



Self Assessment Report

2018-19

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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 Executive Headteacher of the Trust. The college moved to new premises in Swinton, Salford in September 2018 and is co-located with local authority provision for pupils who are at risk of exclusion and provision for adults with severe learning difficulties.

The College provides day provision for 16 learners aged 19-25. Learners study on programmes that are at or below Entry Level 3. Learners follow one of three Pathways; Discovery (Pre-Entry), Independence (E1-E2) or Employability (E2-E3). The college is governed by a Board of five Governors from a diverse range of professions, business and education backgrounds. The Senior Leadership Team comprises a permanent Principal and Vice Principal and a part-time Interim co-Principal. Education staff include three tutors, seven teaching assistants and an administrator. In addition, two Speech & Language Therapists, an Occupational Therapist and a Music Therapist are commissioned on a part-time to support learners on a weekly basis.

All students have an EHCP and are funded through the ESFA and their Local Authority for a three year period. The majority of learners progressed from Chatsworth High School & Community College.

In January 2019, a full Inspection was carried out by Ofsted and graded the college Inadequate for Overall Effectiveness. In May 2019 a Monitoring Visit took place by two Inspectors from Ofsted. Further Monitoring Visits are expected in the autumn/winter terms with a full re-inspection anticipated in the Spring term.

Key improvements made since the previous 2017/18 SAR

- Significant improvements in safeguarding practice including regular Health & Safety checks; learners are safe and feel safe. All learners, regardless of their level of need or vulnerability are strongly protected by the rigorous adherence to the very high standards set in the college's safeguarding and health & safety policy.
- Governing Body is now very well-established, meets regularly and hold senior leaders and other staff to account very effectively by reviewing the data cycle on a regular basis and challenging decisions made.
- Learners make good or better progress, have a wider range of relevant experience and benefit from a highly personalised curriculum. Effective performance management by SLT ensures that under-performance is acted upon quickly; high visibility of SLT in sessions and observation feedback links well to line management, appraisals and training.
- Learners' preparation for adult life is good and continues to improve. The Curriculum is now strongly focussed on the skills and knowledge needed to succeed in adult life, for example the introduction of a dedicated off-site ILS Facility supports the development of home skills and an employability skills session supports generic work-related skills.
- The planning of the curriculum and transition into college is highly effective for new learners. Parents/carers, other professionals and college staff work together very successfully to ensure learners benefit from the right experiences and learning opportunities at the earliest stage.
- Significant improvements in quality assurance processes through the introduction of an annual Observation Cycle, to formally grade tutors; judgements inform training events and mentoring for staff, including weekly Workshops led by SLT and therapy teams. As a result, the quality of the provision improves for learners.
- Stakeholder views are captured, evaluated and acted on through the implementation of a new Survey Cycle.
- Curriculum design, the quality of teaching and learning and the understanding of how college changes the lives of young people has improved significantly since the appointment of the interim Co-Principal in April. Staff at all levels and Governors benefit from the extensive knowledge and experience of an FE High Needs specialist.
- Learners and staff benefit from increased therapy input; an additional Speech & Language Therapist and the services of an Occupational Therapist for two days a week helps learners further develop their communication and independence skills and support staff with good quality training.

[Evidence: Ofsted Monitoring Visit report published June 2019]

Key improvements to make during 2019/20

- Improve Transition-out Planning to secure more positive and diverse destination outcomes into mainstream FE, employment or support living.
- Introduce more effective Baseline Assessment to secure robust and accurate 'starting points' and then use this information to set appropriate targets.
- Improve the quality and consistency of target setting and monitoring to capture progress over time.
- Improve planning of sessions through comprehensive and well monitored SOWs that show high expectations for learning, builds on existing skills and is well planned to meet individual needs.
- Improve opportunities for learners to develop their employability skills including an increase of external work experience opportunities & Supported Internships.
- Review the qualifications learners undertake to support their progression into adulthood with a focus on employability such as English, mathematics and relevant work-related units.
- Improve the development of learners' ICT skills as part of the curriculum.
- Further embed learners' awareness of safeguarding within the college environment.
- Improve pastoral tutorial processes with a focus on learner feedback and progress made.
- Implement improved inductions for staff starting at the college.
- Further improve SLT understanding and functional operating of MIS system.
- Further improve Learner Voice through the implementation of a Learner Voice Committee that meets regularly and brings about change and improvements in the learner experience.
- Improve Self Assessment processes to accurately grade and evaluate the provision with direct links the Quality Improvement Plan.

Curriculum:

Leadership:

In April 2019, a review of the Curriculum took place; leaders & managers were intent on ensuring learners benefit from an ambitious curriculum that supports them with skills to enhance their future lives and which were based on their long term aspirations. As a result, learners were placed on one of three relevant Pathways; Discovery – that relied largely on Pre-Entry learners developing their Communication skills, Independence – that focused on Entry 1-2 learners who were likely to access semi-supported living in the future or Employability – that targeted learners on acquiring and retaining knowledge for work-related skills. Bespoke activities were introduced for the Discovery Pathway learners immediately following the Ofsted Monitoring Visit in May 2019. Leaders, however, recognise further improvements are required to embed bespoke timetables further for learners with complex needs and in raising ambitions and standards of the provision, through the introduction of more transition planning opportunities, pastoral tutorial support, ICT skills development and enrichment.

Intent:

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

Strengths

- **Transition Planning into college is Good.** A thorough Initial Assessment process (reviewed for the 2019/20 learner intake) provides managers and tutors with significant, relevant knowledge on each learner at the start of each Pathway. It enables managers to devise a suitably personalised curriculum, learning that is planned well, linked to medium and long term goals and appropriate experiences. Throughout the final term, prospective learners accessed the college one day a week to participate in assessment activities and engage in a range of sessions with existing learners. Significant knowledge of the learner existed already, since almost all learners attended the link School. Assessments included therapy assessments in the school, meetings with parents/carers as well as discussions about current working practices, aspirational goals and behaviour support. National assessment tool (BKSB) was purchased in May 2019 to support assessment of English & mathematics; Pre-Entry learners use paper resources whilst Entry learners access Initial Assessments and Diagnostics on-line. In addition, TAs undertake BKSB English & mathematics Initial Assessments to inform leaders of their skills and to inform curriculum staffing, for example, to support leaders in staffing subjects such as mathematics with TAs with the most appropriate skill levels.
- **Curriculum planning and implementation is tailored effectively to provide learners with an ambitious curriculum design that is clearly sequenced, addresses any gaps in knowledge, experience or skills and builds towards learners successfully achieving their long term goals.** All leavers follow a RARPA route, are set targets and make progress with their qualifications which are tailored to meet their individual needs. Leaders and staff use appropriately 'weighted' learning outcomes between accredited and RARPA programmes. Accredited subjects include a combination of Open Awards: Employability and personal skills development units & Duke of Edinburgh Bronze Awards. Employability qualifications support those learners who aspire to voluntary or paid employment in the future and which employers recognise as beneficial to support

the skills learners will require to be successful in employment. The Duke of Edinburgh Awards and PSD units support learners with holistic skills they will need into adulthood. For example, how to be tolerant of others, coping with disappointment or how to work effectively as a team.

- **Curriculum provides personalised learning programmes that build on learners previous skills, their interests and aspirations.** Learners 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 & Long/Medium Goals on MIS Databridge. Learners participate and develop their English & mathematics skills, employability skills through WE and Enterprise, develop their Independence and Communication skills and access a range of sessions that support the development of personal skills utilising a team of highly experienced and effective therapists.

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

- The college induction and assessment process will be redefined to ensure that the starting point, learning gaps and potential barriers to success are clearly identified so that clear, measurable short, medium and long term targets/goals are set for every learner.

QIP link – QE1. Robust and accurate 'starting points' and 'learning gaps' are not established well enough using effective Baseline Assessments.

- The planning of learning over time for the most able learners will clearly identify the potential for learning and achievement for those learners, ensure that learning activities take full account of their knowledge, skills and aspirations and provide appropriate challenge. Whilst tutors produce Session Plans for all sessions, they do not systematically plan activities that stretch and challenge the more able. Tutors production of SOWs for subjects that sequence and build on prior knowledge are insufficient to inform effective planning.

QIP link – QE2. Planned activities do not meet individual needs sufficiently well.

- Where appropriate, learners will follow a 'ready for work' curriculum that is supported by a suitable range of local employers. The proportion of suitable learners taking part in relevant external work experience will increase from 33% to 100%. The work experience entitlement for learners will be reviewed and clarified. As an initial step, in June 2019, a part-time WE Co-ordinator was appointed to build more effective relationships with employers and to secure increased number of external placements for learners from September 2019.

QIP link – QE3. Develop a 'ready for work' curriculum that is supported by a suitable range of local employers.

- Learners with the ability to progress into destinations other than Chatsworth Engage will have an ambitious pathway planned and resourced from enrolment onto their college programme. The curriculum will reflect this focus on preparing learners for their planned destination and individual planing plans will emphasis the necessary skills and understanding required.

Learner Survey June 2019: '50% of learners told us they did not get enough help to plan what happens when they leave college.'

QIP link – QE4. Too few learners with the ability to progress into destinations other than Chatsworth Engage have an ambitious pathway planned.

- The curriculum will be revised to ensure that all learners develop the ICT skills and knowledge necessary to participate in everyday living. For learners likely to progress into full-time, part-time, paid or voluntary work, learning activities will emphasise the importance of these skills, providing suitable opportunities for learners to become confident in using an appropriate range of ICT

equipment and applications. This will be particularly important to reflect the needs of the 2019/20 cohort of learners, more of whom aim to gain employment when they leave.

Learner Survey June 2019: '54% of learners were not sure or did not think ICT was good at college when they needed it.'

QIP link – QE5. Not enough learners develop the ICT skills and knowledge necessary to participate in everyday living and which support their aspirations into employment

Implementation:

Strengths

- **The level to which staff are well qualified and have specialist knowledgeable and skills is Good.** Teaching, learning support staff and therapists use their specialist knowledge and expertise very effectively to enable learners with complex needs, significant barriers to learning or poor mental health to raise expectations and achieve their potential into positive destinations. Senior Leaders have extensive knowledge of the specialist sector, the three tutors are fully qualified in education 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.
- **Learners develop their technical vocabulary well.** Learners quickly learn to use the language that will prepare them for adult life and where appropriate, the World of work. New words and concepts are reinforced in a variety of contexts including the home and local community. Therapists lead initiatives to encourage the development of language; for example, Word of the Week was embedded throughout sessions and leaders introduced Vocabulary Books for learners to help learners with spelling and definitions of new words and these are recapped to aid understanding.
- **All learners, including those with complex and/or significant barriers to success make very good progress, particularly in the areas of independence & communication, as a result of an experienced and highly skilled therapy team.** An Occupational Therapist, two Speech & Language Therapists and a Music Therapist support learners and their families. Learners benefit from the introduction of group and individual bespoke sessions led by the therapy team. For example, SALT leads a Communication group session, the OT leads a Fine Motor Skills session and the Music Therapist works with learners both in a group and individual basis for their weekly Music Therapy session. The SALT team train staff with signing skills and support learners with visual resources to aid understanding.

Learner Survey June 2019: '82% of learners told us that signs, symbols & pictures help them understand'.

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

- Tutorials, progress reviews and feedback to learners will have a greater emphasis on preparation for adult life and the destination outcomes identified during the identification of individual starting points. All learning activities will demonstrate a clear link to individual end-point goals that are understood by learners and their parents/carers. The review and recording of learning will emphasise progress and achievement and how the learner has developed and clearly sets new targets and challenges as appropriate.

Learner Survey June 2019: '55% of learners were not sure what to do if they had a problem about college'

QIP link – QE6. Tutorials, progress reviews and feedback to learners have insufficient emphasis on preparing learners for adult life.

- Learning targets will clearly reflect the progress and achievement of all learners. All personal and subject specific targets will link to long-term aims and aspirations and be written as skills development or a behavioural change. A new target design was introduced in May 2019 to clarify how personal and subject targets should be used with learners in sessions including advice on how many targets are appropriate for different Pathways. A new session structure was introduced that prescribed for targets to be discussed with learners at the start and end of each session. Achievement of targets is recognised by staff when it occurs in session. However, the content of some target setting is still too broad and insufficiently precise and does not support the learner to develop small, meaningful steps.

QIP link – QE7. The current recording of learning targets achieved does not clearly reflect the progress and achievement of all learners.

- Learners with poor recall or requiring regular and frequent reinforcement will have learning plans adapted accordingly. The sustainable development of the fundamental skills necessary for adult life will be a priority and staff interactions with learners and parents will reflect this. Staff will use a variety of ways to check learners understanding, skills development or knowledge acquisition including improvements in how they question learners in sessions, by using more repetition in SOWs and by ascertaining their understanding in individual tutorials.

QIP link – QE8. Staff do not check learners' understanding frequently or routinely enough in sessions.

Impact:

Strengths

- **Success rates of appropriate accredited learning is consistently high over time and are Good.** All learners achieve the Open Award/City & Guilds units they were registered for. Duke of Edinburgh Bronze Award qualifications were 'rolled over' as planned to the following year and portfolios will be completed by Chatsworth Engage staff.
- **RARPA achievement rates are consistently high over time and are Good.** Learners develop skills in independence, personal & social development and communication well. Parental Reports sent out in July 2019 highlight the progress learners have made that are linked well to their long and medium term goals.

As a result of consistently high levels of achievement, learners and their families are able to progress to the next stage of their lives. Learners are better equipped for work, community involvement and in making their own decisions on their future.

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

- Individual learning plans will emphasise how the curriculum supports and promotes learners' long-term aims and aspirations. Where appropriate, a clear pathway to the next level of education or training, employment or independent/supported living will be introduced following the initial assessment process and then regularly reviewed. A large majority of leavers left the college in 2018/19 to access the independent living skills 'arm' of the Trust and which is located adjacent to the college. Whilst this is an appropriate destination for previous learners, more opportunities through improved transition planning is required. This is particularly important since the aspirations for the cohort of new learners for 2019/20 is for learners to access mainstream provision, progress into employment or into supported/semi-supported living.

QIP link – QE9 (also linked to QE4). Too few learners with the ability to progress into destinations other than Chatsworth Engage move into ambitious and positive destinations

- All learners who are or have the potential to be work ready will have the opportunity to achieve relevant employment-related qualifications. More importantly, the essential skills necessary for successful employment will play a pivotal role in the curriculum for these learners. Learners will be given frequent and regular opportunities to learn, practice and develop these skills. The new cohort of Employability Pathway learners have clear aspirations to gain employment when they leave and therefore require more ambitious and relevant qualification aims.

QIP link – QE10. New learners in 2019/20, with the potential to be work ready, require more relevant and challenging employment related qualifications to develop the skills necessary for successful employment

Outcomes - Summary Data:

Outcomes for learners are GOOD. 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 the three year period both in terms of accredited and non-accredited learning.

RARPA Success Rates – 3 year trend

Targets achieved against those set (%)	2016/17	2017/18	2018/19
Overall	85.32%	95.13%	95.06

The overall achievement for RARPA targets was 95.06% with a range of 73% to 100%. The learner who achieved 73% was absent for an extended period of time during the summer term due to mental health issues for which she received medical intervention. Two other learners who were below the mean score for the college (93.4% and 86.4%) were in the Independence group. This group was identified as a group for whom the curriculum was not effective and changes were made to this offer for this group during the summer term. Another pupil in this group was moved to the Discovery pathway and he achieved 100% of this targets.

There were two female learners in the college during 2018-2019 and both of these achieved below the college average (73% and 93.4% respectively).

Accreditation Success Rates – 3 year trend

(%)	2016/17	2017/18	2018/19
Open Awards: Skills for further learning & employment E1-E3 *	100%	100%	100% (12 learners)
Functional Skills: English & mathematics	N/A	100%	N/A
Bike Maintenance: City & Guilds **	N/A	N/A	0% (1 learner)
Enterprise Short Course ASDAN	N/A	N/A	100% (4 learners)
Arts Discovery Award Trinity College	N/A	N/A	100% (6 learners)

* Three learners made progress through the Open Awards Levels from what they achieved the previous year (2017/18); ie. one learner progressed from E1 to E2 and two learners from E2 to E3.

* In addition, six learners progressed from Award to Certificate from the previous year.

** One learner with significant behaviour issues did not complete the City & Guilds Bike Maintenance qualification and his progress was disrupted further due to long term sickness by the C&G assessor.

Duke of Edinburgh

All 12 learners also participated in Duke of Edinburgh – Bronze Award and this is an ongoing qualification and fully transferrable with an expected end date mid year 2019/20. Leavers who did not complete the qualifications but accessed the Chatsworth-Futures Engage Programme, are able to continue studying for the Award in that provision. Registration data and end dates have been transferred by SLT along with portfolio evidence.

Progression in Year

During 2018/19, one learner progressed from the Discovery Pathway to the Independence Pathway.

Destination Data – 3 year trend

	2017/18 – 15 leavers	2018/19 – 3 leavers
Independent Living Skills organisation (Engage)	7	3
Independent Living Skills organisation (Other external)		1
Mainstream FE		
Supported or Semi-supported Living	3	1
Voluntary employment	2	
Paid employment		
Supported Internship		

Behaviours & Attitudes (BA)

GRADE 2

Context:

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

Learner Survey June 2019: '100% of learners told us that they enjoy being at college & 100% of learners told us they get the support they need from staff.'

Parents/carers Survey June 2019: '100% of parents told us the person they care for enjoys attending Chatsworth-Futures & 100% of parents told us that staff are very caring and supportive and help the person they care for to progress.'

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

Strengths:

Attendance, Punctuality & Retention Data

- **Learners levels of attendance & retention are consistently Good.** Managers started to measure punctuality levels over the course of term 3 and data highlights these to be outstanding.

	2016/17	2017/18	2018/19
Attendance	95%	90%	90%
Punctuality *	N/A	N/A	100% [May-July only]
Retention **	100%	96%	80%

* The college started to monitor 'punctuality' evidence during the final term only.

** Retention: 3/15 learners left the college during the 2018/19 academic year.

In-year leavers:

Learner A: this learner is a very complex young man with extremely challenging behaviour who enrolled at the college in September 2018. During the first few weeks at the college a detailed assessment of his behavioural needs was undertaken and a plan was implemented to support his behaviour. Over time, some progress was made towards this, however the degree of challenging behaviour remained at a level which entailed that his placement could not be supported in the longer term. Following discussions with his family and the local authority (Manchester) it was felt that, despite the best efforts of all parties, he was not benefitting from attending the college and the placement was ceased by mutual consent.

Learner B: this learner had an extremely rare, complex and life-threatening endocrinal condition which required a number of significant adjustments to be made in order to accommodate him. Over time, his family felt that the risk to him of attending the college and the demands of college life were not in his best interest and decided that he be withdrawn from college.

Learner C: this learner suffered a recurrence of a mental health issue which he has experienced during several episodes throughout his life. He has, unfortunately, become housebound due to his anxiety around public spaces and separation from his family. The college has engaged frequently and consistently with this young man's family and has agreed that if his health allows a return to college he will be readmitted.

Behaviour Data - 2019-20

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

	Term 1	Term 2	Term 3	Total
Recorded Incidents	29	24	22	75
RPIs	1	4	4	9
Non RPIs	28	20	18	66
Injuries	0	0	0	0

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

- Leaders recognise how promoting punctuality is an important skill that will impact on how successful learners are when they start work. Whilst punctuality data has been captured for the final term of 2018/19, it needs to be embedded further into the curriculum and expectations made clear to staff to ensure punctuality can be monitored to reflect trends over time.

QIP link – BA1. Capture & monitor levels of punctuality across all subjects.

- Leaders have been too slow to recognise when the college environment is not well suited to the needs of specific learners. As a result, in the past, learners have left the college part way through the year and parents have had to liaise with local authorities and social services to find alternative provision. This could be avoided by a thorough initial assessment prior to learners' transitioning into college and includes a multi-disciplinary approach to agreeing strategies that meet individual needs.

QIP link – BA2. Improve retention levels; leaders acknowledge much sooner when college resources cannot meet the needs of learners.

Context:

The Curriculum is designed to support learners to develop their personal skills beyond their academic or vocational achievements. Engagement in the local community and in society is also a significant aspect of Curriculum design. Learners not only access work experience but also develop their skills in the community to become responsible and respectful citizens. Where possible, learners are encouraged to become independent travellers, 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 achievement gaps.

Strengths:

Communication, Independence & PSD development:

All learners have 'core' targets that are embedded across the curriculum in all subjects and focus on individual skills that will support them as they move into adulthood. For example, learners may have targets around building confidence in speaking to unfamiliar people, working with others to accomplish a task or in how to build tolerance levels or resilience to change. Addressing targets with learners is a key aspect of all sessions and any tutor or member of staff recognises achievements as it occurs. From May 2019, learners access a stand-alone independence facility off-site and this helps them develop daily living skills such as how to lay a table, ironing, making a bed and vacuuming their environment.

Learners benefit from a good range of enrichment opportunities and celebration of achievement is a focus within the college.

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

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

- In the 2018/19 academic year, insufficient learners accessed internal or external work experience placements. In June 2019, a WE Co-ordinator was appointed to work with students for 2.5 days a week. An Employability Skills session has been included into the curriculum and this will support learners with the generic skills required to become credibly employed in the future. Planning for this session will include how to look for suitable jobs, CV writing, interview role play and employers will be invited into college from different sectors to discuss possible careers. In addition, learners will have an opportunity to visit a range of potential employers off site and will prepare questions to ask employees. The cohort of learners for 2019/20 will change, with an increased number having an expectation to gain employment when they leave. From September, the impact of the WE Co-ordinator role will be evident. The Co-ordinator will undertake initial and baseline assessment of all Employability and Independence Pathway learners, meet with parents and introduce a process where learners are required to apply for a WE placement and engage in a competitive process as they would need to do when they eventually leave college.

QIP link – PD1. Learners require more careers guidance and support to develop the skills to support them into employment or onto Supported Internships [also see QE3]

- Next year, the enrichment calendar will be extended to incorporate a range of lunchtime clubs such as Music Club & a Signing session with experienced therapists. In addition, 5/6 off-timetable days will be dedicated to enrichment opportunities that link well to topics covered in the Tutorial & Transition sessions; World Book Day, Safe in Salford, Magic Day, Futures got Talent, Chatsfest, Culture Day & Staying Healthy. Learners will be involved in an Enrichment Planning Committee to help voice their views and organise the events. In addition, a Learner Voice Committee will be established with nominated Learner Reps who represent all learners and bring about improvements to ensure college is a better place in which to learn.

QIP link – PD2. Learners require a more innovative enrichment programme that supports British Values, equality & diversity incl more opportunities to share their views to influence improvements

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 put significant safeguarding and Health & Safety safeguards in place since the previous inspection.

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. All the learners in the 2019-20 academic year have made the transition from the linked Chatsworth High School & Community College; an Outstanding provider led by the Co-Principal of the college. As a result, learners are already well-known by senior leaders prior to them starting college.

Senior staff resources: Three Senior Leaders come with a diverse range of skills; the Principal leads a highly successful (Outstanding) specialist school, the part-time and temporary Co-Principal, commissioned in 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 outstanding teacher with experience of middle management in a specialist school environment.

Governors: The college Governing Body holds senior leaders to account well by using their knowledge and relevant education experience to challenge decisions made to improve college provision and to help develop high standards. The Governing Body comprise 5 committed members with a diverse range of skills and who met 7 times during the academic year. Governors understand the challenges the college has to overcome and its strengths and weaknesses. A Data Cycle supports Governors in their ability to recognise when and how to challenge data and information provided by senior leaders. Governors worked alongside senior leaders to set clear KPIs and these were shared with all staff and formed part of supervision meetings.

Governor expertise:

- A – An extensive career as a Learning Disability Nurse/Manager
- B – Deputy Head of SEND provision
- C – Teacher & pastoral tutor/mentor for LLDD in a secondary school & a parent of a leaver (July 2019)
- D – Deputy Head of mainstream secondary school responsible for curriculum & quality
- E - Ex Director of Student Services & 30 years experience in supportive, pastoral roles with schools, FE & local authority services, leading on EHCP's as LA lead.

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

In addition to attending Governor meetings, Governors are also proactive in quality improvement. For example, a number of Governors have taken part in joint learning walks with senior leaders and have participated in quality review audits. Governors have link responsibilities ie. one Governor supports the Principal on Health & Safety monitoring and a highly skilled and experienced Governor, takes responsibility for Chairing the learners Annual Review meetings with parents, authorities and professional bodies.

Note: From September 2019, two further Governors will be introduced. One Governor is the vicar at the local parish church and Chair of Governors at the adjoining primary school. Previously he was a Trustee at a local High School and governor at another local primary school. Prior to moving into the area, he had read jurisprudence at Oxford and then studied for theology prior to taking holy orders. He was latterly Dean of Divinity at New College, Oxford and Principal of St Stephen's House, Oxford.

The second Governor is a highly experienced former headteacher who has worked in the field of SEND for many years. She has led schools, developed bespoke provision and spent many years working for the National Autistic Society as a leader of their accreditation review teams. Currently, she acts as an adviser to the eSwatini Government in the development of the SEND schools.

Staff Expertise & Qualifications:

Education/specialist support: During the course of 2018/19, three qualified tutors and one seconded tutor in the final months of their teacher training, led sessions and were supported by the senior leadership team. A fully qualified therapy team supported staff and students on a part-time basis (SALT x 2, OT x 1 and a Music Therapist). For some time, the College had raised concerns about the quality of teaching, learning & assessment and from April 2019, a new performance management process was established. This led to a number of education staff leaving the organisation and a recruitment process resulted in two newly qualified tutors being appointed to start in September 2019. One of the successful candidates had been seconded from a Teaching Assistant post to that of a Tutor earlier in the year. As a result, two fully qualified tutors will lead on delivering quality sessions from September. In addition, learners will benefit from a series of therapy sessions run by experienced and fully qualified professional therapists; SALT, OT, Music Therapist & a Hydro Therapist/Swimming Instructor.

Masters/PHD level	1 [SLT]
Degree level	9 [SLT/Therapists & Tutors]
Qualified Teachers	6 [SLT/Tutors]
In Teacher Training	2 [Senior TAs]
NVQ Level 3	3 [TAs/Admin]
NVQ Level 2	3 [TAs]
Diploma in Health & Social Care	1 [TAs]
NVQ Level 2 in Social Care	1 [TAs]

- **All learners, regardless of their level of need or vulnerability are strongly protected by the rigorous adherence to the very high standards set in the college's safeguarding and health & safety policy.** Arrangements for safeguarding is good and has improved significantly since the previous inspection. A comprehensive health & safety review was carried out by an external specialist soon after the Ofsted Inspection in January 2019. This resulted in staff having a greater understanding of risk, knowing when to formally report a concern and how to manage risk more effectively. The Principal is now the lead role on health & safety and a Governor lead established. In addition, the Trust's Business Officer has the role of health & safety officer across the Trust. A Health & Safety action plan is closely monitored by the Governor lead and the Principal reports on health & safety in his Governor's report. Staff teams carry out frequent health & safety checks and concerns are

logged and action taken. One individual is responsible for ensuring the Single Central Record is meticulously maintained and recruitment processes are good.

Ofsted Monitoring Visit Report 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.'

- **Effective performance management processes are starting to impact positively on the quality of education (new quality cycle implemented term 3).** As a result, a new culture has been successfully and naturally introduced by leaders and staff appreciate the renewed rigour on performance for the benefit of the learners. Staff feel fully supported by their leaders and whilst expectations on them have risen, the level of pressure to maintain a good work/life balance has been minimised effectively. Staff understand that poor performance will not be tolerated and, as a result, a number of staff decided to leave the organisation or move into alternative roles. From April 2019, a challenging cycle of quality improvement processes were put in place by senior leaders and these included unannounced formal graded lesson observations, TA specific observations, learning walks, mentoring observations and quality review audits such as a review of the newly introduced 'track a learner' including a review of the learner journey files. Line management was reviewed and all staff had regular supervision meetings with their line managers including the Principal, undertaken by the Chair of Governors. As at 31st July, 70% of staff have received a formal appraisal and relevant objectives have been set that link well to KPIs and teaching practices from observations. The 30% (4 staff) remaining were absent at the time of the appraisal cycle have been deferred to the first few weeks of term in September.

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 June 2019: '94% of staff think their manager's ability to monitor performance data, review patterns and take appropriate action is good or outstanding. 82% of staff think the college's approach to work/life balance is good'.

- **Highly effective new mentoring programme & training is improving the quality of the provision.** From April 2019, all tutors were provided with a mentor in addition to a line manager. A Mentoring Programme was introduced and staff received regular feedback (through both observation of sessions or through meetings). Observation developments directly linked to weekly Training Workshops and, as a result, quality and confidence in how to deliver effective sessions has improved. In addition, tutors, TAs and senior leaders (80% of overall staff) participated in a series of developmental visits to undertake observations and practice in GOOD ISCs or FE establishments. For example, tutors, TAs and senior staff attended both Henshaws & Portland College and were asked to indicate how the visit would improve their practice. Training Workshops that link to areas the college needed to improve included topics run by senior leaders or therapists on: 'Effective Q/A', Target Setting, 'Crisp Session Starts', 'Promoting Independence – positive reinforcement & avoid over-support', 'Stretch & Challenge – keeping learners engaged', 'Makaton signing' & 'Nurturing positive engagement'. All staff use Educare modules to support mandatory training and this is carefully monitored to ensure all staff are up to date. In addition, 5 days during the year were allocated as CPD training days for all staff. As a result of new initiatives, practice improved, particularly in terms of planning to meet individual needs and in more appropriate support of TAs. Leaders are driven and proactive to improving the quality of the provision overall and training initiatives and mentoring will continue to be a focus of senior leaders into the new academic 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.'

- **Significant engagement with FE professional bodies has resulted in effective sharing of good practice at all levels.** Senior leaders participate in Natspec events and support provided. Events attended include 'Implementing Supported Internships', 'Understanding RARPA' and senior leaders attended both the Natspec Annual Conference and are pro-active participants in the NW Principal's Forum and associated satellite groups such as PRD Groups and OTL Forums. These enable leaders and staff to share good practice and keep up to date with sector developments. In addition, the Principal leads a Local Authority support group to bring about change in significant issues such as improving EHCP writing and funding mechanisms. The Principal has received external training by an MIS SEN specialist on the use of data in the FE sector and, as a result, leaders have a good understanding of how to use data to measure the progress learners make.
- **Processes for Self Assessment & Quality Improvement Planning have been revised and have led to Governors holding senior leaders to account for the content and judgements.** Following the full Inspection in January, a PIAP was produced and this was frequently monitored against successful outcomes. At the end of the academic year, the PIAP highlighted 59 actions in total: 52 of those (88.1%) were completed and 7 were partially completed (11.9%). For September, a new format SAR and QIP has been produced and staff have been asked to input into this process highlighting their views with regards to Curriculum Intent, implementation & impact. This is a new aspect for tutors and the intention is that more input into the SAR next year will be forthcoming through the introduction of termly Pathway Review & Evaluation meetings. Leaders introduced a user-friendly mini-SAR to support staff in their understanding of the process of self assessment and quality improvement. Additional support has been commissioned from a highly experienced Consultant and former HMI to externally moderate and provide rigour to the 2018-19 SAR and subsequent 2019-20 QIP. Governors will further validate and make amends to the Self assessment process, QIP & KPIs early in the autumn term including an assessment of their own performance as a Governing Body.
- **Effective methods are now in place to capture stakeholder views that bring about rapid improvements.** In May 2019, a revised Survey Cycle was introduced and a comprehensive set of questions were asked of learners, staff, parent/carers & employers. The results of the surveys were carefully analysed, shared with Governors and an Action Plan produced. Although this development is at an early stage, the Survey Action Plan indicates that stakeholder contributions are quickening the pace of planned improvements in the planning, managing and delivering the revised curriculum, leading to better progress and outcomes for learners. For example; the *Staff Survey June 2019 indicated '53% of staff thought the arrangements for induction of new staff was good. The Learner Survey June 2019 said '45% of learners felt there was good ICT when they needed it'*. As a result, a new staff induction process was introduced and the curriculum was revised to include a specific ICT session off-site.

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

- Whilst the college senior leaders and Governors have revised Policies relating to Health & Safety and have robust safeguarding processes in place, they also recognise the importance of regular monitoring by all staff to maintain and exceed the standards set. The new Curriculum will provide more opportunities for learners to understand how to protect themselves at college, in work and in the community. For example, the introduction of Tutorial & Transition (T&T) will include both individual and group tutorials to discuss E-Safety and Prevent and a more comprehensive Enrichment Programme will be introduced including six off-time days throughout the year to motivate activities that support British Values and safety.

QIP link – LM1. Ensure that H&S remains a high priority and is embedded within the safeguarding culture of college incl. the introduction of a Prevent Duty Action Plan

- Renewed rigour has been introduced with respect to performance management and poor performance is acted on effectively by senior leaders and regular supervision of individuals take place. However, new appraisal documentation that was introduced in the final term needs to be fully embedded for all staff with targets set that are monitored regularly.

QIP link – LM2. Fully embed the new appraisal documentation to maintain effective performance management processes

- A quality cycle was introduced in April 2019 and the outcomes were reflected well in relevant training opportunities for staff. However, a revised Cycle needs to be produced from September, particularly with new tutors being employed by the college. The self assessment process and quality improvement initiatives need embedding into the culture of all staff. Staff need to take ownership of both assessment of the provision and make suggestions to senior leaders.

QIP link – LM3. Revise the Quality Cycle for the 2019/20 academic year and embed new initiatives that lead to staff taking ownership for self assessment & quality improvement

- During the final term of 2018-19, leaders put significant effort into prioritising training to ensure it reflected the outcomes of lesson observations and in giving staff opportunities to visit other specialist colleges in order to improve their practice. However, time for weekly Training Workshops was limited due to the operational working day. The intention from September 2019, is for learners to finish their college day earlier and, thus allow for longer training Workshops aimed at two separate groups of staff; tutors/therapists & TAs. In addition, an increase in the number of whole training days for staff from 5 to 10 during the year will be a necessity. A revised curriculum that meets the needs of the new cohort of learner and introduces new subjects such as ICT will result in the development of ICT skills requiring significant support from senior leaders.

QIP link – LM4. Increase opportunities for all staff to benefit from CPD that is tailored specially to their needs and that will improve their practice

- The Trust has a comprehensive set of Policies, some of which have been adapted and are fully utilised in college. However, there remains a number of Policies that needs to be produced for college use and others that require input from SALT to ensure they are learner friendly. For example, SALT input is required on safeguarding, whistleblowing, bullying & E-safety.

QIP link – LM5. Ensure the college has an updated set of appropriate Policies that are monitored regularly by senior leaders & Governors

- Leaders are relatively new to the complexities of ILR submissions and how this links to funding requirements. Whilst the ability to extract reliable data has improved, managers recognise the need to commission an MIS Databridge specialist for a significant period of time from September 2019 and will seek the approval for this investment from Governors. Leaders want all staff to 'own' progression data and the specialist will support the development of Databridge infrastructure to enable ILPs and 'categories' of information to be extracted easily & data will feed into termly Pathway Review & Evaluation meetings.

QIP link - LM6. Ensure leaders have professional support to improve links between Management Information Systems and the ILR & enable more precise monitoring of progress

Outcomes by Achievement Gaps - Appendix A

Achievement Gaps 2018-19

Summary of Accredited & RARPA Outcomes Combined

- The overall RARPA success rate is 95.06%, taking into consideration all personal and subject target achievement over the three terms for the year 2018-19.
- The overall accredited success rate is 98.00% for the year 2018-19.

Success by Protected Characteristic		2018-19 %
OVERALL	Accredited RARPA	98.00 95.06
Age	19+ Accredited RARPA	98.00 95.06
Gender	Male Accredited RARPA	98.00 95.63
	Female Accredited RARPA	100.00 83.20
Ethnicity	White British Accredited RARPA	98.00 92.71
	Polish Accredited RARPA	100.00 100.00
Disability [Prime]	Autism Spectrum Conditions Accredited RARPA	98.00 91.25
	Behavioural/emotional difficulties Accredited RARPA	98.00 92.17
	Communication difficulties Accredited RARPA	98.00 95.06
	Severe Learning difficulty Accredited RARPA	100.00 95.06

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.

Case Studies of Learners - Appendix B

Case Study Y – Joel (a leaver in 2019)

Joel started at Chatsworth Futures in September 2016. He has a diagnosis of Autism and lives at home with his mother. When Joel first started College he was very quiet and appeared quite anxious and nervous. He would rarely initiate a conversation with a peer or a member of staff. Joel's communication skills were limited to a single key word answer when presented with a choice. Alternatively, he would repeat the last word of the question.

During the three years, Joel has spent at college, he has made great progress with his communication skills. He now answers questions that are familiar to him on a regular basis and which contain more than one key word and without the need to be given a choice of answers. Joel's confidence has grown immensely and he will now initiate conversation and greets people he walks past with a smile, asking how they are.

Joel has completed a range of voluntary work experience placements whilst at college. He was successful gaining a position working at The Salvation Army. He began the placement working 1:1 with a member of college staff but as his skills and confidence developed, the level of support reduced and eventually, he was able to work independently, taking instructions from the manager of the shop. Joel's mother met the Salvation Army manager and, as a result, he was offered a voluntary job.

Joel has completed a range of qualifications and has achieved an Open Awards 'Skills for Further Learning and Employment EL1 Certificate'. He has also achieved a Trinity College London 'Arts Award Discover'. In addition to accreditation success, Joel has achieved 96.4 of his targets that were set for him. These included targets in Communication, Maths, Personal Social Development and Subject Specific targets.

Joel left college in July 2019 and a decision was taken that he would remain in the family home. He continues to have a love for Jigsaws and his passion for music has developed along with his confidence, communication and ability to socialise more effectively.

Case Study Z – Clare (an existing learner)

Clare moved to Chatsworth Futures in September 2018 from a college in Warrington where she lives. She has a diagnosis of Autism and struggles with transition and change. Clare had a few challenging outbursts, but overall, coped with the significant change in her life well during the transition in period.

Clare completed her Duke of Edinburgh Bronze award at her previous college and when the Duke of Edinburgh Award was introduced to the college in January, she began working towards her Silver award. Clare finds it difficult visiting new places and, as part of the Award, her first trip to Dovestones Reservoir resulted in her refusing to participate and returning to college. Since that time however, behaviour strategies have been put in place and she has worked alongside staff to help reduce anxieties by planning and familiarising herself with places in advance. As a result, Clare has made good progress with her behaviour and anxiety issues, copes well in college and participates fully in planned activities.

This year Clare has participated in the (Ad) Venture project run by the Co-operative College. She completed the 15 week Project which the course is centred around; Co-operative values, empowerment and helping young people reach their full potential with the end result of planning and carrying out their own Enterprise project. Throughout this time at college, Clare gained an ASDAN short course in Enterprise. She also achieved an Open Awards 'Skills for Further Learning and Employment EL3 Award'.

In June, unfortunately Clare became ill and had some personal issues and these resulted in regularly being absent from College. Following a visit to her GP and an MDT meeting, she has since made good progress and returned to college for the remaining few weeks. Clare has been prescribed medication from her GP and weekly home visits take place from a learning disability nurse. In addition, Clare is supported by a member of the learning disability team of Warrington who will observe her throughout the autumn term, particularly around a diagnosis of PDA. Parents and their social worker are going to look into respite care opportunities and are currently looking at increasing the number of hours of the PA (they only have 2 hours per week).

Clare and the family are now making progress and are receiving a good level of support. When the family find suitable respite they will inform college and the college intends to support her wherever possible; for example with social stories, timelines and any emotional support required.

In February this year, Clare began a work placement at Subway, where she attended once a week and was doing well. She carried this placement out successfully for a number of weeks, however, due to her illness, Clare was unable to continue with this placement. She has since been offered another internal work placement supporting the Speech and Language therapist and the occupational therapist in some of their sessions with other learners and she will begin doing this in September.

Note: Names have been anonymised for confidentiality purposes.