

# Chatsworth Futures Limited

Interim visit report

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<b>Unique reference number:</b>	141887
<b>Name of lead inspector:</b>	Alison Cameron-Brandwood, HMI
<b>Visit dates:</b>	14–15 October 2020
<b>Type of provider:</b>	Independent specialist college
<b>Address:</b>	Vicarage Road Swinton Salford Greater Manchester M27 0WA

## Interim visit

### Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including learners with high needs and those with special educational needs and/or disabilities.

We intend to return to routine inspection in January 2021 but will keep the exact timing under review.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

### Information about the provider

Chatsworth Futures Limited (Chatsworth Futures) joined Chatsworth Multi-Academy Trust in September 2018. The trust is made up of Chatsworth High School and Community College and Chatsworth Futures. The college moved to new premises in Swinton, Salford in September 2018. The premises were used previously as a primary school. Currently, the college is co-located with Chatsworth High School and Community College, and Chatsworth Engage. The college provides day provision for young people aged 19 to 25 who have high and very high special educational needs. All learners are funded as day placements. Students study on programmes that are at, or below, entry level. At the time of the interim visit, Chatsworth Futures had 25 learners on roll.

### **What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?**

Within two weeks of the COVID-19 restrictions, leaders put in place work for learners to complete at home. This included online and paper-based resources, dependent on learners' ability levels. Leaders developed a timetable that prioritised English, mathematics and information and communication technology. They continued to review the curriculum and introduced independent life skills in learners' homes as a further priority. Leaders added remote online sessions including circuit training, sensory art and music therapy to broaden the curriculum.

Leaders worked closely with the local authority and parents to identify which learners needed to attend the college. Four of the most vulnerable learners attended on a rota basis during the summer term. Leaders maintain regular contact with the local authority about learners' well-being and support needs. Leaders ensured that

learners' education, health and care plan reviews continued to take place virtually and by telephone. Leaders put in place weekly contacts with parents to check on learners' well-being. Leaders say the use of virtual online meetings with parents has been a positive development.

Leaders provided tablet computers to learners who did not have access to digital devices at home. They identified that a barrier to learners accessing learning online was the digital literacy levels of parents. Leaders provided telephone support for parents to help them develop their computer skills.

Learners described how they developed their independent living skills whilst at home, including making Hunter's chicken and cheese on toast. Parents told us how learners can now strip and remake a bed. Parents report that their children are much happier now they are back in college.

Leaders told us that most learners rely on local authority transport to get to college, which can be cancelled at short notice. This is a key challenge in keeping learners attending college regularly.

**What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?**

Learners' timetables and the curriculum have been modified to meet learners' needs. Currently, learners are taught and supported by a core group of teachers and staff. Teachers adapt subjects to meet COVID-19 restrictions. For example, travel training is now conducted locally as a stand-alone activity. Leaders say that learners' access to work experience is limited and enrichment activities are reduced. They are working on plans to increase these aspects of the curriculum. Learners told us how they much prefer being back in college where they can see their friends, but miss going on trips and mixing with other groups.

Teachers identify gaps in learners' knowledge and skills through assessment of learners' starting points and observations. Key gaps include social interaction and behaviour. Staff use this information to move learners onto the correct pathway and create behaviour plans.

Teachers describe how they focus on developing learners' independence. They reduce the levels of support they give to learners when carrying out tasks such as making drinks. Teachers say that this has led to learners becoming more independent.

Leaders visit lessons and share the best practice with staff. They told us how staff confidence and their use of technology have grown. Staff enhance their teaching by using interactive electronic presentations, visual timers and specialist applications that produce symbols to aid communication with learners.

Transition arrangements for new learners continued over the summer. Teachers liaised with staff from the learners' previous schools. They conducted formal assessments and held virtual discussions with parents/carers online. Parents told us how learners benefited from on-site visits and online meetings with their teaching assistants before they started.

### **How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?**

Leaders work collaboratively with the local authority and parents to identify safeguarding risks for learners. Leaders described the extra support which they are providing for vulnerable learners. They are providing extra support because interventions from external agencies, such as health professionals, and behaviour support services, have reduced during the pandemic. They support parents to implement behavioural support programmes at home.

Learners know how to keep themselves safe at college. They told us why they wear masks and how they wash their hands to stop the spread of germs. Teachers use videos and pictorial prompts to reinforce correct handwashing. Staff receive training in the revised procedures for carrying out personal care.

Learners know who to tell if they feel unsafe. Teachers told us about the training which learners receive to keep them safe online, including themes such as identity theft and bullying. Learners know what to do if they are contacted by a stranger online, for example the actions they need to take if they are asked for their personal details.

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