

Inspection of Chatsworth Futures Limited

Inspection dates: 1–3 December 2021

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Inadequate

Information about this provider

Chatsworth Futures Limited (Chatsworth Futures) is part of the Chatsworth Multi-Academy Trust. The college provides day provision for young people aged 19 to 25 years with profound and multiple learning difficulties, severe learning difficulties and autism spectrum disorder. Learners study on programmes that range from pre-entry to level two.

Learners follow one of three pathways. The discovery pathway, for pre-entry learners with complex needs; the independence pathway, an entry level programme with a focus on developing skills for independence and the employability pathway which focuses on preparing learners for volunteering and paid employment.

At the time of inspection, there were 23 learners. Four learners follow the discovery pathway, five learners follow the independence pathway and the remainder follow the employability pathway. All learners have an education, health and care plan (EHCP).

What is it like to be a learner with this provider?

Learners enjoy attending college and socialising with their friends. Learners participate in a wide range of activities, allowing them to be active citizens in their local community. They undertake work experience in a local veterans' café serving afternoon teas. They help with fundraising activities such as making and selling poppies for Remembrance Day. Through enterprise activities, learners raise money to buy and wrap Christmas presents for disadvantaged families in the local community. Learners improve their communication skills and confidence through working with people in the community.

Learners benefit from visits to specific support groups in the local community. Learners with visual impairment learn about the work that a local charitable support group provides to people in the community with visual impairment. This ensures that when learners leave college, they can access community organisations to support them in their adult life.

Learners are supported to develop and build their resilience in preparation for adult life. For example, learners apply for work-placement opportunities that arise. They are supported to experience and understand their emotions if they are not successful in their application.

Learners on the discovery and independence pathway take part in music therapy. This helps learners develop confidence in interacting with others and reduces their anxiety in unfamiliar settings so they can adapt to change in their daily lives.

Learners are safe and happy at college.

What does the provider do well and what does it need to do better?

Leaders have developed an ambitious curriculum that challenges learners to develop their independence and prepares them for adult life. The employability pathway challenges learners to develop the knowledge, skills and behaviours needed to be successful in the workplace. For example, wearing appropriate personal protective equipment and applying good food-hygiene practices in hospitality settings. The discovery and independence pathways challenges learners to develop essential daily living skills such as learning to care for themselves.

Staff have high expectations of what learners can achieve. They use robust and accurate baseline assessments to identify gaps in learners' knowledge and experiences. They use this information together with learners' EHCPs to plan learning. Staff set learners challenging targets in most aspects of their programme. These personalised targets build on what learners already know and can do and ensure their learning is tailored to meet their individual needs. However, staff do not set specific and challenging targets in all aspects of the learners' programmes. For example, learners participate in a broad range of cross-college activities that develop

their understanding of issues, such as their rights and responsibilities and how to be healthy. Staff do not identify specific individual targets against which they can measure learners' progress and achievement in these aspects of their programme.

Staff plan activities that help learners gain the knowledge and skills needed to be more independent in their adult lives. For example, learners on the independence pathway learn about healthy food options and make choices about their food. They learn how to shop and use their shopping skills to buy ingredients for their food choices. Learners are taught how to prepare and cook their food in college. Learners practise these skills over time so they become more familiar and fluent in carrying out these tasks.

Learners on the discovery pathway benefit from individualised communication support strategies. Staff use a range of effective strategies, including the use of pictures, signs and objects of reference which enable learners to make good progress in extending their vocabulary. However, staff do not always challenge learners to recall and apply previous learning. For example, learners are provided with instructions they have previously followed and are not challenged to identify and apply these processes independently.

Learners participate in a broad range of activities that prepares them for leaving college and their adult life. Learners on the employability pathway take part in an organised 'skills week'. They visit a range of organisations in sectors, such as hospitality and retail, and experience different job roles. For example, learners spend a day in a local hotel where they carry out the roles in reception and housekeeping. They visit a local supermarket and experience working in the bakery, stocking shelves and working in the delicatessen section. This gives learners an understanding and insight into the possible job opportunities for their next steps.

Learners receive useful feedback and are challenged to improve their work. For example, learners are encouraged to use dictionaries to correct spelling errors in their written work.

Support for learners is highly effective. Staff have a thorough understanding of what learners can and cannot do. They use this to determine the level of support and intervention learners require to promote independence. For example, learners are encouraged to access the working environment independently, knowing that support and help is available if needed. Learners, parents and carers value the support that staff provide.

Leaders have very recently increased the range of specialist staff to meet the holistic needs of learners. Specialist staff support tutors and teaching assistants to use assessment tools more effectively and provide useful training to staff on strategies to promote and advance learners' communication skills. However, it is too early to measure the full impact on supporting learners' progress. Currently, not all learners benefit from appropriate sensory support strategies that enables them to self-regulate their emotions and behaviours.

Leaders and managers have successfully implemented actions to address the weaknesses identified at the previous inspection. The senior management team has been strengthened with staff who are experienced in working with learners with high needs. Leaders have ensured the safety of learners is a high priority and frequently carry out health and safety checks of the learning environment.

Leaders and managers have worked relentlessly with staff, parents, carers and employers to raise expectations of what learners can achieve. For example, they have worked with employers to identify the skills that employers need and incorporated these into the employability pathway to improve progression to employment for learners.

Learners make good progress towards achieving their learning goals and are well prepared for adult life. Learners on the employability pathway make very strong progress towards developing the knowledge, skills and behaviours needed to be successful in voluntary or paid employment.

Governance is effective. Board members have a broad range of skills and experience which they use to support the senior leadership team. They receive comprehensive and detailed information that enables them to scrutinise and challenge senior leaders to improve the quality of education that learners receive. Board members frequently monitor the progress of quality improvement actions and their impact. As a result, they have a detailed understanding of the strengths and weaknesses of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put in place a range of policies to safeguard learners. Staff receive frequent safeguarding training to ensure they know how to keep learners safe. They help learners understand potential safeguarding risks, such as sexting and grooming, and how they can protect themselves from harm.

The designated lead keeps comprehensive records of all incidents and concerns raised. Staff work with a range of external agencies, including the local adult social care team, to ensure learners are kept safe.

Leaders implement robust safe recruitment practices to ensure staff are suitable to work with learners at the college.

What does the provider need to do to improve?

- Leaders and managers need to ensure that all learners are set challenging targets across all aspects of their learning programme to support their progress and achievement.

- Ensure that staff plan activities that challenge learners to apply previous learning so they can carry out tasks more independently.
- Ensure all learners' sensory needs are identified and effective support strategies implemented so that learners can self-regulate their emotions and behaviours.

Provider details

Unique reference number	141887
Address	Vicarage Road Swinton M27 0WA
Contact number	0161 707 1417
Website	www.chatsworthfutures.org.uk
Principal/CEO	Dr Martin Hanbury
Provider type	Independent specialist college
Date of previous inspection	22–24 January 2019
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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