steps, are made clear and drive further improvement. In term 1 all staff forensically explore their curriculum to see how well it supports their learners' aspirations into adulthood and what, if anything, could be improved. In term 2, all staff interrogate the progress individual learners make over time, including a reflection on the strategies they put in place that brought about positive changes in their learners. Term 3 used a series of 'deep dive' methodology to explore the effectiveness of the curriculum including the impact of therapy, transition-out and partnership working. Outcomes from the report drive self-assessment and quality improvement plans going forward.

*Staff Survey March 2021: '93% of staff think their managers' ability to support their professional development is good or outstanding. [A variance increase of 34% from the previous year].*

*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.*

**Governors: The college Governing Body holds senior leaders to account very well by using their knowledge, relevant education experience and visits to the college, to challenge decisions made to improve college provision and to help develop high standards.** The Governing Body comprise 7 committed members with a diverse range of relevant experience and skills. The Body met six times during the academic year using on-line 'Teams' and 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. Standard agenda items include safeguarding, finance, Governor feedback and activity, Covid response update, QIP review and stakeholder survey analysis/action plans. Governors work alongside senior leaders to set clear KPIs which are shared with all staff and monitored regularly. During the year, a new Governor joined the board with extensive knowledge of the hospitality sector both as a hospitality FE teacher, chef and owner of a number of restaurants in the Greater Manchester area. The Employer Governor is keen to engage in both the Kickstart, Supported Internship and CIAG programme for learners and use their experience of running their own local Community Interest Company. As a result, one learner on the Employability Pathway worked at an establishment owned by them on a work experience placement initially and will begin a Supported Internship in the autumn term. In addition, a further Governor, with significant knowledge of employment (SEND Employability Co-ordinator for Salford/Greater Manchester) is expected to join the Board in the autumn term. A professional Clerk to Governors supports the Governing body with administration.

Governor expertise:

A – An extensive career as a Learning Disability Nurse/Manager (Chair).

B – A Business Officer of a specialist school, with a commercial background in risk management and lead responsibility for Health & Safety.

C – Head of School in an outstanding mainstream secondary school responsible for curriculum & quality.

D – 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.

E – Vicar at the local parish church and Chair of Governors at the adjoining primary school.

F – 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.

G – External employer (catering & hospitality teacher in FE, chef and well-respected owner of several hospitality businesses in Salford including the running of a local Community Interest Company.)

*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.'*

Governors' physical visibility in college has improved significantly through the introduction of link Governors in term 2 and they focus on specific aspects of the provision. Link Governor roles include:

- Resources & staffing
- Equality & Diversity & British Values incl. Learner Voice
- Safeguarding & Health & Safety (2 Governors)
- Quality & Curriculum incl. Staff Voice (2 Governors)
- Transition in/out incl. Annual Reviews
- Employability

Governors improve their visibility significantly throughout the year despite the restrictions of the pandemic. Governors are very proactive in reviewing quality improvement. Four Governors take part in joint learning walks with senior leaders throughout the year and the two Governors with link responsibility for Quality & Curriculum thoroughly review QA processes, including performance management documentation, to ensure the quality of feedback and training that staff receive will bring about improvements to the provision. One of the Governors then attends the Staff Voice meeting (Listening Ear) to see the impact of feedback on their practice. Two Governors with experience in Health & Safety and Safeguarding work together to scrutinise recording and procedures. The Governor with link responsibility for Equality & Diversity and British Values attends a Learner Voice meeting and presents to learners as a Guest Speaker at the Religion & Belief enrichment day. Another Governor participates in the 'deep dive' Curriculum & Progress days alongside senior leaders and the external high needs consultant. Following the above visits, Governors give their feedback at the next Board meeting. *[See Governor minutes]*.

**Senior leaders have created a culture of high expectations and are ambitious for all staff and learners to achieve their potential.** Senior leaders identify staff expertise and interests very effectively. Where necessary, they encourage individuals to broaden their experience, develop new skills to meet the changing needs of learners, gain additional qualifications and use their wider interests to enrich the curriculum offer.

Senior staff resources: Three Senior Leaders come with a diverse range of skills; the permanent Principal and Chief Executive Officer 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 2021-22. In order to support the VP

operationally and enable them to focus more on strategic matters, an experienced Curriculum Manager with an FE SEN background has been appointed and commenced employment from July 2021. As a result, leadership and middle management is strengthened and knowledge of good FE practice is sustainable going forward.

Education/specialist support: From September 2020, two very experienced personal tutors with specific SEN experience in further education are appointed to the college. One has a PhD in Specialist Education Needs and the other has significant, relevant employability knowledge. As a result, the number of fully qualified tutors increase significantly. One tutor completes their second year of teacher training and will commence their QTLS in the autumn term. Another part-time tutor is supported by the college through their first year of teacher training and will commence their second year in September. All tutors, regardless of experience, are supported significantly by the senior leadership team through regular training, line management and mentoring. In January 2021, the senior TA is funded by the college to undertake a L3 Supported Teaching & Learning qualification with a further two TAs enrolled from September 2021. The course focuses on teaching & learning but also learning pedagogy, policies and procedures. Two very experienced, fully qualified therapists support staff and students on a part-time basis (SALT L6 and a Music Therapist). From September 2021, a further qualified FE tutor will join the team and managers commission a part-time existing personal tutor to take on additional responsibility to improve technology in the curriculum including ICT and adaptive aids.

<b>Masters/PHD level</b>	2 [SLT/Tutors]
<b>Degree level</b>	9 [SLT/Therapists/Tutors]
<b>Qualified Teachers</b>	8 [SLT/Tutors/TA]
<b>In Teacher Training</b>	2 [Part-time Tutors]
<b>NVQ Level 3</b>	5 [TAs/Admin]
<b>NVQ Level 2</b>	4 [TAs]
<b>Diploma in Health &amp; Social Care</b>	2 [TAs]
<b>NVQ Level 2 in Social Care</b>	3 [TAs]

**Highly effective performance management processes continues to impact positively on the quality of education and has led to the vast majority of learners developing their skills for adult life to a higher level.** Leaders worked hard in previous years to establish a new culture of accountability and staff appreciate the rigour on performance for the benefit of their learners. Despite the pandemic, a challenging cycle of quality improvement processes has continued and includes learning walks, TA specific observations, mentoring observations, teacher training observations and a vast series of quality review audits such as 'planning', 'goal/target Setting', 'work scrutiny', 'remote learning observations', 'teacher training observations', 'work experience' and '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. Individual feedback is comprehensive and derived directly from quality cycle outcomes. All staff receive a formal appraisal in 2020/21 and relevant objectives link well to KPIs and teaching practices from observations.

*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 2021: '100% of staff think the quality of line management they receive through supervision, appraisals and mentoring is good or outstanding and 100% have a good level of confidence in the leadership team and Governors to improve the college.'*

**Highly effective methods are in place to capture stakeholder views that bring about sustained improvements.** A well established Survey Cycle and action plan has been in place since May 2019. A comprehensive set of questions are asked of learners, staff and parent/carers. Due to the impact of the pandemic, this year, employers were not asked to participate in surveys. However, their views and guidance are captured through their involvement in CPD curriculum design days at the end of term 3. The results of the surveys are carefully analysed, shared with Governors and an Action Plan is produced. 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 learners, significant variances from previous years exist in the relevance of skills learnt that will help them when they leave college (increase of 32%) and become more independent (increase of 17%). As a result of a supplementary staff survey last year, new 'Listening Ear' initiatives are quickly established and impact positively on the health, well-being and work-life balance of staff. See further details below.

**Leaders provide comprehensive and timely support to staff, families and learners throughout the pandemic.** Senior Leaders were quick to react to Government Local Authority guidelines and implemented a comprehensive 'crisis' management strategy at the start of the pandemic. Leaders were highly proactive in organising vaccinations as early as possible. In January 2021, all staff members were given the opportunity to receive their first Pfizer vaccination with a follow up second vaccination in April. Similarly, in March 2021, all learners were given the opportunity to receive their first Covid-19 vaccination with a follow up of their second vaccination in May. In addition, each staff member received one-to-one risk assessment interviews conducted by a senior leader. Leaders led by example, valued the sensitivities of their staff members during what were an unprecedented climate of anxieties and supported families with weekly telephone calls to reassure them of the significant health and safety measures in place for themselves and their young people.

*[See Covid-19 timeline information on pages 3-4 for further details].*

**Leaders and Governors listen to their staff well and recognise the need to introduce new Staff Voice initiatives to ensure the impact of workload is minimised and protects the health and well-being of their staff.** As a result of comments by a minority of staff on the 2019/20 Staff Survey, leaders introduced a series of 'Listening Ear' initiatives to help them understand concerns raised by staff. Leaders recognised the introduction of new ways of working were necessary, however, they also appreciate what a fine balance it is to ensure their staff remain happy and able to cope with additional workload. Leaders introduced a new senior TA3 post from September with key responsibility to drive 'Listening Ear' initiatives and act as Staff Ambassador. These included holding termly 'An Audience with ... Listening Ear' meetings with Staff, Chaired by an impartial, external Headteacher to ensure staff felt able to voice any concerns or suggestions without a college senior leader in attendance. A College Governor attended the meeting in term 3 and fed back his thoughts at the following Board meeting in July. The minutes and actions from each Listening Ear meeting are discussed at Governors meeting. Opportunities for 1:1 counselling were offered to staff should they feel they needed further support and initiatives such as 'Grab a Chair – Clear the Air' were provided for staff during particularly challenging days they may have experienced with learners. In addition, four members of staff voluntarily completed a course run by the Museum of Happiness to help improve their mindfulness, happiness and well-being. The Staff Ambassador also organised two 'Health & Well-being' enrichment days in March for learners and staff with a focus on the physical benefits of sport, having fun and teambuilding.

*Staff Survey March 2021: '93% of staff think new initiatives the college has introduced to support their health & well-being is good or outstanding.' [A variance increase of 60% from the previous year]*

*Staff Survey March 2021: '100% of staff think the ability of their leaders to inspire, motivate and influence*

*them is good or outstanding. [A variance increase of 33% from the previous year].*

*Staff Survey March 2021: '93% of staff think the level of recognition they receive when they do a good job is good or outstanding. [A variance increase of 27% from the previous year].*

**Processes for Self Assessment & Quality Improvement Planning are accurate and rigorous, lead to improvements across the college and enable Governors to hold senior leaders to account for the content and judgements.** The self assessment process and quality improvement plan has been well established since September 2019. A highly experienced consultant and former HMI with significant experience of high needs is commissioned for three consecutive years (2018-19, 2019-20 & 2020-21) for moderation purposes. Leaders value the importance of external moderation and welcome the additional rigour to the process. This year, staff increase their input into the SAR/QIP process. As well as encouraging reflection on their practice through the Curriculum & Progress training initiatives above, they also write case studies on specific learners to give context to the SAR and analyse outcomes for their learners in terms of target success rates, accreditation achieved and leavers' destinations. A user-friendly, simplified mini-SAR 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. In addition to the main college Quality Improvement Plan, leaders produce specific action plans for PREVENT, Employability and Stakeholder Views. Leaders and Governors regularly update and monitor progress against action plans. Any outstanding targets will be transferred to the QIP for 2021-22.

Action Plan	Achieved targets	Impacted by Covid-19
Quality Improvement Plan	91%	41%
Employability Action Plan	85%	33%
PREVENT Duty Action Plan	90%	31%

**Highly effective partnership working is driving positive destination outcomes for learners.**

Leaders have worked exceptionally hard this year to improve outcomes for employability learners. In September 2020, they commission an experienced, proactive and well-connected Engagement Manager to work two days a week with a remit to drive positive destination outcomes. The impact of this role has significantly improved opportunities for learners to access a diverse range of work experience placements with the potential to lead to paid employment. One learner has already secured paid employment through the Keystart Programme and a Supported Internship Programme is secured with several employers and learners will access these in the autumn term. Significant strategic level gains have also been made. For example, £50K funding has been secured from the Wolfson Foundation for a new commercial training kitchen/community cafe in the college to be run by learners from the autumn term. The venture will operate to industry standards and learners will work alongside hospitality professionals. The Engagement Manager has raised awareness and marketing of the college Employability programmes and is a regular attendee at local employability group meetings that focus on economic planning. Staff on Independence & Employability Pathways took part in an Inclusive & Diverse Recruitment access to work event in July with representatives from DfE, 10 local employers and a range of employment professionals. As a result, learners will benefit from the support of the Salford Disability Employment Advisor going forward into the autumn term. The Engagement Manager has planned an off-timetable Employability & Skills Week for all learners in the week commencing 15th November 2021. Twelve employers will provide support at their premises for employability pathway learners to engage in a wide range of roles they would experience if they became employed in the sector. For example, learners will attend a local leisure centre and experience how to check water temperatures/chemical balances as part of pool management, enjoy a visit to Manchester United FC to see what working in their megastore, catering or match day team entails and will learn the process of adding cream fillings into donuts at a local donut retail outlet. Learners with complex needs will also take part in the Employability & Skills Week and will have the opportunity to participate in a range of activities with local employers such as making bird boxes for a local country park and a guest speaker will highlight the benefits of volunteering in the community.

At the end of 2019, leaders recognised the need to be more proactive in raising the expectations of families and their young people much earlier in the transition-in process. For example, families can often be sceptical of the impact paid employment will have on their financial situation and need reassurance and an increased understanding of how college life is different to that of school. In term 1, leaders implement a Continuity Curriculum Group (CCG) that comprises senior & middle leaders across the Trust to work together to improve learner outcomes and working practices. A sub-division, the Parent Aspirations Group (PAG) has evolved from the CCG, with the aim of specifically raising aspirations of families. Whilst the PAG is still in the early stage in terms of impact, the potential to influence families is significant going forward. For example, the PAG is producing a 'Dispelling Fears & Worries' brochure which will be finalised in the autumn term and a series of regular Parent Workshops will support families in a range of topics including financial concerns, giving parents opportunities to participate in personal 'Better-Off Calculation' Workshops.

**The following 'Even Better If' improvements will raise standards and improve the experience for the learner**

***QIP link – LM1. Increase capacity & diversity of therapy support resources to enhance the development of learners communication & independence skills. A lack of Occupational Therapy support is impacting on learners' ability to fully enhance their practical independence skills. Due to the fact the experienced music therapy and SALT left the college in June 2021, leaders need to re-appoint to those roles quickly. Re-appoint an experienced occupational therapist to improve levels of independence for learners with complex needs including a review of resources and improving the level of staff understanding when using adaptive equipment such as tipping stands. Re-appoint an experienced SALT and music therapist and increase the number of SALT days to reflect the learner cohort (2 days to 3).***

***QIP link – LM2. Whilst significant training has taken place in the past, during 2020/21 the impact of the pandemic resulted in a lack of refresher training and this has led to some teaching practice guidance not being followed or overlooked. Leaders/middle manager to train/re-train staff on specific areas of concern via a series of training refresher workshops. Then increase visibility of leaders/middle managers in sessions using themed 'Even Better If ...' learning walks to evidence the impact of the training. Topics to include:***

- ***setting and addressing 'core' & 'subject' targets in sessions [linked to PD2 & QE4]***
- ***effective utilisation of TAs***
- ***capturing 'core' communication/PSD achievement across the curriculum incl. music therapy/internal WE placements [linked to PD2]***
- ***using SALT/OT guidance effectively [linked to PD1]***
- ***Q/A techniques including frequent checks on learning [linked to QE5].***
- ***planned activities prepare learners for adulthood & are age appropriate***

***QIP link – LM3. Due to the fact the CCG & PAG Groups are newly established, leaders need to consolidate the work across the Trust to see the impact and influence on strategic decision making and IAG support for families that results in positive, sustainable destination outcomes for learners [linked to QE6].***

***QIP link – LM4. Ensure the secured Supported Internship Programme starting in the autumn 2021 runs smoothly for learners to ensure communication between employers and college is effective and the monitoring of progress is fully understood and consistently applied.***

***QIP link – LM5. Further develop the work at the end of term 3 to ensure all stakeholders, including parents and employers input directly into activities, qualifications and targets set using curriculum design days, reviews with families and by introducing initiatives to enhance work-related skills further.***

***QIP link – LM6. Leaders to provide additional training for staff to meet the specific needs of learners in respect to Job Coach training. In order to consolidate Natspec Job Coach training further, staff need formal training on Systematic Instruction in order to support learners more effectively on work placements. This becomes necessary as learners benefit from the impact of the Engagement Manager and start to access a more diverse range of placements.***

***QIP link – LM7. Further increase the level to which staff reflect and take ownership for self-assessment and quality improvement processes for their Pathway. Staff at all levels to be involved in the production of SAR's for each Pathway, setting out clear strengths and 'Even Better Ifs'.***



## Outcomes by Achievement Gaps - Appendix A

### Achievement Gaps 2020-21

#### Summary of Accredited & RARPA Outcomes Combined

- The overall RARPA success rate is 93.26%, taking into consideration all personal and subject target achievement over the three terms for the year 2020-21.
- The Covid-19 pandemic impacted on both the process and the accredited success rate in 2020-21. The Awarding Body, Open Awards continued to use the Centre Assessment Grade (CAG) process to recognise achievement and 12 learners achieved a range of Awards/Certificates in Skills for Further Learning & Employment. In addition, 12 learners achieve Duke of Edinburgh Bronze or Silver Awards. Of those registered for qualifications, only 1 learner does not achieve (FS English L1). This was due to the fact they were required to isolate when the FS assessment was due to take place although, based on practice tests, it is anticipated they will achieve early in the autumn term. Overall, learners achieve 98% of their qualification aims as at 31<sup>st</sup> July, 2021.

Success by Protected Characteristic		2020-21 %
<b>OVERALL</b>	<b>Accredited RARPA</b>	<b>98.00 93.26</b>
Age	19+ Accredited RARPA	98.00 93.26
Gender	Male Accredited RARPA	98.00 94.59
	Female Accredited RARPA	100.00 90.43
Ethnicity	White British Accredited RARPA	98.00 93.61
	Polish Accredited RARPA	100.00 95.23
	Black African Accredited RARPA	N/A 85.00
Disability	Autism Spectrum Conditions Accredited RARPA	98.00 93.04
	Cerebral Palsy Accredited RARPA	100.00 83.30
	Visual Impairment Accredited RARPA	100.00 97.43
	Hearing Impairment Accredited RARPA	100.00 94.59

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. However, slight discrepancies are noted and accounted for as follows:

- a. Males achieve slightly better than females. This is because females are the majority gender in the Discovery Pathway and this is the lowest achieving group in college. Also, one Discovery Pathway learner experienced prolonged periods of absence due to being required to shield for significant amounts of time throughout the pandemic. Another female in the Employability Pathway experienced severe episodes of mental ill health.
- b. Discovery learners achieve slightly less compared to other Pathways. This is because Discovery learners are more complex in nature and consequently have fewer targets set. Each target set has a higher tariff in terms of percentage and if a target is not achieved, it 'skews' the data more extremely than it might for learners with more targets. In addition, Discovery learners are disproportionately impacted by college closures due to the pandemic as they are the least able to benefit from remote learning.
- c. Employability 2 Pathway learners have a lower rate of progress than Independence or Employability 1 learners. This is largely due to the prolonged absence of two learners, one who lives with a clinically extremely vulnerable sibling and another who experienced significant mental health problems throughout the pandemic.

## Case Studies of Learners - Appendix B

### Case study W

#### Background

W is a 20 year old young man, who lives with severe learning disability (SLD) and autism spectrum disorder (ASD). W cannot speak; he expresses himself through vocalisation, gestures and symbols. Sometimes W can be extremely agitated which manifesting in PICA<sup>1</sup> and/or engagement in self-injurious behaviour<sup>2</sup> (SIB). W moved to the Independence Pathway from the Discovery Pathway on October 2020, with the aim to develop his self-care and independent living skills supporting his transition out from his family home to a supported living accommodation.

#### Difficulties

W struggled with any sort of transition; including going into and staying in a classroom, leaving the room and going home. W often stormed out from the classroom and dropped himself to the ground of the corridor, refusing to move. These situations often ended up in crisis and SIB. W spent a minimum of 50% of time outside of the classroom in November 2020, therefore he was not able to engage fully in educational activities. The main question was how could we provide a suitable learning environment<sup>3</sup> for W to reduce his 'escaping mechanism' which was often followed by SIB.

#### Implemented strategies

The first step was to collect and analyse data regarding W's behaviour and previously implemented strategies; including interviews with W's father, school teachers and senior behaviour specialist. We also observed and tracked W's responses to different sensory and environmental inputs. We re-organised the classroom setting to become a low arousal and predictable environment via a symbolised schedule for W. The first draft of W's Individual Behaviour Guideline and the updated Behaviour Support Plan<sup>4</sup> were made by co-operation from a committed team and this provided a consistent approach to working with and supporting W. We also introduced a very systematic transition process with visual support and repetitive routines, which helped W orientate and adapt to upcoming occasions or activities.

#### Outcomes

W has responded extremely well to the implemented strategies. To the end of the academic year W was able to spend all of his time in the classroom. The non-distracting, calming environment complemented by predictable and clear expectations, helped reduce W's agitation and SIBs. W has mastered the use of his visual schedule and 'now and next' board. W loves to do jobs; it was one of his strengths which we could build on. W has learnt many new self-care activities and household chores which can be useful when he moves to his new home e.g., washing up, cleaning, making and changing bed, preparing snacks, smoothies and sandwiches<sup>5</sup>. W was able to demonstrate a kind and funny character and has made impressive progress during his first year at Chatsworth Futures Specialist College.

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<sup>1</sup> A craving for something that is not normally regarded as nutritive, such as dirt, clay, paper, or chalk.

<sup>2</sup> SIB included heavy head and lip hitting, biting his hands. Physical damage can be visible on the surface of W's head and face.

<sup>3</sup> The term learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts.

<sup>4</sup> See in W's Learner Journey Folder

<sup>5</sup> See on DataBridge and in Termly Reports in W's Learner Journey Folder

## **Case study X**

X started at Chatsworth Futures in September 2020. She has a diagnosis of Cerebral Palsy (CP), which affects all four limbs. She is non-ambulatory and also has limited movement of her right-hand side, caused by burns she contracted when she was young. She is exposed at home to the Yoruba language as well as English and to communicate she uses a Total Communication approach, using a mixture of speech, gestures, body language, facial expressions and symbols. More recently, she has started using a Communication app called Snap and Core First. She is on the Discovery pathway and plans to remain in the family home in the future, accessing a range of community activities.

X has made significant progress over her first year at Futures, especially in her communication, accepting help and developing her independence skills. These areas were highlighted as learning gaps during the initial assessments, carried out when X first started in September in consultation with SaLT, parents as well as former staff at Chatsworth High School. When starting at Futures we were told she used switches to communicate in the morning with her peers in class to say good morning, whereas now she happily says good morning to them and can say their names. X has a very bubbly personality and loves to engage verbally with peers and staff throughout the day, using a variety of simple phrases, 1 to 2 key words at a time. She has also made some progress using her AAC communication aid. When X started at college the use of her aid was infrequent. In contrast, X now uses it on a daily basis, both in her individualised bespoke session or during group sessions.

X has also made significant progress in the use of her right hand and arm. With encouragement, she will now use two hands to hold items such as plates and cutlery when making snacks or will use both her hands to pass things to her peers. X's core strength has also developed, by accessing either her standing or walking frame each day to develop her muscle tone and strength. The staff at Futures have had a great deal of input from the Physiotherapist to assess her needs and what programmes we need to introduce with X on a daily basis to improve mobility skills with her. X is more willing to accept help from staff, thus enabling her to participate fully in activities. For example, she is now willing to receive support when using scissors.

The staff plan activities that closely follow her EHCP targets and to ensure X makes progress in all areas, developing the skills she needs to enhance her level of independence and success into adult life.

## **Case study Y**

Y came to Chatsworth Futures in Sept 2019 from another local post 16-college provision. Initial assessments identified his expressive language was an area of difficulty. He had difficulties with social interaction, which would affect his conversational skills and his ability to form and maintain friendships.

In his previous provision, Y enjoyed printing off information and found this soothing and calming. He was allocated time each day to print items. The previous provision reported that Y needed consistent support from a familiar adult most of the time in order to reduce his anxieties. Y sat by himself at lunchtime and did not go off site as he was deemed "a flight risk".

During this first year Y sat by himself in class with his back to everyone and disengaged from learning activities. He needed a jigsaw to help calm him and rarely interacted with staff or peers. Behaviour incidents were frequent and Y used emotions support cards in order to express how he was feeling. He regularly needed time out of the classroom and it was challenging to take Y out into the community. Staff worked with Y to formulate appropriate targets that focused on embedded core personal development skills such as developing his communication/interaction skills and increasing his independence.

Throughout his second year at Futures, Y made a significant amount of progress. Staff noticed the new way of working through the pandemic, particularly the way the environment and curriculum were now structured impacted very positively on his ability to maintain focus, listen and engage with staff and peers. Y attended Futures throughout the pandemic and reported that he enjoyed the smaller class groupings during this time. He has also enjoyed working at his own desk in exactly the same way as his peers with his own resources alongside him. In terms of social interaction, Y now eats his lunch with his peers on a daily basis. He produces good quality written work and co-operates with the college marking policy including taking on board constructive feedback on how to improve his work. He no longer needs the emotion cards and, with support and encouragement, will discuss his thoughts and feelings. When restrictions allowed, Y participated fully in off-site trips with the rest of his Pathway and tolerated visits from a significant number of unfamiliar guest speakers in sessions. He now regularly and independently contributes to class discussions, is keen to answer questions and his wit and dry sense of humour are very welcomed in class. Y did extremely well in his English skills and he was working hard to achieve his Functional Skills L1 in July. Unfortunately however, his Pathway had to isolate for 10 days at a critical point for him and a collaborative decision was taken to defer taking this until early in the autumn term when it is anticipated he will be successful.

During his latest annual review, discussions with parents have identified a potential external work placement for Y based on his employment aspirations and, once restrictions allow, aim to get this started in September as he begins his third year.

## **Case study Z**

Z came to Chatsworth Futures in Sept 2017 from a local post 16-college provision. Initial assessments, official documents and baseline assessments identified that he had severe speech and language difficulties. Z loved to socialise but because of this impairment found it extremely difficult. This resulted in poor behaviour due to frustration. Z also found it difficult to access learning as he was unable to be understood and he lacked engagement during sessions. Z also exhibited very competitive traits and would not tolerate losing in sports and physical activities but also refused to accept making any mistakes in his academic work. This often resulted in extreme behaviours such as shouting and hitting out. In home life this was also an issue, with parents reporting that Z was 'exploding with rage' and lashing out, breaking things at home and refusing/being unable to listen. These behaviours escalated during COVID-19 restrictions due to a lack of other outlets and increased isolation.

During this year, Z has made excellent progress particularly related to his communication and his behaviour. The class team have focused on developing skills and mechanism for Z to communicate with others to allow him to express his feeling and for actions to be taken to prevent escalation. As a result of this, Z has felt more in control of what is happening, and staff have been able to identify the cause of frustration and act upon them early. Z has learnt to use this strategy at home to communicate with his parents and, as a result, has been less frustrated and better able to control his behaviour. Initially, staff 'tapped' into Z's competitive nature and developed reward systems to encourage target achievement in several areas to motivate him. Signing was promoted to augment communication to amazing effect. The use of signing has now been adopted, and Z uses this regularly outside college. As a result of increased motivation and the ability to communicate, Z has also made good progress in sessions since he has a greater ability to focus without the frustrations previously experienced. Z has shown strong progress in practical subjects and also an increased confidence in his speech and language, with less stammering and the ability to communicate much more complex information and use of complex sentences.

During his latest annual review discussion with parents have revealed that this has had an extremely positive effect on his home life, and he has transferred many of the skills learnt at college to his day-to-day life both at home in the community.