

Report



Self-Assessment Report

2021 - 2022

Our self-assessment report (SAR) identifies and provides evidence of Homefield's key strengths and best practice in education, highlighting priority areas for the year ahead that form the basis of the 2022-2023 Quality Improvement Plan (QIP).

Department	Education
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About Homefield

Homefield College is a specialist college and charity that provides education, training and support to people who have learning and / or communication disabilities.

We help people to become active citizens and achieve their goals through practical experiences and person-centred learning in the local community, in accordance with our organisational values:

Equality Empowerment Respect Sustainability

Our Provision



We are predominantly funded by the ESFA to provide study programmes for young people aged 16 – 25 who have an Education, Health & Care Plan (EHCP).

Our education provision is identified by pathways that provide tailored learning routes for our students:

→ **Pathway 1 – Personal Development (P1)**

Supports the development of life skills, independence, and communication.

→ **Pathway 2 – Skills for Life & Work (P2)**

Promotes independence in daily life and aspirations for work.

→ **Pathway 3 – Mission Employability (P3)**

Enables future goals of entering employment or General Further Education (GFE).

→ **Supported Internships (SI)**

Helps students secure paid work by using the skills acquired accessing internship opportunities based at an employer.

→ **Bespoke Provision (BP)**

Supports students who are not yet ready to access our pathways. This may be due to social anxieties, complex health needs or previous educational experiences.

→ **Nuneaton Campus (NC)**

Enables students across all pathways to learn nearer to their local community at our Warwickshire site.

We also work with Macintyre to sub-contract student placements on the 'No Limits' programme, with the aim of progressing onto a Homefield pathway.

Each study programme contains the following elements, adapted to meet the needs of each student:



Elements of a Study Programme



Literacy



Employability



PSHE



Numeracy



Vocational Experiences



Safeguarding



Independence



Healthy Living & Fitness



British Values & Prevent



Life Skills



Tutorials



RARPA & Qualifications

We provide a wide range of vocational learning, including:

- Horticulture
- Small Animal Care
- Catering & Hospitality
- Art, Craft & Design
- Hair, Grooming & Beauty
- Digital Media
- Performing Arts
- Woodwork
- ICT / Graphics
- Sport & Lifestyle Fitness

To further broaden our vocational provision, we work with T.E.C.K (motor vehicle) and Enstruct (environmental construction & woodland); students benefit by learning from these organisations' industry-specialist instructors.

We operate two commercial enterprises in the local community – Barrow of Treats (café) and Breward's (coffee shop) – which are open to the public. Students working at our enterprises gain practical work experience and build confidence before moving on to external placements. Our hospitality enterprises reflect the local and regional landscape that is saturated with food and beverage opportunities, as well as providing transferable skills suited to many industries: customer service, functional ICT skills, following instructions, developing leadership skills, and working as a team to name but a few.

All our provision is tailored to the needs of each student, making sure they feel safe and can become active citizens. We operate out of multiple sites within villages (Mountsorrel, Sileby & Barrow-upon-Soar) & towns (Nuneaton) so that students can play a key part in our local communities and develop a sense of self in society.

2021/22 Operating Landscape

Whilst COVID-19 restrictions had eased for most of the academic year, the pandemic provided ongoing challenges for Homefield. These included staffing concerns, students experiencing unprecedented mental health challenges and employers reluctant to offer the breadth and wealth of opportunities pre-pandemic. Despite this, we continued to implement improvements and our trustees, management and wider staff body remain ambitious for the College's future.



Staffing

The Spring term saw more cases of COVID-19 than throughout the height of the pandemic, which put pressure on our education team to cover colleagues. It became very challenging to remain operational, but thanks to the hard work, dedication, and commitment of our workforce we were able to do so. Students adapted admirably to the staffing switches and demonstrated their resilience to change.

We also had key staff members on long-term sick leave, including a member of the Senior Management Team. This led to a revised operating structure from summer 2021 to ensure a fair workload reallocation and continuation of daily functions as the new year began. Whilst we are saddened that these key colleagues ended the academic year leaving the organisation due to ill health, their prolonged absence meant we implemented changes that have since improved the integration of teams for the benefit of students and staff.

Mental Health & Wellbeing

The charity, Mind, stated that 1 in 6 young people (18%) experienced mental distress for the first time in the pandemic (Mind 2022). For many of our students this was their first full year in education operating under near-normal circumstances since 2019, but for new students the transition into college was still impacted by COVID-19.

We continued our focus on supporting students with wellbeing, something that has been fundamental for all throughout these challenging times with the ongoing effects of the pandemic on society. Having already seen a rise in mental health concerns in 2020/21, and an increase in student admissions with Social, Emotional and Mental Health, we recruited a Counsellor and a Mental Health Specialist to join our therapies team. Whilst we again saw an increase in mental health concerns this year, we had the staffing expertise to ensure students were fully supported and able to continue with their learning in a safe environment.

Mind also state that 1 in 4 adults (26%) experienced mental distress for the first time in the pandemic (Mind 2022). Across the year we provided additional wellbeing opportunities for the whole College community and monitored staff workloads to ensure that it has been manageable. We promoted our Employee Assistance Programme and confidential helpline, and through our continued wellbeing work started in 2020/21, we increased visibility of the support available.

Employer Opportunities

Whilst the world was beginning to reopen, some of our local employers were struggling due to the financial impact the pandemic had on their business, and others were wary of taking on additional responsibilities so soon. We managed to engage with employers for 2021/22 but we were hampered in the breadth of experiences available at the start of the academic year.





Through the vigour and enthusiasm of our Careers Lead, we rebranded our careers programme to 'living your best life' to ensure that all students had access to information relevant to their future destinations. We reignited past relationships and forged new ones to ensure students had access to opportunities that helped them make informed choices, learn transferable employability skills, and experience the world of work.

2021/22 Student Demographics (*Appendix 1*)

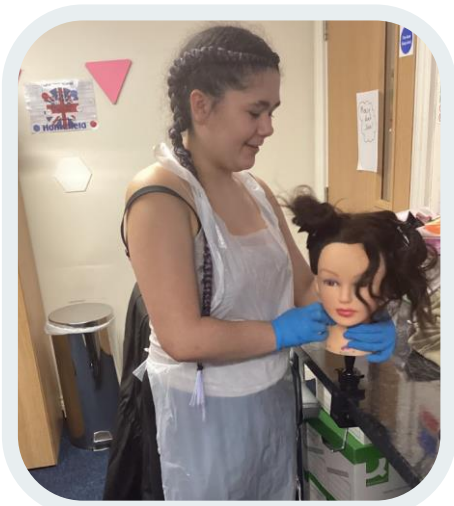
Student numbers continue to increase year on year with 124 students on role for 2021/22 (A1, Tables 1 & 2). This demonstrates confidence in our provision from the Local Authorities we work with, as well as the growing demographic locally of students requiring specialist further education. We also saw a rise in students aged 16-18; these students are predominately on our Pathway 3 and bespoke courses (A1, Table 3).



Our Pathway 3 curriculum is designed to meet the needs of students who aspire to enter paid employment or GFE but require extra support before making this transition. The predominance of 16–18-year-olds on this pathway illustrates the need of this provision for that demographic. Homefield is a steppingstone to these destinations, bridging the gap between school and their future goals to allow for growth in confidence and skills whilst still being appropriately supported in this key stage of adulthood.



In the case of our bespoke provision, 50% of students were aged 16-18. Our bespoke offering is an asset that supports students with extreme vulnerabilities to access our main pathways and / or achieve their progression goals in a flexible and responsive environment, whilst safeguarding themselves and those around them. The high percentage of 16–18-year-olds demonstrates the need for this tailored support package straight from school, reducing the risk of them being classified as not accessing education, employment, or training (NEET).



The gender split for 2021/22 shows a small increase in female students from the previous year (A1, Tables 4 & 5) but the weighting towards male students is representative of the wider SEN community, especially when it comes to diagnoses of Autism Spectrum Disorder. 51% of our female students listed their main disability as ASD, versus 67% of male students (A1, Table 6). Conversely, 62% of our female students listed mental health difficulties or Social, Emotional and Mental Health as one of their disabilities, versus 36% of male students. This shows a trend in the changing needs and pastoral requirements of our students.

Nearly 60% of first year female students chose to study our new Hair, Grooming & Beauty vocational offering, and whilst we continue to promote this to all students regardless of gender, it does



indicate that the addition of this subject to our vocational provision is attractive to potential female applicants.

Similarly, to past years, students for 2021/22 mainly identified as British and this is representative of the locality (A1, Table 7). Students of all ethnicities perform comparably, with no correlation between performance seen in such small data sets. However, we continually strive to increase the diversity of our student body, ensuring our marketing efforts accurately represent our students and gaining further diversity in our workforce.

As expected, most of our students continued to be referred from Leicestershire County Council, followed by Leicester City and Warwickshire (A1, Table 8). Notably, the establishment of our Nuneaton Campus three years ago has meant that our student numbers from Warwickshire have remained stable, despite the removal of our residential educational provision. Students benefit from having learning locations near to their local communities, and the Nuneaton Campus allows us to provide the Homefield experience in more applicable locations for these students.

Our Looked After Children (LAC) student numbers doubled from the previous year, and whilst there has been a decline in achievement rates (A1, Table 9), this is attributed to two specific circumstances – one was beyond our control despite every effort to engage and support, and the other student is viewed as a success due the significant progress made in the academic year ready to transition onto Pathway 3 for 2022/23, despite refusal to undertake exams.

We ensured that students and their families most in need can access bursary money (A1, Tables 10, 11 & 12), enabling them to improve attendance and in turn achievement rates. This is demonstrated through a 100% retention rate compared to 98.7% for non-bursary students. We also saw an increase in students eligible for subsidised meals – whilst we cannot draw any direct correlation with achievement rates, it is encouraging to see that meal subsidy could be supporting attendance and participation.

The majority (94% pass rate) of students successfully completed their study programmes and one student completed early and made the move to GFE. Unfortunately, two students withdrew during the year; these were both for complex reasons and despite our best efforts they could not engage in their education programmes. Two other students did not complete but were not withdrawn as we continued to work with them throughout the year. Warwickshire Local Authority specifically commended our work with one of these students at our Nuneaton Campus for the progress made and support given to the individual.





Key Strengths

- ✓ Our broad curriculum is clear in its intent to enable students to become active citizens, preparing them for their next steps in adult life.
- ✓ Our wide vocational offerings act as a vehicle to facilitate student learning tailored to their interests, whilst covering the needs of the local and regional area.
- ✓ Students benefit from individualised study programmes that meet their needs and aspirations for future study, employment, and independence.

Current Priorities

- As part of the strategic plan, consider the benefits of an outcome-focussed curriculum to increase students' successes, then implement recommendations for change in a timely manner (Strategic Priority 1A).
- Continue the development of an integrated approach to IT & ILT in teaching, learning and assessment (QIP QE1).
- Embed the effective and timely recording of progress so that students can clearly understand and articulate their achievements and learning targets across all areas of their study programme (QIP QE2).

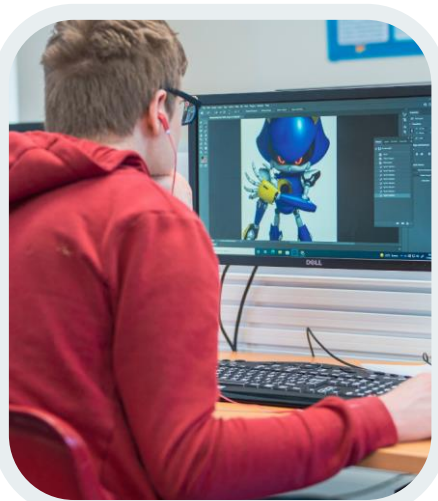
Analysis (*Appendix 2*)

A significant piece of work for 2021/22 was to improve quality of teaching, learning and assessment (TLA). We committed considerable time and resources to support clarity of curriculum intent and strengthen our pedagogical approach to improve impact, and therefore the quality of education is now good.

To achieve this, we created a new post of Lead Practitioner to focus on the quality of TLA alongside instigating regular continuous professional learning (CPL) sessions that complemented formal development days. This has driven improvement within education around effective planning of learning and quality of delivery whilst also providing critical support for staff (A2, Table 1 and Testimonials A - E). We now need to better demonstrate the direct impact of CPL on student experience (see Leadership & Management | QIP LM1).

We are proud of our varied curriculum given the size of the College. The curriculum is clear in its intent; it has our values embedded along with Preparation for Adulthood outcomes, and students benefit from this cohesive and clearly defined journey to becoming equal citizens through enriching opportunities.





Whilst we routinely review our curriculum, we will undertake a fuller review in 2022/23 as part of the strategic plan to improve outcomes for students. Research to date highlights the importance of an outcome-focused curriculum so we need to further explore the benefits before recommending actions (Strategic Priority 1A).

IT & ILT is an area of the curriculum that requires continual development to ensure we use the most appropriate technology for learning and preparation for adulthood (QIP QE1). We are currently focussing on cyber essentials and tracking progress using effective software. With the increase in use and dependency on technology, it is vital relevant technology underpins students' learning whilst we support them to stay safe in the digital world. E-safety has been embedded into learning throughout the year, including e-safety lessons college-wide, and we assigned a designated e-safety safeguarding lead. These actions have increased awareness, improved staff knowledge, and created practical learning opportunities for students.



The growth of Homefield - in size due to the demand for placements, in staffing to invest in key areas of the business, and in learning provision to offer students a more varied study programme meant we needed more effective use of management information systems (MIS) and technology. We set out to improve access to quality data and information to avoid duplication of work, and by the end of the academic year the data systems in place that curriculum managers use to inform decision-making were significantly improved. This will provide key insights for the curriculum review.



Students benefit from our wide range of vocational opportunities; these promote choice whilst students develop skills and confidence, increase independence and explore career opportunities relevant to the local and regional area. We cemented our relationship with T.E.C.K and Enstruct to deliver vocational options where we do not have subject specialisms. This broader provision helps students make informed choices, and in one case attending T.E.C.K supported progression to GFE in the subject area (A2, Case Study A). We will continue to strengthen and formalise our relationship with these organisations in 2022/23 to ensure students can access learning specific to their interests and improve upon existing skillsets (see Leadership & Management).



We also launched Hair, Grooming & Beauty as a new vocational option following student requests. This subject provides an additional area of study relevant to industry experiences and GFE progression routes, as well as supporting students in developing their self-care and personal presentation skills. We implemented it across all pathways and has been positively received.

Our broad vocational provision is linked with industry sectors that are strongest in our area to ensure students have exposure to the relevant skills to progress in these areas of high demand. Our close working relationship with the Leicester & Leicestershire Enterprise Partnership (LLEP) provides opportunities for regular support and training, and we use local labour market information (LMI) to inform curriculum decisions and career guidance for students.



Students accessed a range of internal and external work opportunities including our college-owned enterprises, employer encounters, volunteer activities and inclusive skills competitions to provide meaningful vocational experiences. Despite the ongoing challenges to engage with employers (see Overview) and overall lack of education regarding the potential our students provide to their business, we were successful in increasing education on the use of working interviews and securing a range of external placements; employers included Barnardo's, Imago Venues, Attenborough Arts Centre, Morrisons, Waitrose, The Green Place, Kelly Guy Equestrian Centre, and Posh Dogs to name but a few.

The mix of national chains, small to medium enterprises and independent businesses we work with provides students with excellent opportunities to sample different regional and national organisations and industries to make informed choices around their future steps (see Personal Development). We now need to implement the work experience and placement plan introduced by the Careers Lead and Work Experience and Placement Co-ordinator to ensure all students are given these opportunities as part of their individualised study programme (QIP PD1).

Students benefit from these individualised study programmes as it helps them progress towards their intended destination, as seen through our achievement rates and student feedback / case studies (A2, Case Studies B, C & D). This makes sure each student can access the appropriate coverage, content, structure, and sequencing of learning in order to flourish and achieve their targets.

We identified the need for increased focus on a student-centred approach for recognising and recording progress and achievement (RARPA - A2, Chart 1) to ensure student targets are at the heart of their programme. As a result, we completely reset this process and students are now actively involved in setting targets and knowing their targets and achievement, as evidenced through curriculum forums, learning walks and Student Union. This has re-aligned the process to where it should be, but we recognise that some students still struggle to identify their targets and the connections of these to their intended destinations when asked out of context (i.e., by someone other than the tutor they are working with). We will continue to work with students on this as well as timelier recording. Research has begun into an improved method of tracking and recording progress that maintains the student-centred approach gained this year, which will commence in 2022/23 following rigorous staff CPL (QIP QE2).

The fundamental change in our approach to functional skills (English & Maths) in 2020/21, of ensuring initial assessment and planned learning was formulated accordingly continued into this year. Students benefit by working towards identified English and Maths targets that support their continued development. We enrol students on functional skills qualifications where this is appropriate for their future progression (A2, Charts 2 & 3). Students were individually registered with appropriate qualifications and the vast majority achieved (A2, Charts 4 – 7).



Our specialised bespoke package is successful in its intent of providing an individualised route to our main pathways, transition into employment and access to education. This is delivered in a way that suits their needs to prevent them becoming not in education, employment, or training (NEET). Students benefit from the flexibility of this pathway and our success shows it has been instrumental in maintaining education for students who could otherwise drop out of education (A2, Evidence 1).

Another way we individualise learning is through having different learning locations. Our Warwickshire site continues to attract consistent student numbers for those closer to Nuneaton, allowing us to tailor learning to more relevant local communities and skillsets. In March 2022 we secured a lease for a new site in Nuneaton to provide increased access to learning for Warwickshire-based students, which has been fully refurbished for the start of the new academic year. As a result, students will receive better differentiation of learning environments and benefit from a hall space where they can come together for campus-wide activities. We are still trying to secure a new site for Leicestershire-based students to better facilitate improved learning experiences for our students, develop our work with partners and further our vocational provision (see Leadership & Management). Due to the external climate and factors beyond our control this is proving challenging, but we are committed to ensuring this is achieved.

As our focus is on preparation for adulthood, student destinations are fundamental in ensuring students are supported effectively to achieve their goals from the very start of the student journey. Currently, we do not have in-depth evidence of the impact focussing on student destinations has throughout their study programme, so this will commence in the new academic year starting from induction. However, we improved outcomes for 2021/22 leavers and their destinations are characteristic of student profiles, demonstrating positive progress but we want to continually improve on this (A2, Table 2).

We had an increased percentage of leavers moving to employment, General Further Education (GFE) or voluntary options this year. We employed two students following the success of their internal work placements, demonstrating the importance of having correct support systems and internal opportunities (A2, Case Studies E & F). 6 students progressed into GFE to continue their learning journey (robust growth from 2 in 2020/21); this is in part due to our links with some GFE providers to allow for students' academic development whilst supporting their pastoral needs and improving quality of life. 2 students were declined for GFE at the last minute so we need to develop more effective relationships with GFE providers to identify and resolve blockers for students, as we recognise that we may have greater success if we focus more on outcomes from the start (Strategic Priority 1A).



Key Strengths

- ✓ Students consistently demonstrate positive behaviour and can-do attitudes towards their learning, developing the relevant skills to support their goals at home, at work and out in the community.
- ✓ Our swift responses to participation and behaviour concerns ensure that students are fully supported, enabling them to keep engaging with us safely and progressing in a positive environment to achieve.
- ✓ Student behaviour and attitudes benefits from the integration of therapies into the curriculum to holistically support students.

Current Priorities

- Strengthen the transition process to college to ensure it fulfils each student's needs, providing the best start to their study programme and access to education appropriate to their planned outcomes. (QIP BA1)

Analysis (*Appendix 3*)

Behaviour and attitudes are excellent as students receive effective support to engage in all aspects of learning and development, evident through the positive attitudes of students towards getting involved in college life and developing skills for the future. All students enjoy learning at Homefield, as demonstrated in the student survey (A3, Survey 1), and most students think their peers' behaviour is good; whilst there will always be behavioural presentations throughout the year, our swift and appropriate response to these ensures students develop resilience and continue to engage positively in their learning.

Students benefit from a holistic approach to positive behaviour support, with our therapy and curriculum team ensuring college staff are appropriately trained in NAPPI (Non-Abusive Psychological and Physical Intervention) (A3, Table 1). Staff quickly recognise and respond to signs of agitation and low-level concerns and de-escalate when behaviours progress. This sets clear expectations for behaviour across the College allowing for a consistent approach. Students are actively involved in creating their own Laleman scales and PBS plans as part of a multi-disciplinary approach to therapeutic intervention. The impact of this is students feel listened to and in control of the plans in place to help them flourish.

Students feel safe, viewing Homefield as a constructive environment with staff who are committed to helping them progress and achieve their goals (A3, Survey 1). This is a main part of our work, as effective learning takes places when students feel able to engage. Almost all (97%) students continue to tell us that they feel safe all the time, with the rest indicating 'most' or 'some' of the time





(A3, Survey 1). For those students who responded as 'some' of the time, investigations show that this reflects their mental health and anxieties in general at the time of the survey, rather than concerns about the College environment.

We set about integrating the therapies team into the academic team with the promotion of a Therapies Manager (Behaviour Specialist) who directly reports to the Head of Curriculum & Quality. This has enabled cohesive working practices with academic staff to positively influence student success.

Attendance has improved by 2% from the previous academic year to 96% including authorised absence (A3, Table 2). This is supported by the collaborative work between curriculum managers, therapy team and progress mentors / personal tutors; their combined efforts play a key part in our attendance, retention, and achievement rates (A3, Evidence 1). Whilst there remained challenges in agile monitoring of attendance throughout the academic year, benefit will be seen by the introduction of improved reporting suites and ability to drill down in more detail to detect trends and analyse patterns.

There is no evidence that students who had poor levels of attendance was pathway specific (A3, Table 2). In all instances, staff adapted to student needs; this included altering timetables and locations, working closely with residential homes, safeguarding work to support students, and providing solutions so that students were able to continue to access learning. All bar 3 students were able to successfully complete their learning for the academic year. The 3 who did not were due to factors beyond our control.

The Therapies Manager has worked closely with the Curriculum Manager for Bespoke Provision in particular, which has resulted in positive outcomes for students in this area. One such example is a student whose transition from school to college was hampered in part due to COVID-19 and in part due to lack of accurate information from the previous setting regarding their needs. This student is now nearing access onto Pathway 1 for 2022/23 (A3, Case Study A). This situation follows a trend in students who have had their transitions impacted by COVID-19, late notice of funding from Local Authorities and / or not ensuring there is a clear and individualised plan for each incoming student. We are making this a priority for 2022/23 to ensure that we prepare students as effectively as possible for their transition to college, so that they are appropriately supported and able to engage in learning from the start (QIP BA1).

The behavioural profile for the year shows a steady increase in behaviours being demonstrated at the beginning and end of the academic year (A3, Table 3). Effective analysis of the data attributed both to transitions – the change of moving from school to college, and the realisation that their time at Homefield is ending for some leavers. The pattern of higher agitated behaviours demonstrate that staff are de-escalating situations in a considerable proportion of situations, thanks to the additional support and training provided by the therapies team. This ensures students are effectively supported to regulate their emotions and deal with issues





before they become larger. There was also a strong push to ensure all behaviours were recorded, which means there is an increase in data. We have used the behavioural profile as evidence to support the need to better prepare students for their transition out of college, aiming to reduce this peak in the future.

A key part of our work at Homefield is noticing concerns and dealing quickly with any safeguarding alerts that arise. We continue to operate effective systems for keeping students safe, with our system covering both young people under 18 and adults who are at risk of abuse. As most of our students are adults, we also receive training and support from Leicestershire Social Care Development group.

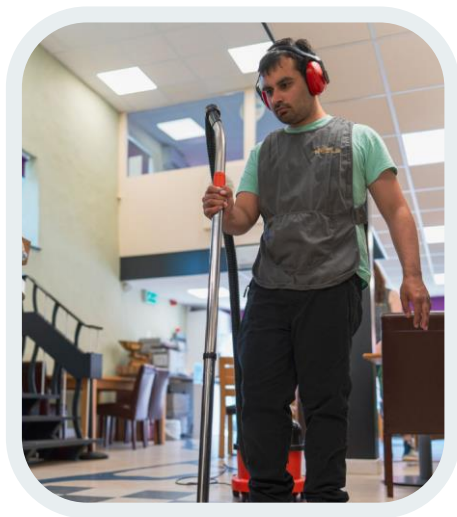
The Principal is the Designated Safeguarding Lead (DSL) and is supported by 5 deputies who operate a rota for dealing with safeguarding concerns. They meet weekly to discuss approaches and ongoing referrals collectively. 2 of the safeguarding team are curriculum managers who provide a key link between safeguarding and curriculum. The designated safeguarding trustee undertook a safeguarding audit which included speaking to students at the Sileby provision, and they reported that they felt safe and knew where to go if they needed help. The audit also led to additional improvements to visitors' ability to report safeguarding and a more systematic approach to closing cases.

Safeguarding concerns have increased by 139% against 2020/21, but we have also seen an increase in student intake, ease of system reporting, the impact of training increasing staff awareness and the complex needs of students (A3, Table 4). The number of alerts per term declined as the academic year progressed and issues were resolved (see Leadership & Management). Whilst the current system has meant that staff are able to report concerns easily, there is insufficient analysis capacity. Reports are difficult to extract and do not always provide information relating to trends, patterns etc in an easily accessible format. As a result, the DSL team are looking to use a more recognised software reporting package such as 'My Concern' and are commencing research into this in 2022/23.

External referrals increased significantly (48%) against 2020/21; this is due to the increase in student numbers and complexity in their safeguarding needs (A3, Table 5). This demonstrates a robust process for raising concerns is in place and that staff have a proficient level of awareness of safeguarding issues, placing paramount importance on student wellbeing and safety.

Mental health concerns and increasing anxieties (some because of the pandemic and transitions) have led to an increase in safeguarding alerts over the past two years, and by the end of 2021/22 they accounted for 26% of safeguard alerts (A3, Table 6). We employed a Student Counsellor and a Mental Health Practitioner (also a qualified counsellor) to address this growing need. Both joined the therapies team at the end of 2021/22, so their impact will be seen in the coming academic year.

We had 1 Prevent referral during the academic year, leading to a visit from the Government Prevent team who decided this should





not be taken further. However, the swift reporting of this concern meant we could quickly act and take steps to safeguard the student and provide therapeutic input to understand the reasons behind the behaviour and comments that triggered the safeguarding referral initially. We continue to have good external links with the police and the East Midlands Regional Prevent Coordinator (HE/FE), and the DSL / Prevent Single Point of Contact continues to represent Homefield at the Leicestershire FE (Further Education) Prevent Steering Group. This allows us to keep up to date with regional concerns and act fast to keep our students safe and keep staff knowledge updated.

The DSL team, Senior Management and Trustees regularly review our Prevent risk assessment; as a result, changes have been made this year to improve building security at 217 Loughborough Road and at the Vocational Centre. We have continued to develop ways to raise staff awareness of Prevent and are currently in the process of recording some podcasts around hot topics, along with Lockdown training planned for the new academic year.

Student safety and welfare is at the heart of Homefield to allow students to focus on their learning and development to achieve their outcomes. This work prepares students for being safe as active citizens in adulthood and uphold fundamental British Values.

Students regularly show initiative and are proactive in suggesting ways to further the student experience in lessons, at work and out in the community. A central opportunity for this is through our Student Union (SU). The SU has been reinvigorated this year to develop action as a result of student voice. Meetings had a clear agenda linked to learning outcomes and British Values, and working groups formed:

- Student Transition Group – to support new students into the College and improve the forming of peer-to-peer relationships at the beginning of the academic year
- Peer Mentoring Group – to develop the capturing of student voice, a buddy system, and good role-model / leadership opportunities for existing students
- Events Planning Group – to be central to the planning and delivery of key college events, the first being the organisation of Student Graduation and Summer Ball at the end of 2021/22

Students enjoyed this revised approach, developing terms of reference for the group and utilising technology to approve minutes and track actions. They felt that their meetings had tangible outcomes and their work had impact on the student body as a whole. The Project Manager ensured students were linking their RARPA targets through the work of the SU, providing evidence of their continual development and applying skills in different environments. This work will continue for 2022/23, with the initial focus on integrating new members from a more representative spread of the College across all pathways, developing students' mentoring skills, and increasing their own awareness of the political scene.





Key Strengths

- ✓ Students improve their quality of life by learning to keep mentally and physically healthy, so that they can thrive in all aspects of daily life and learning.
- ✓ Our Duke of Edinburgh provision is highly commended by senior members of the organisation, giving students a sense of achievement as they access a wide range of opportunities for personal development to help them become active citizens.
- ✓ Students benefit from meaningful interactions with the local community, putting their learning into practice so they can flourish in society.



Current Priorities

- Establish a wider range of quality employer experiences that effectively prepare students for future career opportunities and help them make informed choices about the world of work. (QIP PD1)

Analysis (*Appendix 4*)

Personal Development is good as students are equipped with knowledge, skills, and abilities throughout our study programmes to become healthy, active citizens, engage in society and lead a meaningful life. Students access Personal, Social, Health & Citizenship Education (PSHCE) to learn how to be active citizens and undertake Life Skills to prepare them for adulthood with relevant skills tailored to their needs. These lessons include how to stay physically and mentally healthy. Focus Weeks provide dedicated opportunities to enhance students' learning around key topics such as Equality & Diversity, Black History, British Values, and we spotlight weeks regarding Mental Health & Wellbeing and Sports & Healthy Lifestyles too, alongside regular integration into teaching throughout the year.

Bringing the student community together has provided a sense of belonging, whilst spending time outside is proven to benefit mental and physical health (Mind 2021). We held our 'Fun in the Field' change day for the second year running as part of Mental Health & Wellbeing Week in November with students coming together outside to enjoy nature whilst partaking in learning opportunities and socialising with peers. Our annual sponsored walk in December took place at Bradgate Park which all pathways accessed, raising over £200 for Leicester Hospitals' Christmas Appeal.

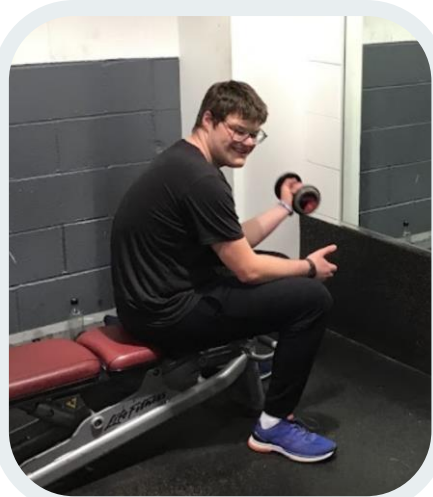
Building upon the success of virtual Student Conferences in previous years, we held in-person conferences in May around 'Brighter Futures' for all students; Pathway 1 students had a specific event to better meet their needs and tailor content to their abilities, goals and future destinations, and all other pathways enjoyed a joint





conference bringing them together whilst discussing sustainability, ethical shopping (e.g., Fair Trade), healthy eating and living their best life.

Sports Day could resume at Sileby Park in June with all pathways coming together for a bit of healthy competition whilst socialising with peers and being active in events – archery, cricket and tug of war proving particularly popular. We combined this with the promotion of healthy eating delivered by staff and students working at Barrow of Treats. It was evident to see the enjoyment and benefit students gained from coming together for this event: participating in teams, meeting new faces, turn-taking, interacting with staff in different ways to name but a few.



Using community facilities is another way students learn how to be active and healthy. They access leisure centres alongside outdoor spaces such as tennis coaching on community pitches and activities at local parks to feel confident and able to access similar facilities in their community. This equips them with the skills for life outside college to improve their mental health and remain well.

At our Nuneaton campus, students were proactive in instigating the daily mile around the local community, complete with travel passports to register the miles achieved each week. This acts as a self-regulation tool whilst keeping active and provides plentiful opportunities to embed learning around personal safety, careers, and British Values, amongst other things. As a result of the positive impact this student-led initiative was having, we launched it to the wider college; this continues to be an integral part of the college day in 2022/23.



We effectively delivered Duke of Edinburgh (DofE) provision to 12 students this academic year (A4, Table 1). 5 students went on to participate in our first expedition, leading to the successful completion of their Bronze Award. Alongside full awards, DofE introduced certificates of completion for students who undergo the Skills, Physical and Volunteering sections but unable to complete the final Expedition section; this was in response to the pandemic, but we are advocating for this to be a permanent addition to make DofE more accessible to students of all abilities.

Students who undertook DofE commented on the significant sense of achievement, and it was evident to see their development of transferable skills through the award sections (A4, Interviews A & B). The Award helps students stay responsible (Skills), respectful (Volunteering) and active (Physical plus Expedition). The DofE are impressed with our high standards of delivery, with representatives visiting in September 2022 and talking to our DofE Co-ordinator alongside a student who achieved Bronze in 2021/22. We are committed to growing this valuable programme across the organisation for the next academic year.



Students enjoy the community-focused nature of our provision as this enables them to transfer their skills developed in classroom settings to real-world scenarios. This ensures students learn how to keep themselves safe, become involved in public life and flourish in society. Students benefit from regular visits to cities, towns, and



villages, which all offer their own unique wealth of cultural capital including museums, galleries, libraries, public celebrations, and workplaces. We develop strong ties with our immediate vicinities as well, and in 2021/22 continued to maintain the War Memorial planters and run the library one day per week in Sileby, getting students at the heart of the community.

We continued our relationship with Loughborough University (LU) Performing Arts degree students for the third year running, with our Performing Arts students benefitting from workshops about communication, emotional literacy, and wellbeing. This also allowed for a Higher Education encounter where students experienced LU. Performing Arts as a subject is a valuable vehicle for personal development as it develops employability, life skills and soft skills for our students, including communication, teamwork, and public speaking.



College enterprises are valuable in providing meaningful, customer-facing experiences (see Quality of Education). It is evident to see how increased responsibility results in students rising to the challenge, demonstrating greater ability and ambition than often seen in more formal classroom approaches. These internal opportunities were a real asset in continuing to provide practical work experiences at a time when engaging with employers proved more challenging due to external circumstances (see Overview). However, our dedicated and persistent careers team reconnected with loyal employers and forged new relationships to increase opportunities for students to encounter the world of work (A4, Testimonials A – C).



As there were still a reduced number of external placements compared to pre-pandemic employer engagement levels, we purposefully prioritised all leavers, where appropriate, to ensure they had access to these opportunities to develop their talents and be prepared for future successes upon completion of their study programme (A4, Table 2). A significant number of additional students accessed internal and external placements, but the work placement development plan begins to fully roll out for 2022/23. To support this, we now need to establish a wider range of quality employer experiences to help students make good choices and understand the plethora of potential future options available to them (QIP PD1).



We are effective in providing students a broad range of vocational experiences that act as vehicles to support learning, the embedding of employability skills and promoting expectations of future employment or volunteering. We began to take a more inclusive approach to the world of careers following the appointment of a Careers Lead, rebranding careers to mean 'living your best life.' This takes into consideration the Gatsby benchmarks (A4, Table 3) and Preparation for Adulthood outcomes plus the Career Development Institute (CDI) framework, whilst ensuring all our students access high-quality and appropriate guidance regarding their next phase in life. Our approach to careers is now more holistic and has developed our organisational structure and learning opportunities. Substantial work with the LLEP has strengthened this area of the curriculum (see Quality of Education).



Key Strengths

- ✓ Trustees and senior management have good accountability and oversight of educational performance to ensure effective teaching and successful outcomes for students.
- ✓ Students benefit from an agile and responsive staff team who have a clear and ambitious vision, a high level of engagement with each other, our students, and the local community, and share strong core values.
- ✓ Our strong safeguarding culture and robust reporting practises enable early intervention and swift appropriate action, keeping students safe and engaged in learning in a positive environment where their concerns and wellbeing are taken seriously.

Current Priorities

- Fully identify the impact of our continual professional development programmes on student experience to further shape the development of staff expertise, behaviour management and pedagogical approach. (QIP LM1)
- Develop our learning environments to best suit the growing needs of the organisation, providing consistent high-quality teaching spaces designed to support students' progression towards achieving their future goals. (QIP LM2)

Analysis (*Appendix 5*)

Trustees, managers, and leaders are effective in ensuring that the delivery of education positively impacts all our students. Leadership and management is good, and all have high expectations of students and recognise that quality teaching relies on effective support, development, training, and performance management. Students are safe and feel safe in college (A3, Survey 1), and senior leaders have significant safeguarding and Health & Safety safeguards in place.

Our Board of Trustees have a diverse range of experiences, skills and knowledge in education, care, and other sectors that they use to both support and challenge the Senior Management Team (SMT) in running the charity, ensuring we continue to have an ambitious vision for both the College's direction and what our students and staff can achieve. The full Board meets at least four times a year, with one full day dedicated to strategic planning at which they review the organisation's progress and provide a focus for future development and continual improvement.

Trustees also attend one of three sub-committees to enable a more focused review of key areas. Our TLA committee is focused on the quality of our education provision and has a close relationship with





the education side of Homefield, regularly visiting and being visible around college. This year they have listened to the student voice at Student Union meetings, showed support at student showcases and attended staff development events and meetings. Their increased presence provides greater oversight of educational performance on a day-to-day basis as well as strategically.

The TLA committee has reviewed various aspects of the provision this year, talking to both students and staff about their experiences as well as holding a 'Workday' to review quality. The Chair of the Trustees meets regularly with the Principal, as does the Lead Trustee for Safeguarding, who conducted a Safeguarding audit in 2021/22, meeting with the Safeguarding Team and students to ensure the continual strengthening of our safeguarding practices (see Behaviour & Attitudes). The Lead Trustee for Careers was heavily involved in the work with the LLEP (see Quality of Education, Personal Development). The engagement of Lead Trustees has led to stronger oversight of key aspects of our provision.

These effective working practices mean Trustees have the knowledge and understanding of the organisation, it's curriculum, and more importantly, our students, which they use to effectively hold senior leaders to account and support the strategic direction.

Our leaders and managers have a strong desire to continually improve the quality of provision and the level of skills and knowledge within college. Following the implementation of initiatives designed to improve TLA in 2021/22 – including the investment in, and the appointment of, a Lead Practitioner – there has been an improvement in teaching and, as a result, student outcomes. Where we recognised deficits in skills and knowledge, we invested in staff who can bring more specialist skills to the organisation. This has led to the appointment of a Head of Funding & Compliance to provide greater oversight and clarity, a Therapies Manager to seamlessly embed therapeutic interventions into education, and curriculum leads for 2022/23 to work with colleagues internally on the implementation and development of our curriculum.

As well as external recruitment, we are keen to develop and grow our own specialisms. Homefield prides itself on being highly supportive of continuous professional development, and 95% of staff feel that they can access appropriate learning and development opportunities (A5, Survey 1). Our staff are professionally qualified, with all tutors either holding or working towards their teaching qualifications. We dedicate at least 10 CPL days for staff each academic year, which have been supplemented since January 2022 by regular twilight events led by our Lead Practitioner. We invested in our curriculum managers and teaching staff, resulting in improved curriculum quality decisions alongside TLA (see Quality of Education), and this continues to progress.

We recognised that whilst our management team had the right qualities and attitudes, some lacked key skills needed to be truly effective managers and so this has been a focus for 2021/22. The 7 staff members who did not previously hold a recognised management qualification are now nearing completion of their Level





3 apprenticeship in Team Leading, delivered through North Warwickshire & South Leicestershire College (NWSLC). This ensures that all have a solid foundation of knowledge for their managerial positions in the organisation, which can now be further built upon with experience.

The continual development of SMT has seen our Head of Curriculum & Quality undertake Natspec's SEND Leadership programme, whilst the Principal has been supported to complete a Post Graduate Certificate in Strategic Educational Leadership with the University of East London.

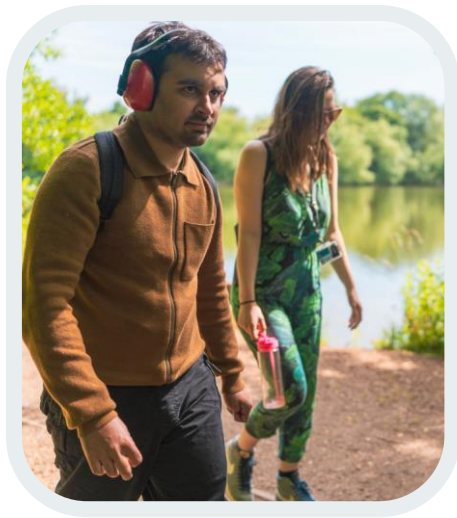
Our investment in management training and development is helping to ensure all staff enjoy a consistent approach to line-management, that is focused on wellbeing and improving their performance for the benefit of our students. A key priority is to accurately capturing the impact of staff development activity across the organisation; this will mean we can more effectively demonstrate the positive effect to student outcomes and staff satisfaction going forward (QIP LM1).

Trustees, staff, and students worked together in 2020/21 to develop a college-wide wellbeing strategy, and this resulted in Homefield being one of the first organisations to be awarded the Wellbeing at Work Award (A5, Certificate 1). We continued the work to improve wellbeing throughout 2021/22, which has generated increased positive responses to the annual staff survey and a 20% increased respondent rate overall compared to the previous year. We are particularly proud that 98% of staff like working at Homefield, 95% enjoy their work every day and feel they are making a difference, and 99% feel they are treated fairly at work (A5, Survey 1). We can also see from data provided by our employee assistance programme 'Health Assured' that staff are actively accessing the confidential service and using additional benefits from this service (A5, Table 1).

We hold the 'Disability Confident Employer' status by the Department for Work and Pensions (DWP), but we aspire to becoming a 'Disability Confident Leader' in future. We are committed to championing equality and diversity and 99% of staff feel that Homefield respects individual differences (A5, Survey 1). We have dedicated a significant number of resources to developing Equality, Diversity & Inclusion (EDI) training in-house and staff continue to undertake this course on a rolling basis when they join the organisation; a significant sized cohort will soon complete this following our latest recruitment drive.

2021/22 was a challenging year for staff recruitment and the implementation of an effective plan and effective responses to shortfalls ensured that students were effectively supported throughout the year, despite still dealing with some aspects of the pandemic (see Overview).

In recognition of the challenging financial climate, as well as rewarding staff for their work and remaining competitive with other providers, we have commenced an independent pay and benefits review in 2021/22. The results of this next academic year will enable SMT to further cultivate a well-trained and loyal staff body





who support the values of the organisation in order that students continue to benefit from high-quality education in a positive learning environment.

Both students and staff report that they feel safe at Homefield (A3, Survey 1 & A5, Survey 1); there is a strong and effective culture of safeguarding and safety within the College. These are embedded in our work with staff who are encouraged to report safeguarding concerns to the Safeguarding team, where there are robust procedures in place for the team to respond swiftly. Trustees receive regular reports on safeguarding and safety within their meetings and have effective oversight; this included a review of the Prevent risk assessment in March 2022. All Trustees completed training on Safeguarding & Prevent and receive regular updates.



Staff are clear about how and when to raise safeguarding concerns and as a result there was a 139% increase in the number of concerns raised in 2021/22 (A3, Table 4). While most of these alerts did not result in external referrals, they demonstrate a high level of care and alertness by staff where safeguarding concerns could arise. Staff demonstrate awareness of student needs and respond to potential issues with speed and compassion. The introduction of the Therapy Manager, the expansion of the therapy team and the subsequent integration of practice within the academic and safeguarding teams has led to a cohesive approach to behaviours of concern, ensuring that students are able to manage their behaviour and continue to learn (see Behaviour & Attitudes). Bullying or inappropriate behaviour is assessed and swiftly and effectively managed.



We have a range of processes in place to ensure safer recruitment, and the single central record is continually updated with changes to staffing. All staff receive an annual Safeguarding and Prevent update and the fortnightly staff briefing is used to supplement knowledge. Our students are potentially vulnerable to radicalisation and other risks such as County Lines, due to the nature of their individual difficulties and disabilities. Our management team plays an active part in the East Midlands FE College Prevent Group, and we have well-established relationships with the Prevent Co-ordinator. Our action plan is responsive to the current Prevent risk assessment so that the actions we take are effective in reducing risk, including improved site security and internet usage.

Staff understand the clear referral process for raising concerns about students, and e-safety is embedded into the curriculum so that students receive information on how to keep themselves safe online. The designated member of the safeguarding team for e-safety also carries out additional support for individuals or groups of students where a specific additional need is identified, as well as supporting staff.

Students benefit from a strong health and safety culture. The Health & Safety Co-ordinator ensures our health and safety measures are compliant and responsive to evolving needs. We have an active health and safety committee who meet at minimum 4 times each year, comprising of a cross-section of staff from across the organisation.





Alongside compliance, our Health & Safety Co-ordinator actively supports our education team with relevant focus weeks such as health and safety week and road safety week. They provide additional learning opportunities including contact with external organisations like the fire service and police and visits to Warning Zone, an interactive learning opportunity for students to evidence and develop their safety knowledge.



Homefield operates across a number of small sites, and whilst this is good for meeting the needs of students who do not engage within a large and busy environment, it does lead to inconsistencies in facilities. The Trustees and leadership team have identified that they would like to improve the quality of the learning environments throughout the College. In 2021/22 there has been significant investment to improve accessibility and security across our sites, and recommendations from an external Sensory & Occupational Assessment led to several improvements that have been implemented this academic year.



In July 2022, we opened a new site in Nuneaton that has improved the learning environment and staff workspace whilst enabling us to increase capacity. This new site is part of our strategic objective aimed at reducing the number of sites overall, whilst improving the quality of our remaining building portfolio. This is a challenge in the current climate, as little suitable accommodation is available locally, but extensive resource is being released to ensure that learning environments are the best they can be for our students (QIP LM2).



In making these property decisions, we recognise not only our role in sustainability but also in ensuring that our students understand their impact on the world. For this reason, we will be commencing a review of current practices and setting out clear aims to work towards as part of our strategic goals. One of these will be that we are able to state we no longer have a negative impact on the environment. This will include taking steps towards our locations being carbon-neutral and utilising sustainable energy sources. We have taken small incremental steps in the meantime.

Our leadership team has recognised the importance of developing effective relationships with external organisations, who are able to enhance our own education provision and inform the development of our curriculum to ensure that it remains relevant to the needs of both students and the local community. This has involved working with the LLEP, local parish councils, local community groups and employers. As a result, students have been able to access a greater range of work experiences and other activities that are designed to broaden their knowledge and build confidence in becoming active citizens.

In addition, the Principal and senior managers have worked to add 2 partners in a sub-contracting capacity – Enstruct and T.E.C.K for 2022/23. This arrangement will commence formally in the new academic year, supporting our ability to provide quality education to a wider range of students. The quality of sub-contracting provision will be monitored and supported by the Lead Practitioner.



The Principal and SMT are visible and proactive in visiting all sites on a regular basis so that staff and students have the opportunity to discuss progress and raise concerns in person. To reinforce effective communication amongst colleagues, staff briefings are led by the Principal once a term to provide opportunity for information sharing. We also publish fortnightly staff bulletins that contain a Principal's briefing followed by college-wide updates and safeguarding focuses (A5, Updates A – C).

We also hold termly online academic forums to provide education staff with a direct opportunity to ask questions, share positive progress and raise and issues and concerns with SMT and Curriculum Managers. This provides an additional communication method and the ability to further support staff.

Leaders and managers recognise the importance of continually improving staff engagement through effective communication. Whilst this has improved greatly in 2021/22, there is still more that can be done to develop effective methods to relay day-to-day operational information through line-management.



Overall Effectiveness



The pandemic continued to be one of the most challenging times that our society has faced in recent years. Homefield has ensured that it has done all it can to provide for its stakeholders in a safe and productive manner through this time and mitigate the lasting impact, which we felt most heavily in Spring 2022 with more COVID-19 related absences than during the height of the pandemic.

We provided continuity of education and support for some of society's most vulnerable young people during a time of turbulence and change. We are now focused on supporting students and staff as we begin to navigate through as a society going forwards. We need to ensure that we continue to consider the 'trauma' impact that this will have had on all stakeholders, whilst not losing sight of our endeavour for continuous improvement.



We have strengthened workforce expertise in response to growth in the number of student placements, prioritising the development of knowledge, skills and experience as students' interests, needs and abilities change. We doubled our ability to respond to the increase in student numbers and capacity across sites in a proactive and agile manner through the successful integration of therapies into the academic team. Providing direct and indirect support to students across the College, our behavioural team link with academic staff to provide techniques and resources to continue their work in learning with the students, tackling challenging behaviour as soon as it arises.



Students take pride in their work, whether that is in the classroom, out in the community or on work placements. They are put at the centre of the learning experience and this degree of trust and control enables them to grow. We remain proactive in offering opportunities for our students to develop their confidence, independence, and resilience during their time with us and to be central to their learning experience towards active citizenship.

Leaders continue to be mindful of the current situation facing all and the significant work for the organisation as it grows but are aspirational in setting standards for the College and remain focused on ensuring that these are fulfilled.



Appendices & Data Sources

Appendix 1: 2021/22 Student Demographics

Note: The data in Table 1 – 8 and 10 is based on ESFA funded student count 2021/22. The data in Table 9, 11 and 12 is projected based on QAR (Qualification Achievement Rate) business rules for the hybrid funding year 2021/22 [this may include data from students enrolled in previous years].

Table 1: Growth of Student Numbers (three-year trend)

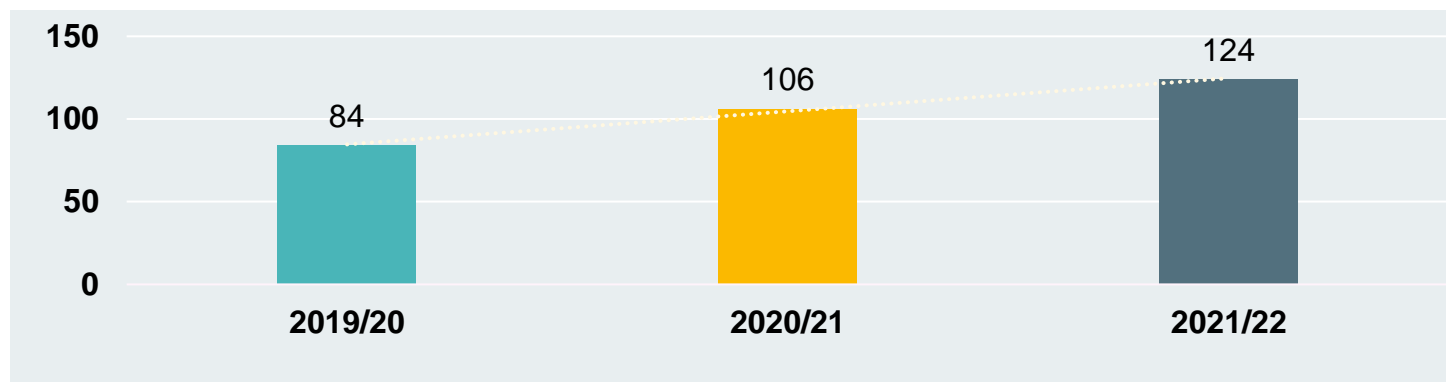


Table 2: Breakdown of Student Numbers by Learning Route (compared with 2020/21)

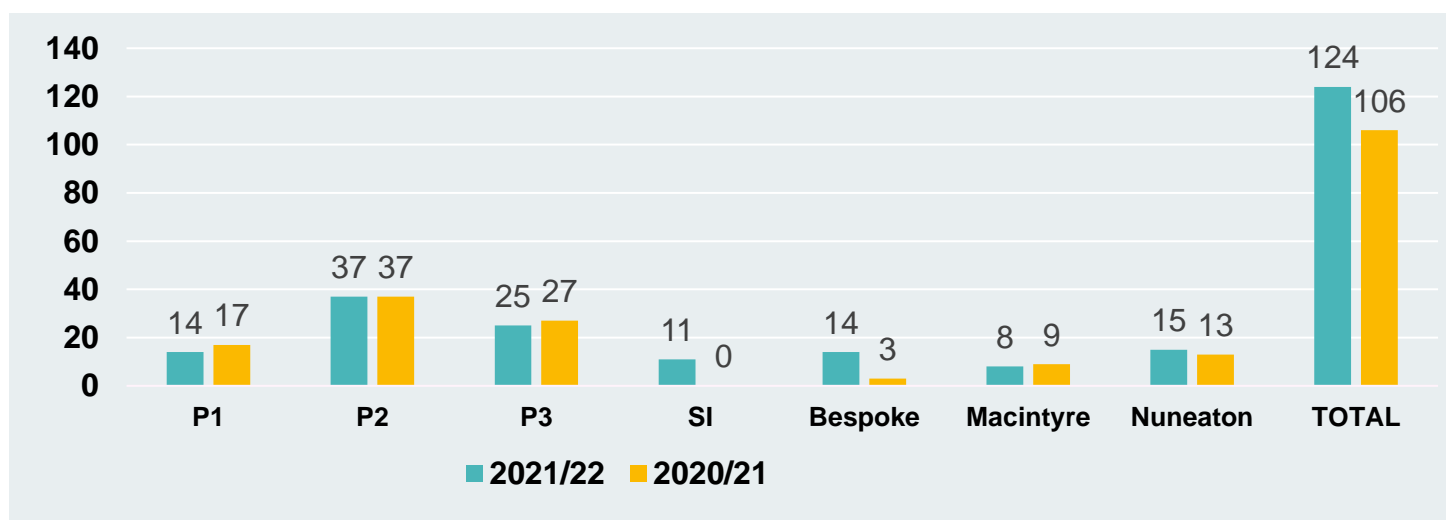


Table 3: Breakdown of Age Groups by Learning Route

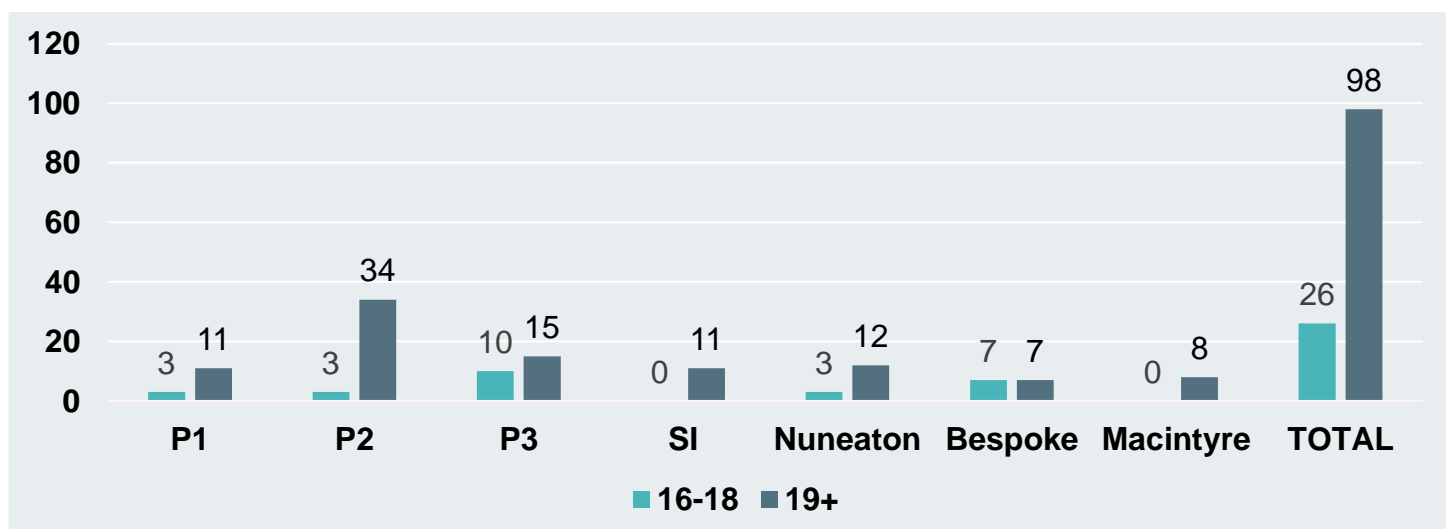


Table 4: Breakdown by Gender and Age Group (compared with 2020/21)

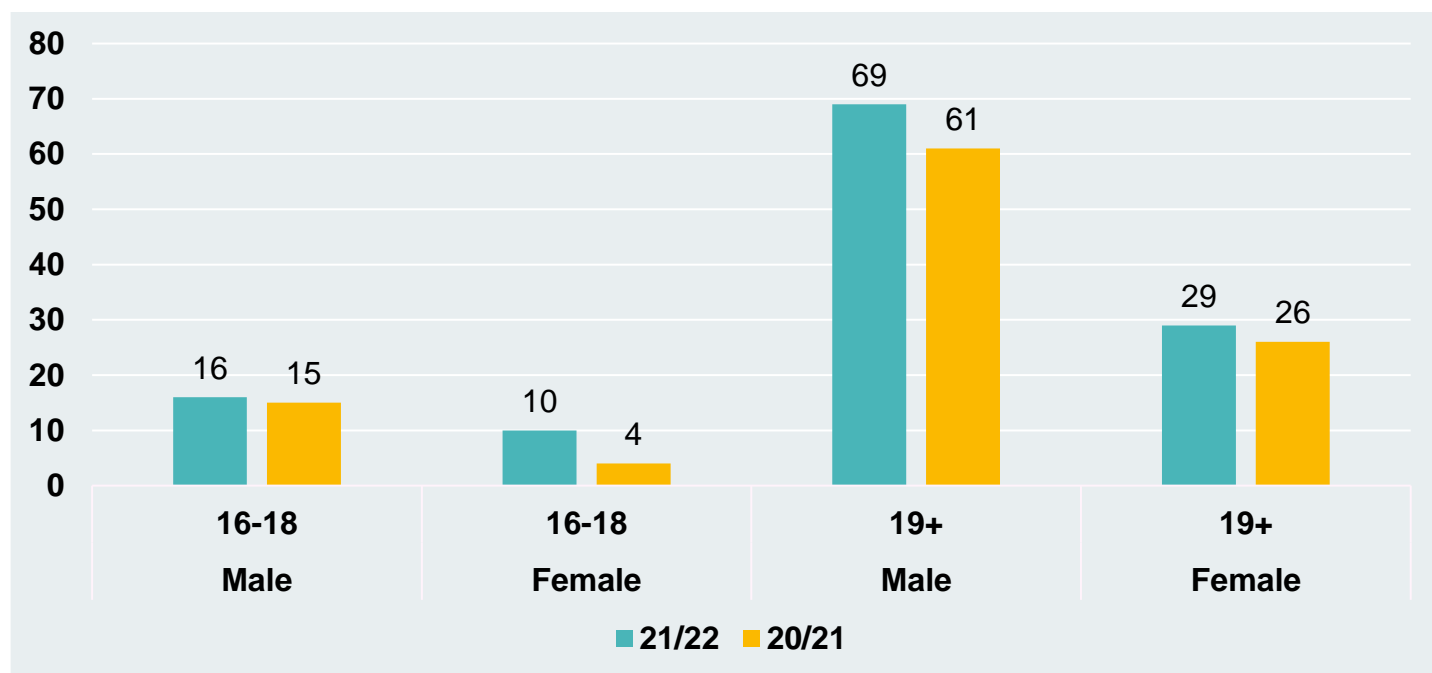


Table 5: Breakdown by Gender and Learning Route

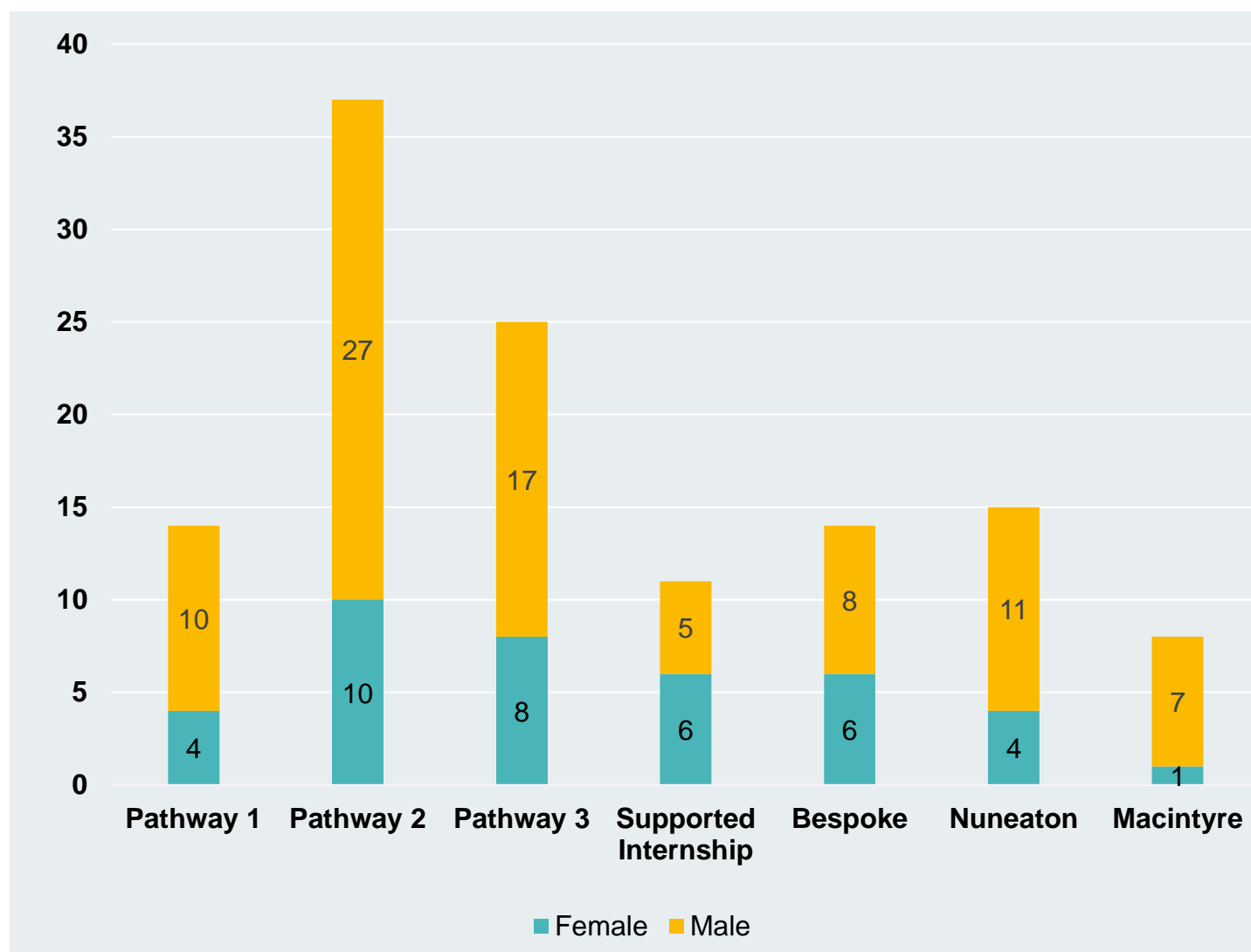
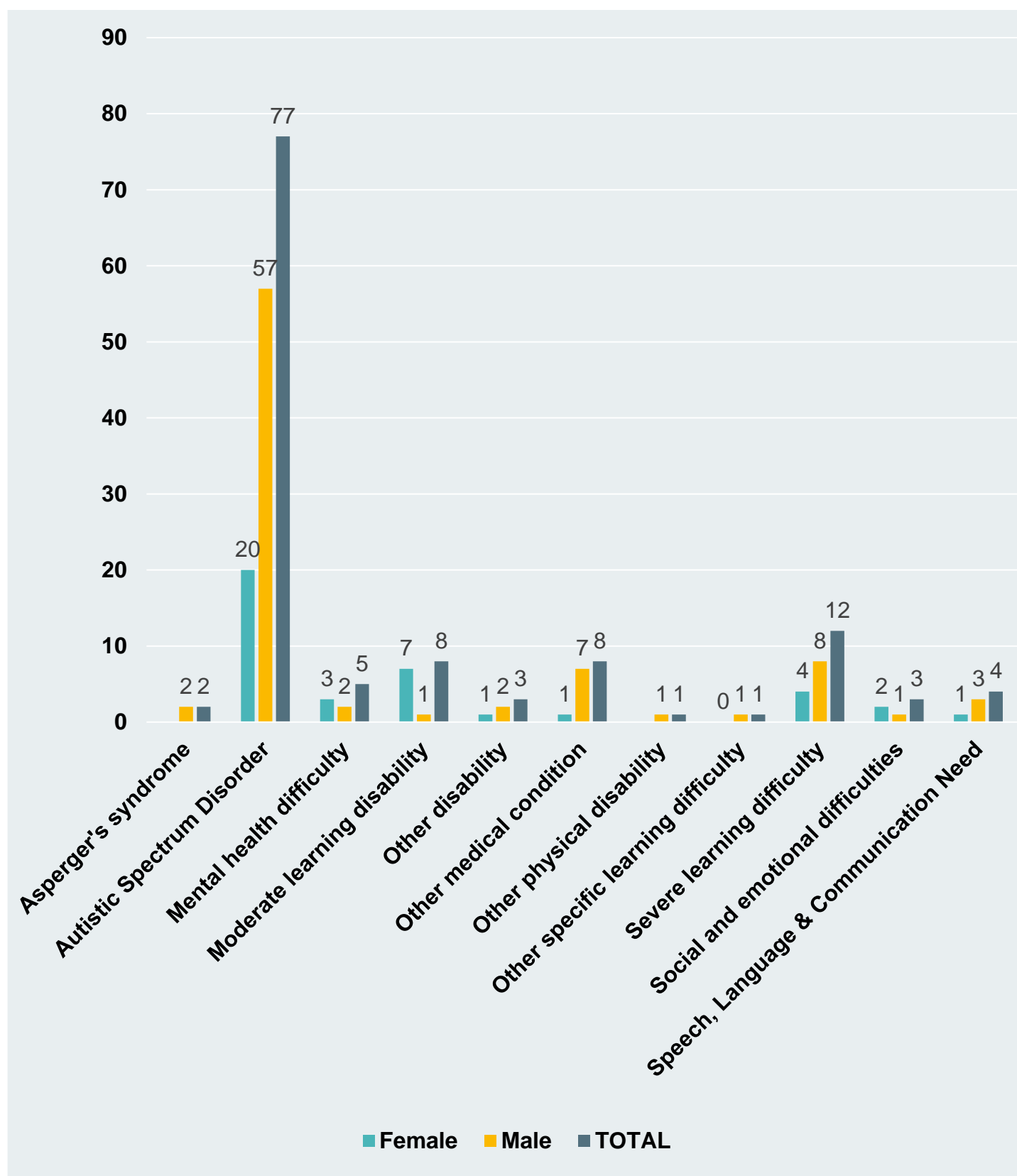


Table 6: Breakdown by Main Disability and Gender



Additional Commentary:

- 24 of the 39 female students declared a 'Mental Health difficulty' and /or 'Social and emotional difficulties' as one of their challenges.
- 31 out of 85 male students declared a 'Mental Health difficulty' and /or 'Social and emotional difficulties' as one of their challenges; 10 of these declared both.

Table 7: Breakdown by Ethnicity

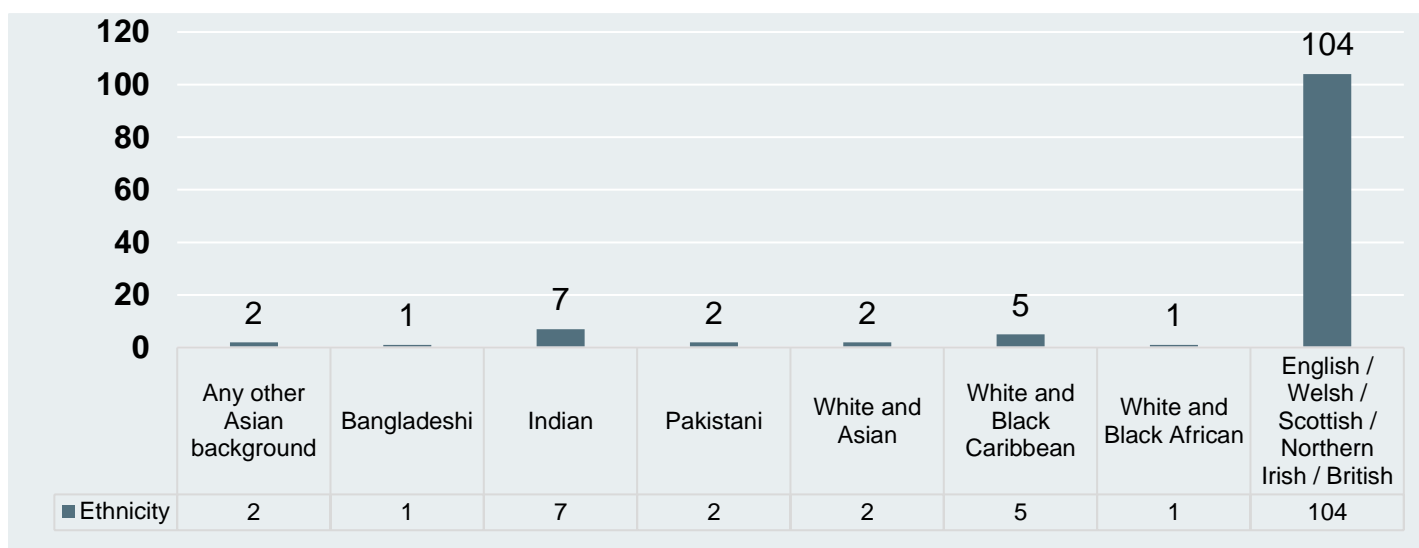


Table 8: Breakdown by Local Authority (compared to 2020/21)

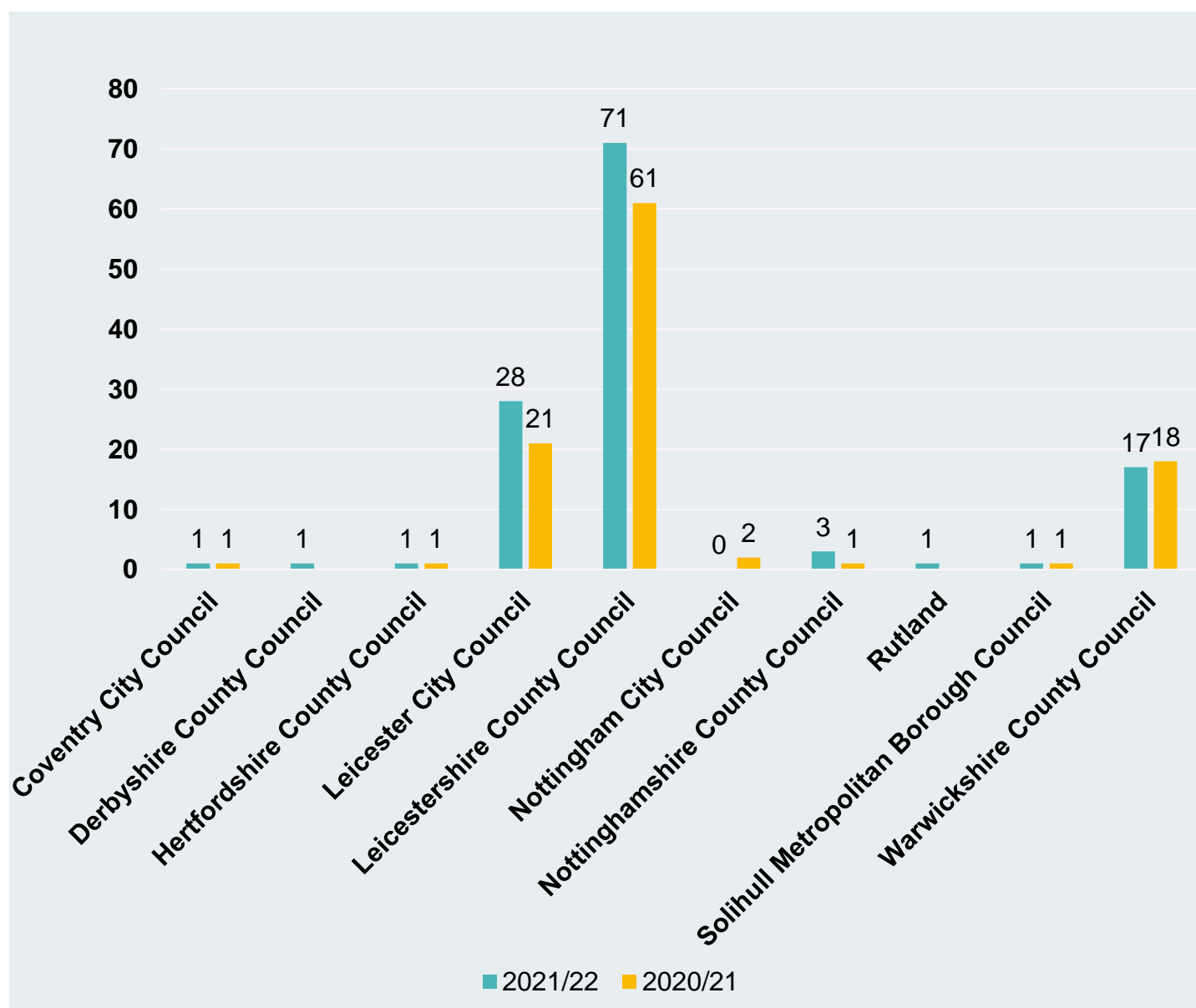


Table 9: Breakdown by Retention, Pass & Achievement Rates (compared to 2020/21)

Demographic	Retention		Pass rate		Achievement	
	21/22	20/21	21/22	20/21	21/22	20/21
Overall	99.0%	97%	94.3%	92%	93.3%	89%
16-18	100.0%	98%	90.2%	92%	90.2%	90%
19+	98.7%	97%	95.4%	92%	94.2%	89%
Male	99.3%	99%	95.5%	93%	94.8%	92%
Female	98.4%	94%	91.7%	90%	90.2%	85%
LAC	100.0%	100%	73.3%	100%	73.3%	100%

Additional Commentary:

- Due to the low % of females this means in data it portrays an exaggerated impact.

Table 10: Bursaries and Subsidised Meals Uptake (compared to 2020/21)

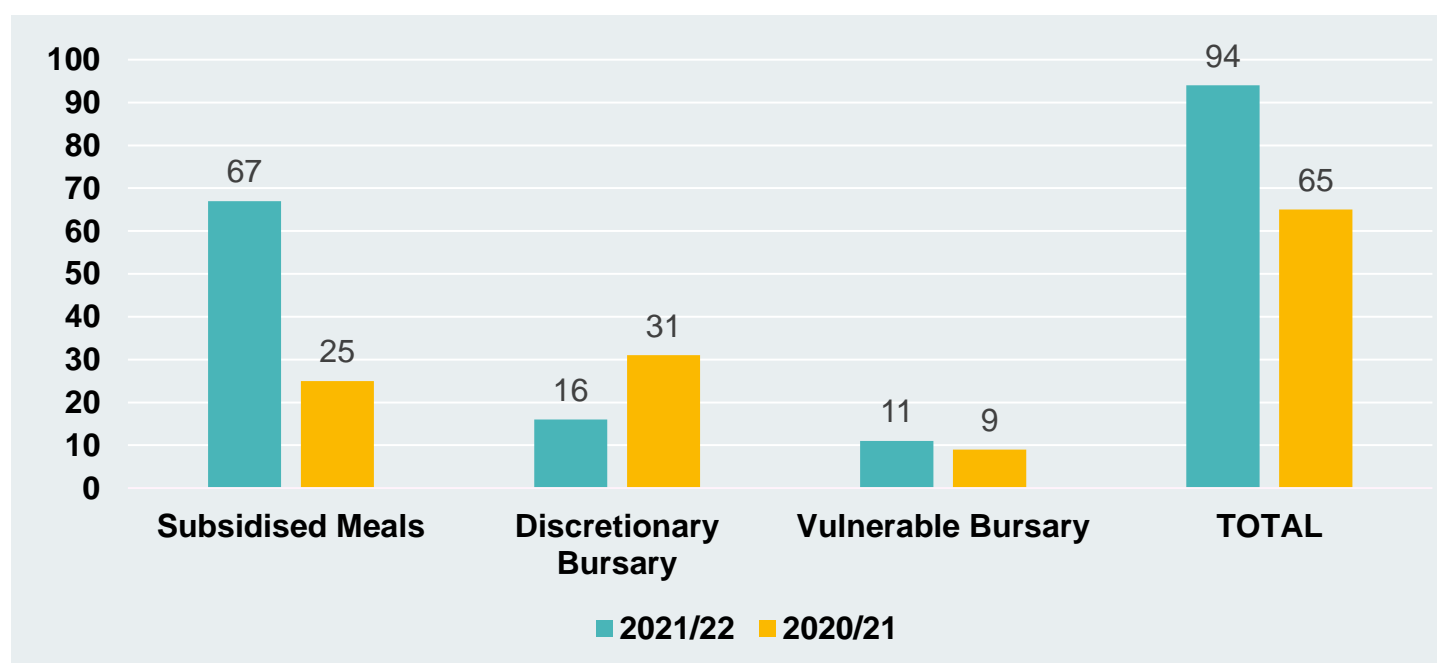


Table 11: Retention, Pass & Achievement Rates by Bursary Uptake

Status	Retention	Pass rate	Achievement
Bursary	100%	87.8%	87.8%
No Bursary	98.7%	96.1%	94.8%

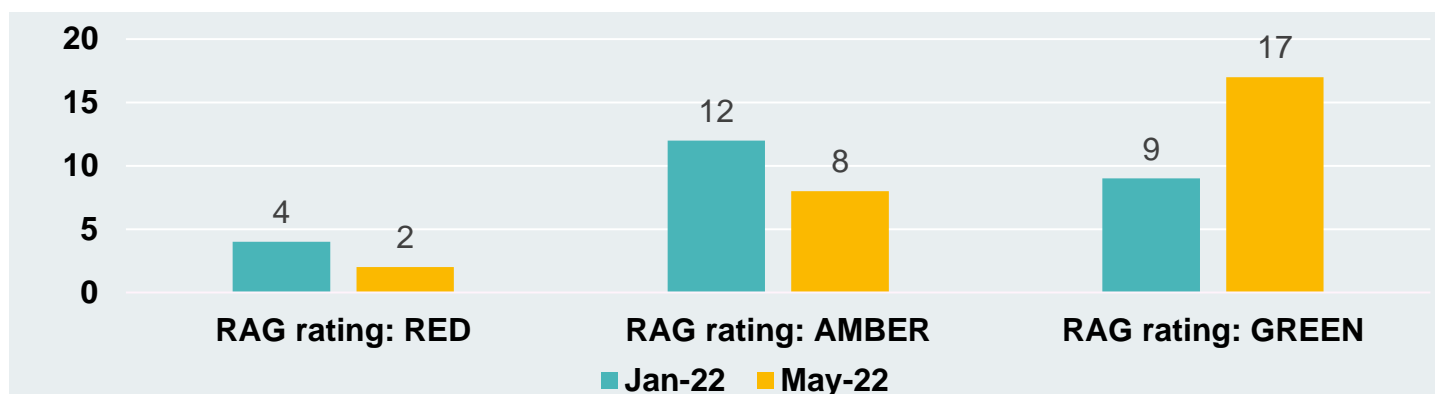
Table 12: Retention, Pass & Achievement Rates by Subsidised Meals Uptake

Status	Retention	Pass rate	Achievement
Subsidised Meals	99%	93.8%	92.9%
No Subsidised Meals	99%	94.8%	93.8%

Appendix 2: Quality of Education references

Note: The data in Chart 1 – 7 is projected based on QAR (Qualification Achievement Rate) business rules for the hybrid funding year 2021/22 [this may include data from students enrolled in previous years].

Table 1: Improvements of RAG Rating of Tutors following CPL



Additional Commentary:

- The effective planning of learning has improved by 20.5%
- The RAG rating improvements demonstrates the impact of the Lead Practitioner and CLP sessions since instigation of the post in January 2022. The 2 staff members that remain rated red are due to a lack of consistency of practice for one and for the other there are requirements of additional CPL to support in their role, which are being undertaken. Of the 8 that remain rated as amber; 1 has left the organisation, 2 were new into post and being supported in their development and 4 have made significant improvements in practice and expect to be moving to green in the new academic year.

Testimonials A - E: Impact of CPL sessions and Lead Practitioner Role

Testimonial A: Do you think the CPL sessions have helped improve your teaching practice?

“Definitely. Meeting with other colleagues and sharing ideas whilst having the opportunity to ask questions and discuss negative and positive experiences has provided me with additional knowledge to enhance my teaching practice.”

Testimonial B: Do you think the CPL sessions have helped improve your teaching practice?

“Yes, the CPL sessions have been fantastic, it has given me more insight in how I can improve my teaching to achieve learning. Not only have the sessions helped in my delivery, they have also allowed me to share good practice as well as listen and gain great ideas from other tutors.”

Testimonial C: Do you think the CPL sessions have helped improve your teaching practice?

“Yes, CPL sessions have improved my teaching in many ways. My scheme of work now includes all the aspects to be integrated with the main subject. The lesson plans link well with the scheme of work and include the aspects to be integrated as well. CPL has created a platform where I have learnt a lot from colleagues.”

Testimonial D: Impact of Lead Practitioner in Reflections of the Year

“[Lead Practitioner], you have been a good mentor and provided support in a beneficial manner.”

Testimonial E: Impact of Lead Practitioner in Reflections of the Year

“Thank you for all your support [Lead Practitioner] and for sharing your knowledge, it has definitely made me feel a lot more confident and motivated!”

Case Study A: Student DW and progression to GFE

Student DW joined Homefield in September 2019 on our Pathway 3 programme with a goal of entering a mainstream Further Education college in future. She did not know what she wanted to learn but liked to be practical, so we timetabled her for Woodwork & Construction, Careers and working at our past internet cafe Sip & Surf in Loughborough to develop employability skills.

During Careers lessons, DW explored a range of vocations and found an interest in mechanics. We started Maintenance lessons that year, and in 2020 developed relationships with T.E.C.K to provide Motor Vehicle lessons with their industry-specialist instructors. DW showed a keen interest in motor vehicle studies and committed herself fully to these lessons at T.E.C.K where her passion for engineering and working with automobiles developed. In March 2022 DW achieved an incredible 100% on her Institute of the Motor Industry (IMI) Entry Level 3 exam; this is an externally moderated exam that she had to sit under exam conditions with very little support.

In late 2020, DW's mother passed away. DW became a Looked After Child, living in her mother's house alone with minimal support. This took a toll on DW's physical and mental health and there were challenges engaging at college. However, following intensive work with our Therapies Team, DW's self-awareness improved significantly. DW committed to understanding and challenging how and why she was feeling a certain way, no matter how difficult this could be at times. We saw another dip in engagement following late 2021, when DW took the hard but sensible decision of rehoming her dog, was needing to move from her home to a new place and was changing Personal Assistant, all around the one-year anniversary of her mother's death. We re-started counselling in 2022 so that DW had the tools, ideas and strategies about how to cope with feelings to use when she left college.

DW chose to attend T.E.C.K two days a week for an intensive catch-up of the work missed during this unsettled period, so that she could complete her study programme early. DW achieved her goal of going on to study for a BTEC Level 1 in Engineering at a General Further Education college. She has moved to a house with greater transport links so she can access community life more easily, and since graduating Homefield she enjoys attending her mechanics course at Leicester College independently travelling there on public transport and has made good friends. She comes back to visit staff at Breward's Coffee Shop and keeps us updated on her progress. We are proud of the hurdles DW overcame and that she is thriving.

Case Study B: Student JH – progression from Pathway 3 to GFE

When student JH joined Homefield in 2020 she struggled to mix with peers due to communication barriers but wanted to become a sports leader. The focus for JH was on gaining experience of supporting healthy living sessions as part of her study programme to develop her leadership and communication skills; we created an individualised timetable to help support her to achieve her future goals. At the beginning, JH's confidence hindered her coaching of others and the ability to share / make her knowledge known, but she gained the skills, confidence and understanding of her peers to know how best to coach and communicate with them. She was part of three very different health & fitness sessions, requiring her to use her learnt skills to adapt her support to her peers' needs within these groups. She shines when she is supporting others on their health and fitness journey.

JH made fantastic progress, and so for 2021/22 we supported her to attend North Warwickshire & South Leicestershire College (NWSLC) to achieve a Level 2 NVQ Sport Coaching qualification alongside her study programme at Homefield. As part of this, JH assisted a Pathway 1 tutor on their sports lessons. Supporting this lesson gave her the opportunity to gain work experience and develop key employability skills including communication with both colleagues and students, leadership, organisation, planning, teamwork and problem-solving as well as building confidence and resilience. She was also given responsibility in planning circuit and gym sessions, as well as designing, organising and promoting college-wide sports events.

JH enthusiastically engaged in her complex timetable across two colleges and a work placement, ensuring she was in the right place at the right time and being proactive in informing staff and solving

problems such as transport changes. She was an active member of the Homefield community, also leading sports and fitness lunchtime activities and working with peers to set fundraising challenges. We are proud to have been able to aid JH's transition to General Further Education through a bespoke and individual timetable and support – and after gaining a distinction in her Sports course, she is now enjoying studying Level 3 NVQ Diploma in Personal Training at Stanmore College.

Message from JH to staff member in October 2022:

Just to let you know that I started my new college now and I have met my teachers that I am going to have and they are all lovely like Homefield College staff and I have made some new friends.

Case Study C: Student JB – progression from Pathway 1 to voluntary work

When Pathway 1 student JB joined Homefield in 2018/19, he was unable to interact with peers and was known to rip clothing when distressed. For the safety of himself and others, he was supported by members of his residential care team alongside our staff to engage in learning away from other students in a room of his own. Working in partnership with JB's care staff, our therapies team helped him learn Makaton as a way of communicating his feelings when in a non-verbal level of distress.

We worked with JB to identify that a full day at college was too overwhelming, so we altered his timetable to 5 mornings a week instead of 3 full days. JB had a very bespoke transition plan supported by our therapies and curriculum team, which enabled him to integrate back into working with peers in shared learning environments and gain confidence in participating in lessons in 2019/20 and 2020/21. This individualised timetable of mornings only continued throughout his time with us, as it enabled him to stay learning and engaged whilst keeping himself more regulated leading to a reduction in agitated and distressed behaviour presentations.

JB showed such fantastic progress that we requested an extension for 2021/22 for him to learn on our Pathway 2 programme, as the effective work done to date had meant his outcomes and future aspirations had changed. Instead of only looking for social care provision, JB showed aspirations of becoming more independent and contributing to society in meaningful ways, such as through volunteering. During 2021/22, JB attended lessons including Performing Arts, Catering, Arts & Craft, Life Skills and PSHCE. These lessons were chosen to further his confidence, communication, team-working skills, independent living skills and building relationships with a wider variety of people.

JB thrived in his knowledge on how to be an active citizen, participating with peers and interacting more with our local community. The care home reported that JB was more independent in his personal life, completing lots of chores around the house and cooking for himself and staff members. JB worked hard and focused on developing skills that set him up for his transition, and he now accesses volunteering with his residential support staff upon graduating college this academic year. This is a massive achievement for JB, from being a student unable to be around others to now leading a meaningful life as part of society.

Case Study D: Student EC – progression from Macintyre to Homefield to GFE

During his first year, EC was supported with 2:1 staffing on a bespoke programme by subcontractor MacIntyre due to challenging behaviour and impulse control. As a result of excellent progress, in 2019/20 EC transitioned to Pathway Two and demonstrated the skills, confidence and resilience needed to access Pathway Three from 2020/21. This helped support his goals of entering employment or moving on to GFE.

2021/22 was EC's final year on Pathway Three where he made informed choices around his career path and progression route. He considered his skillset and looked at various GFE providers to see how they could best support his aspirations of owning a bakery. He solidified his catering and hospitality knowledge through working at Breward's Coffee Shop to enable progression to GFE to further develop in this sector.

During his time at Homefield, EC learnt to form stronger connections with his peers and staff, inputting into group conversations and projects independently and working towards his goals. He learnt strategies to self-regulate and applied himself well to his studies. He was active member of the Homefield community, representing the views of Pathway Three students at the Student Union, acting as a student representative to meet and greet local MP Jane Hunt when she toured the College and being interviewed by BBC Radio Leicester about his experience working at Breward's. With no knowledge of the questions in advance, EC confidently explained to the presenter what he enjoyed about learning at Breward's and the skills he was developing there.

It is evident to see from EC's progression how working on an individualised level and utilising sub-contractors as a route to access main Homefield provision can support progression. By the time EC graduated, he learnt effectively through clear feedback from staff on his performance, showed great team-working skills and developed a solid foundation of functional employability skills to serve him well in his next endeavours at Loughborough College.

Chart 1: RARPA outcomes

- Enrolled: 86
- Leavers: 86
- Achieved: 84
- Overall achievement rate: 97.7%

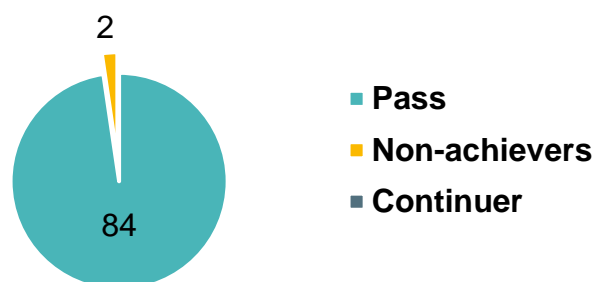


Chart 2: Functional Skills English qualification outcomes (all levels)

- Enrolled: 23
- Leavers: 19
- Achieved: 16
- Overall achievement rate: 84.2%

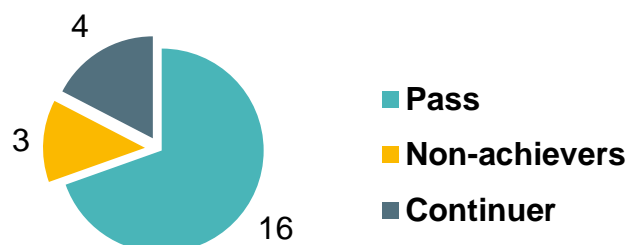


Chart 3: Functional Skills Maths qualification outcomes (all levels)

- Enrolled: 22
- Leavers: 17
- Achieved: 11
- Overall achievement rate: 64.7%

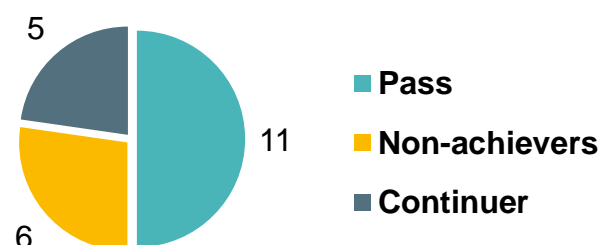


Chart 4: Arts Award qualification outcomes (all levels)

- Enrolled: 10
- Leavers: 10
- Achieved: 10
- Overall achievement rate: 100%

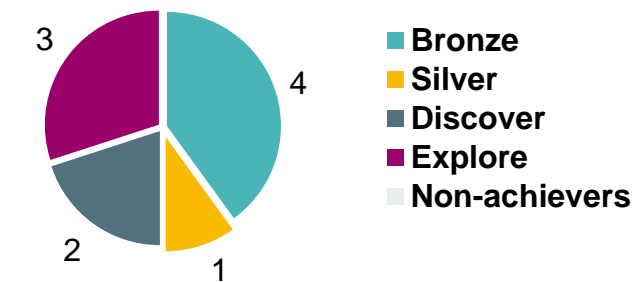


Chart 5: Personal Progress EL1 qualification outcomes

- Enrolled: 9
- Leavers: 8
- Achieved: 8
- Overall achievement rate: 100%

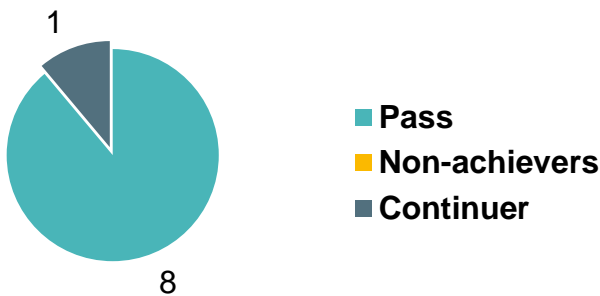


Chart 6: Skills for Working Life EL2 qualification outcomes

- Enrolled: 23
- Leavers: 22
- Achieved: 22
- Overall achievement rate: 100%

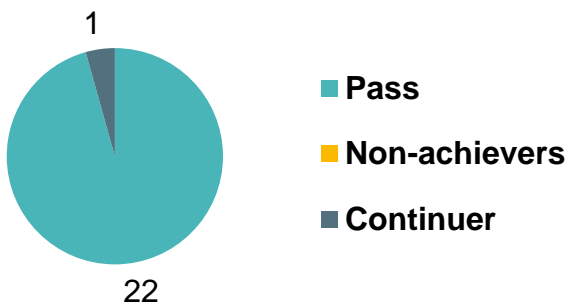
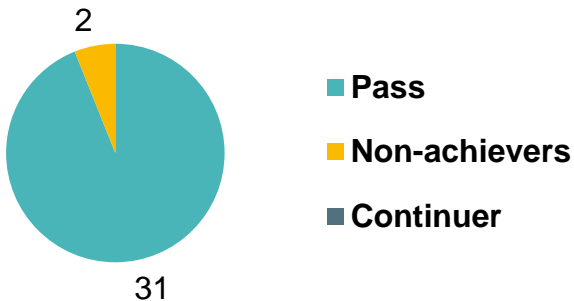


Chart 7: Skills for Working Life EL3 qualification outcomes

- Enrolled: 33
- Leavers: 32
- Achieved: 31
- Overall achievement rate: 93.9%



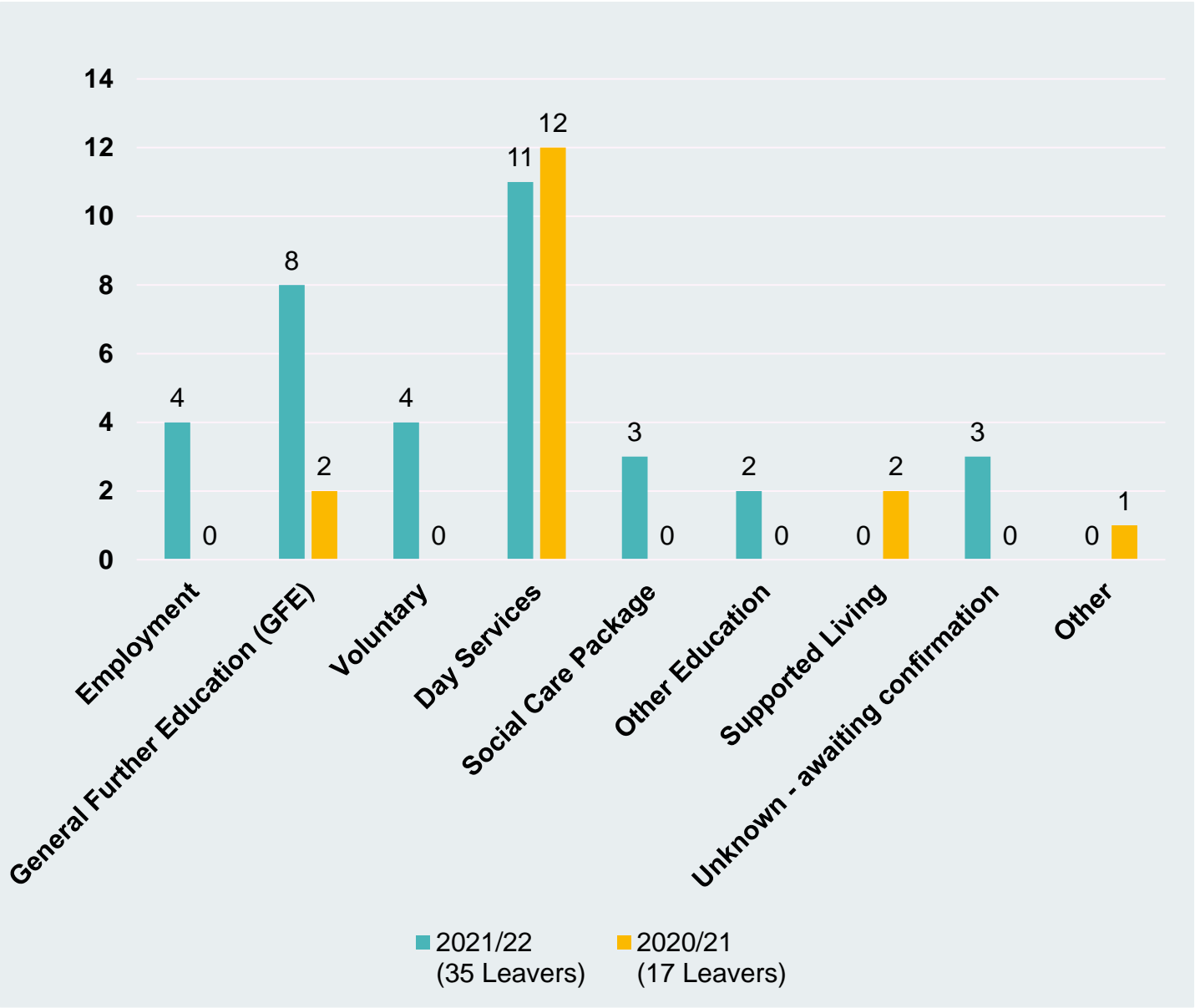
Evidence 1: Bespoke Provision Results

Breakdown:

- 1 student progressed successfully to employment

- 1 student progressed to GFE
- 1 student planned to progress to GFE which is a success for the progress made, but the placement broke down over the summer due to circumstances out of our control resulting in an unsuccessful destination
- 1 was able to transition into a main pathway
- 4 students are making continued progress on bespoke provision
- 1 student we were unable to continue with due to personal circumstances
- A further 2 students that due to their personal situations ceased education despite our best efforts
- 3 students were moved from pathways in year onto bespoke - which prevented a loss in education due to their individual circumstances

Table 2: Leavers’ Destinations (compared to 2020/21)



Additional Commentary:

- At the time of destination recording, 8 students were moving on to GFE. However, 2 students were refused placements at the last minute.

Case Study E: Student FA – progression to Digital Communications Apprentice

Written in November 2022 by 2021/22 student FA

When I first started my journey at Homefield College in September 2021, I was completely oblivious to future opportunities and unaware of other career choices. This was due to spending two years without any careers guidance at my previous Specialist Provision. There, I was placed on an individual programme studying Horse Care and I couldn't choose anything else as their course range was limited, so I came away fixated on completing a Supported Internship (SI) with horses. I didn't allow myself to grow in any other direction because I felt I needed to achieve what others wanted.

I came to Homefield to complete an SI with Kelly Guy Equestrian but after realising the immense amount of work that was involved in that path and the negative impact it had on my physical health, I knew I had to make a U-turn. I wanted my positive attitude and drive back. I resolved this by booking appointments with Homefield's Therapies Team. Soon after therapy started, I began to see a profound shift in my mood as more of my determination and resilience came back. As my confidence began to return, I was able to arrange a formal 'next steps' meeting with the Careers Lead. During this, I felt properly listened to for the first time since being in Specialist Provision. It made me adamant that I could recover from my previous career setbacks and still achieve great things.

Since that turbulent time, I completed one year at Homefield and many things began to change for me. The College was able to find me a new, exciting work placement with Homefield's Communications Lead, which enabled me to use my creativity and English talents to great effect as one of my tasks was to write accessible content. A lot of these got published on the College website and social media channels, which caused me great joy seeing the effects that my writing had on others! The key lesson I took away from it all was that changing career ambitions along the way is OK, and the most important aspect of any job is enjoying yourself.

As a result of my enthusiasm and achievements during the work placement, I decided to apply for the Digital Communications Apprenticeship opportunity at Homefield and was successful in securing this for 2022/23. I take a Level 3 'Marketing Assistant' qualification via Cambridge Marketing College, where I study for one day a week and work at Homefield for three days a week. My responsibilities include producing a range of accessible content using different types of software, some of which are new to me so it challenges my ability further. Since starting this apprenticeship in September 2022, my confidence and Marketing knowledge has already increased massively. My career journey has been a steep learning curve, but I wouldn't have changed anything, despite its strain, as it's made me a stronger person now!

In the future, I want to live independently but with enough support to help me with money concerns and future financial guidance. Working at Breward's Coffee Shop during my time at Homefield helped me achieve this massively as I was pushed outside my comfort zone with customer management and money handling skills. Without Breward's staff, I wouldn't have such a positive attitude towards being challenged profusely now.

My year as a student at Homefield renewed my confidence and furthered my social skills. I would like to keep integrating into my local community, as well as make new friends based on my hobbies and people my own age. I'm really looking forward to seeing where my future takes me – thanks to all at Homefield for your help!

Case Study F: Student JC – progression to Learning Support Assistant

Student JC entered onto a Pathway 3 programme in September 2020 but struggled to engage. He stopped attending completely before Christmas and so we placed him on Bespoke Provision so that he could continue accessing education. This began as outreach work, starting from his house to access the local community. He resumed attending college for 2 hours per week.

JC had a slow start to 2021/22, struggling to be motivated by his timetable; he had no clear long-term goals other than a vague aspiration that he wanted “a nice job that pays a lot of money”. Through several meetings with the Bespoke Provision Manager, JC articulated reasons why he did not feel able to attend; as a result, we explored different timetable options until finding a combination that enabled him to consistently attend 2 days per week: The Newsroom and Woodwork.

JC rapidly grew in confidence in The Newsroom and before long was helping the tutor lead some lessons. The feedback he received from peers was extremely positive:

- “[JC] spoke very clearly and was patient and confident.”
- “[JC] made the lesson alright and made it the best lesson ever and made him look professional and experienced and extremely great.”
- “[JC] was good at being a teacher and he makes the lesson happy and funny but was a professional.”
- “[JC] was very good at teaching and I think he will make a good teacher in the future. I really enjoyed the lesson [I could] learn from the best human ever.”

JC also thrived in Woodwork; he had been in the lessons for 2 weeks before the tutor asked if he could have JC as a Classroom Assistant. JC agreed to this and worked in the lessons one day per week, as well as attending his two timetabled lessons, meaning he was now regularly attending 3 days per week.

JC really grew in confidence during his time at Homefield. For progression opportunities, he was originally looking to move into a Supported Internship for 2022/23, but then decided he would like to stay on at Homefield to work as a Learning Support Assistant. JC applied for the role in the same process as other external candidates and was interviewed by unfamiliar staff. He excelled in this and was offered the job starting September 2022. He now works four days per week as an LSA and Classroom Technician to support the tutor in Woodwork.

From being an incredibly anxious young man who was unwilling to walk into a café when he first began at Homefield to one who assisted tutors so effectively that he now works at Homefield to support students in these lessons has been an incredible journey.

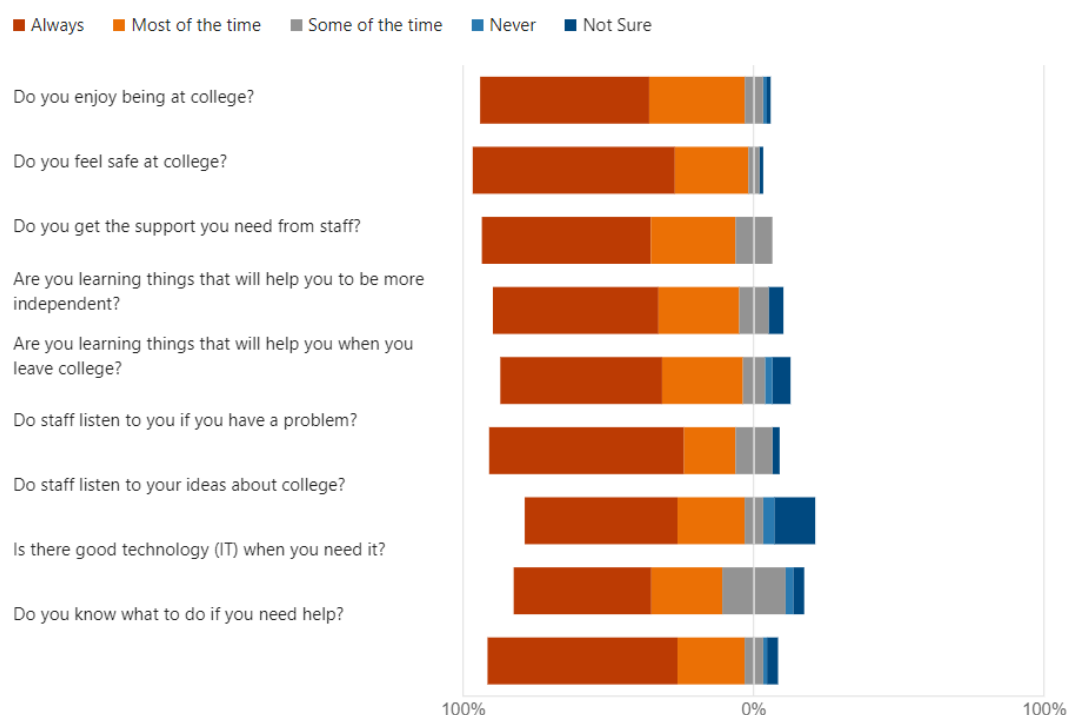
Appendix 3: Behaviour & Attitudes references

Survey 1: Student Survey and Analysis

Number of responses

The 2021/22 student survey was completed by 8 Pathway 1 students and 79 responders from the other pathways. The survey was presented with different questions for Pathway 1 students to ensure accessibility, but with the same theme and with support from staff. For the remaining pathways, the survey was presented using Microsoft forms, with staff supporting as needed.

Results from all pathways bar P1:



In answer to the question of feeling safe at college, no students answered 'never.' 3 students identified that they felt safe 'some of the time' and 1 student stating they were 'not sure'. All others stated they feel safe at college 'most' or 'all' the time. This is a 1% increase on the induction survey feedback in comparison. Investigations into 'some' and 'not sure' answers revealed the following:

- One of the students stating 'some of the time' is due to a history of anxiety, particularly around change, behaviours demonstrated by other students and previous experiences in other educational institutions where staff have not maintained promises to him. He has confirmed that he is progressively feeling safer and that he knows that staff will respond when he raises a personal concern. This is a work in progress, but the key element is that he knows that he can go to staff and action will take place.
- Two of the students' answers were linked to observing challenging behaviours from another student in the week before the survey was released. Further follow up will be undertaken to ensure this was, indeed, the only reason.
- The student who stated that they are 'not sure,' is because they were not sure what the question was asking without further elaboration. This can be confirmed by the curriculum manager from curriculum forum evidence.

The question asking about enjoying college had a very positive response.

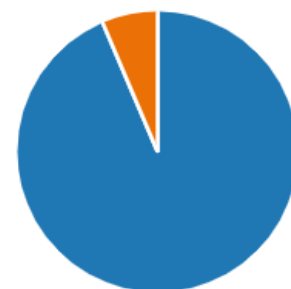
- There was 1 student who stated 'never', and the conclusion was that the response is very dependent on this individual's prevailing mood at the time. When tested and framed in a more specific way, this individual highlighted the things he enjoys 'I enjoy life skills, particularly when we are working in the garden.'

- The one student who was 'not sure' in their answer has also had initial investigation and this has been concluded as her not having much experience giving own views outside of college and so needs to develop ability to do this. The curriculum manager has put this student forward to work with the independent advocacy group that the College has engaged specifically for this purpose to support this.

Q: The behaviour of students at college is good?

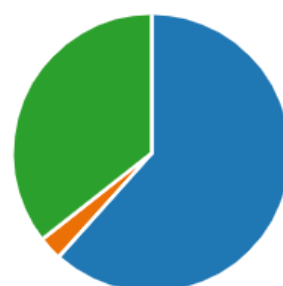
5 students responded no, with the remainder stating yes.

- One of the pathway 3 students has been working with the therapy team to support what has been a challenging long transition for them from their previous educational institution and some safeguarding matters, all of which may be factors in the answer that has been given, but this is only one potential insight at this stage.
- The remainder were linked to reflections on timing of survey to specific situations.



Q: Tutors provide lessons that challenge me?

- Blue - Yes = 45 students
- Orange - No = 2 students
- Green - Sometimes = 26 students



We now need to work on ensuring students feel there are plentiful stretch and challenge opportunities in all their lessons.

Results from Pathway 1

All students surveyed stated that Homefield College is 'good' or 'OK' with none stating it was 'bad.'

We did not ask if students on Pathway 1 feel safe at college as the Speech & Language Therapist stated that this was too complex a question to be asking of Pathway 1 students.

The feedback provided by students highlights that we need to be careful of our use of worksheets as these are not a preferred method of learning by some of the students. This will be taken into consideration for future lesson planning, but will still be included, as it is not the feedback of all students so a differentiated approach will be taken.

What is also informative is that there is a spread of likes and dislikes across the provision, which means that we do not have a particular area of concern and many of the dislikes are in areas that are important for the students to learn. We are still going to investigate how these can be made more enjoyable by the students.

The students were able to highlight what they like at college and the lessons / learning that got the greatest number of positive responses were:

- | | | |
|--------------------|--------------------|---------|
| → Swimming | → Sensory | → Music |
| → Cooking / baking | → Community access | |

The students were then asked what they didn't like at college and the lessons / learning that got the most responses were:

- | | | | |
|-----------------|------------|--------------|--------------|
| → Personal care | → Cleaning | → Well-being | → Worksheets |
|-----------------|------------|--------------|--------------|

It is positive to have all responders stating that 'staff are helpful' – although we must always consider that students on Pathway 1 require direct support by Homefield staff to give their responses and so does that impact on their chosen response.

Table 1: Tracking NAPPI Trained Staff Members

NAPPI Level	Number of staff trained	% of required staff trained	Number of staff still to train
Level 1	116	85%	7
Level 2	78	75%	18

Table 2: Attendance Levels

Department	Total (21/22)	Total (20/21)
Pathway 1	88%	96%
Pathway 2	91%	89%
Pathway 3	88%	90%
Bespoke & Outreach	74%	77%
Supported internships	94%	94%
Nuneaton	88%	96%
Macintyre	89%	85%
TOTAL PRESENT	88.5%	88.8%
Authorised Absence	7.4%	4.8%
OVERALL TOTAL	95.9%	93.6%

Additional Commentary:

- Total unauthorised absence for 2021/22 was 4.1% versus 3.5% in 2020/21
- For 2021/22, only 0.49% of present marks were due to remote / virtual learning and of those 58 marks, equating to 29 days, 33% were for bespoke students and 24% of the 33% were assigned to one individual on bespoke between December 2021 and June 2022 for specific reasons. 23% of virtual learning marks were in September 2021 and the majority, 31% in November 2021 which can be attributed to Omicron impact. The remaining 46% was spread evenly between December 2021 and June 2022 and were for some students only for 1 day.

Evidence 1: Impact of Collaborative Work on Attendance and Engagement

A: Student SM (Pathway 1)

Student SM had poor attendance (42 - 44%) in the beginning of the year, having an implication on his funding and concern over his placement; we swiftly raised this as an ongoing safeguarding concern due to being kept off college by family for various reasons. The Curriculum Manager for Pathway 1

and SM's Personal Tutor were in frequent contact with the family to identify their barriers to SM's regular attendance.

We requested MDT meetings (held November & December 2021) with SM's family to delve deeper into the reasons for non-attendance and ensure all were working together in SM's best interest. Attendees included our Curriculum Manager, Site Supervisor, Speech & Language Therapist, Behaviour Specialist / Therapies Manager and Personal Tutor, alongside an Educational Psychologist representing the Local Authority, Day Service Provider Team Leader, Representative from Leicester Connexions on behalf of Local Authority and a Social Worker with Transitions Team from Adult Social Care.

The MDT meetings emphasised the necessity for the family to work with us over the right time to transition SM back to college, who viewed some of the College's requests for key meetings as 'not a priority'. The Local Authority reiterated the importance of the family showing a commitment to the education placement. The Curriculum Manager, Personal Tutor and Therapies team committed substantial time and effort in engaging with SM's family and following the MDT meeting in December we saw an increase in attendance from January 2022, which continued for the remainder of the year (89.19% in Term 2, 92.86% in Term 3).

Statement from Personal Tutor in his Term 3 report:

"The progression that SM has shown since he has been attending the full 3 days has been astonishing. He has now completely settled in, and it is lovely to see the personality that has started to shine through as his confidence has grown seen a huge increase in his attendance, which has really benefited SM in order for him to settle well into a good routine at college and begin to build his trust and confidence. He appears very happy."

B: Student IF (Pathway 2)

Following low attendance at our Leicestershire site during the first term, the Curriculum Manager for Pathway 2 and student IF's Progress Mentor worked with IF to identify barriers to coming to college - IF struggled with the journey from Warwickshire to college. In discussions with the Curriculum Manager for Nuneaton, they created a transition plan to move IF to our Nuneaton Campus in January 2022 as this was nearer to her home, so allowed for a shorter journey.

With regular monthly MDT meetings to review progress, her attendance improved but IF was still finding 3 full days a challenge. We made an additional alteration of timetabling IF for 3 afternoons a week instead and by March student IF requested an additional afternoon per week as she felt much more settled and had a positive attitude to coming to college.

Taking this individual approach to timetabling and working as a team with the Leicestershire and Warwickshire Curriculum Managers, Progress Mentors and the student herself led to a drastic improvement in her regular attendance for the rest of the academic year.

Student IF comment in Personal Tutorial following move:

"IF said that she was happy at Homefield College and that she was enjoying coming in"

Case Study A: Student BM – near withdrawing to near progression onto main pathway

Student BM joined Homefield in September 2021 originally on a Pathway 2 study programme as best identified by school visits and EHCP documentation. This quickly became clear that the pathway was unsuitable, and BM was struggling to engage appropriately. We called an MDT meeting and swiftly moved her onto Bespoke Provision to preserve dignity and keep herself and others safe. However, we were nearing the point of withdrawing provision for safeguarding reasons.

The documentation provided to us was not a true representation of BM's needs and so an appropriate level of transition had not been put in place. Our Behaviour team, Bespoke Curriculum Manager and wider education team gave a substantial amount of time, effort and resources to supporting BM on a 2:1 staffing ratio with continual input from the Therapies Lead to understand the

functions of her behaviour and how best to support going forward. We employed a specific team of LSAs to be BM's consistent support and invested time training them on successful scripting and de-escalation techniques.

In a year-long process, staff worked with BM to successfully engage in education on a 2:1 staffing ratio with light-touch input from the Therapies Lead, reduce challenging behaviour and build relationships with peers in Pathway 1. At the end of 2021/22, she was beginning to transition into the main building, enjoying time in the sensory room and signing in and out in the main building. She also took part in Music Therapy with Pathway 1 students. BM is now looking to progress onto the main Pathway 1 study programme from January 2022 and learn fully amongst peers.

Table 3: Monthly Behavioural Profile

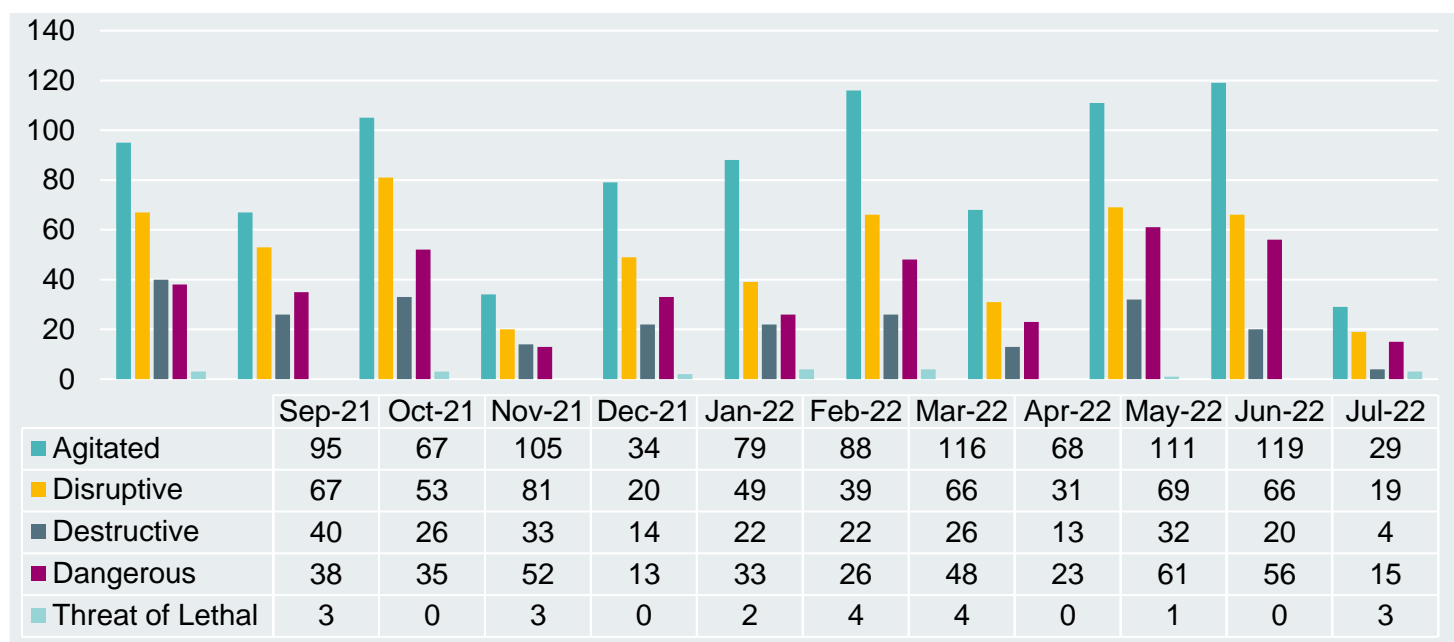


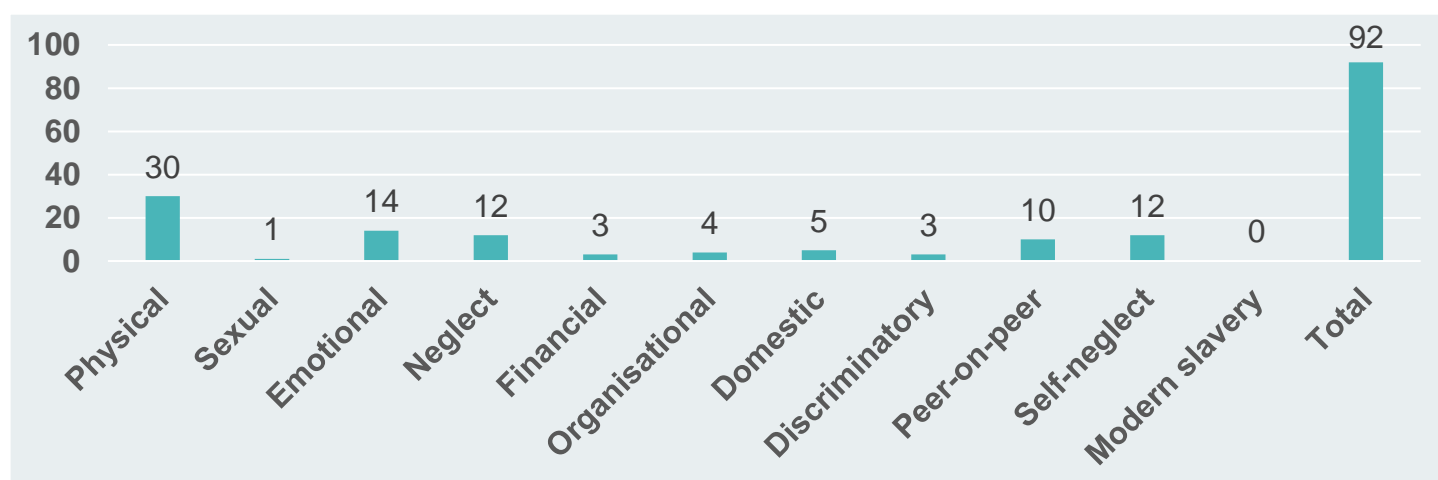
Table 4: Safeguarding Alerts and Referrals (three-year trend)

Total				Of which externally referred			
Month	2021/22	2020/21	2019/20	Month	2021/22	2020/21	2019/20
Sept	62	28	25	Sept	23	16	3
Oct	48	18	24	Oct	14	8	10
Nov	65	28	16	Nov	17	12	0
Dec	22	12	25	Dec	7	5	1
Term 1 total	197	86	90		61	41	14
Jan	37	14	20	Jan	15	10	4
Feb	53	12	25	Feb	20	10	2
Mar	58	31	18	Mar	18	10	7
April	32	20	8	April	8	11	3
Term 2 Total	180	77	71		61	41	16
May	50	16	23	May	17	7	15
June	69	26	11	June	19	16	11
July	12	6	6	July	0	1	1
Aug	0	0	0	Aug	0	1	0
Term 3 Total	131	48	40		36	25	27
Total	508	211	202	Total	158	107	57

Additional Commentary:

- The increase in internal alerts is due to:
 - The ease of the system of reporting
 - Increased student numbers (17% on 2020/21)
 - Impact of training on increasing staff awareness of reporting concerns. The clear message given in staff training is that if they have a concern just report it and someone else will take it further if necessary.
 - Some student needs are complex. The system will record multiple concerns for the same incident, so the alert system records both the victim and if a student is the perpetrator, then that is also recorded.
 - Multiple reports may come in for the same incident.

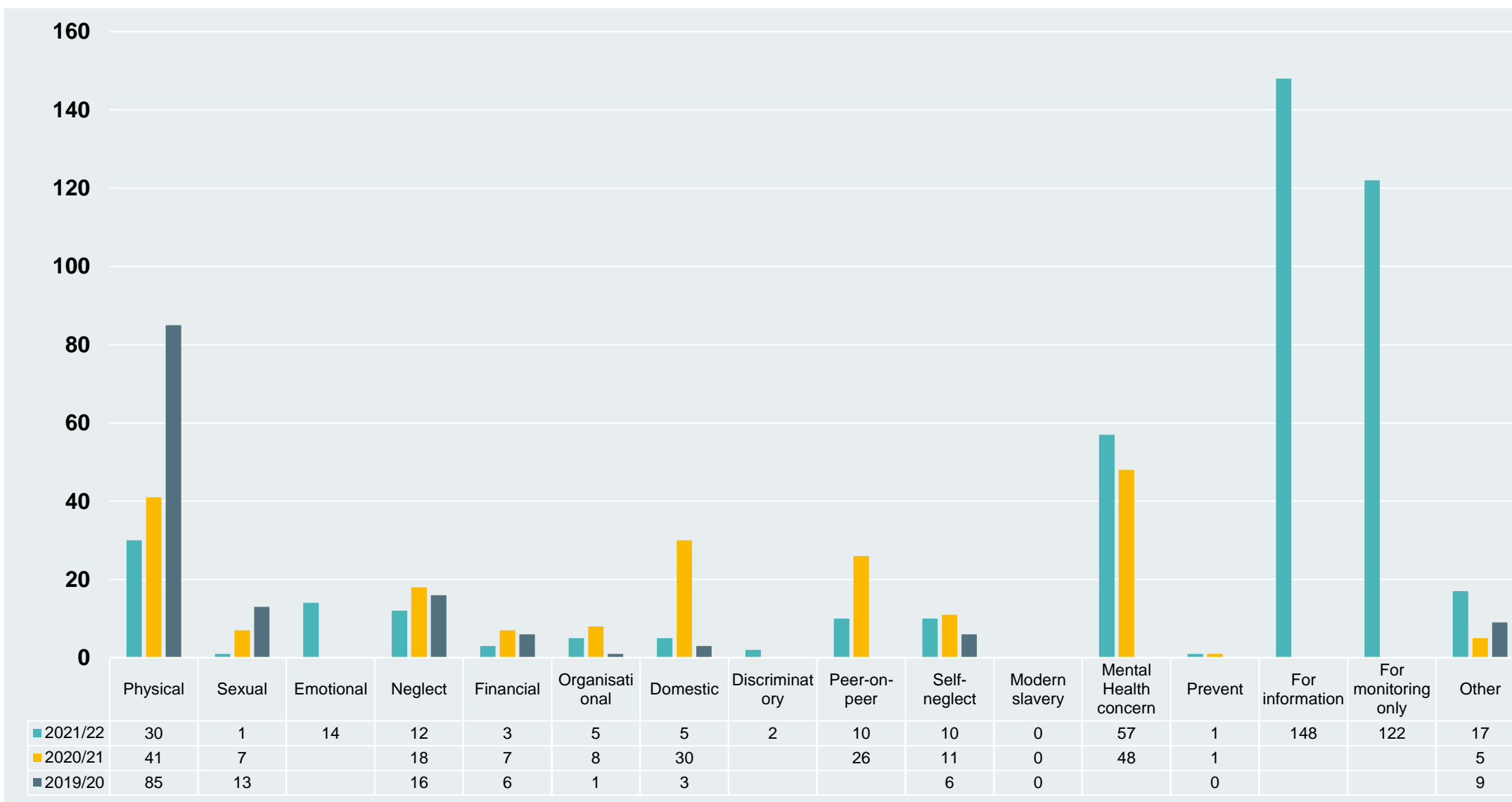
Table 5: Categories of Abuse (External Referrals)



Additional Commentary:

- There was 1 record of an allegation of sexual abuse; this was referred and had already been investigated by external agencies.

Table 6: Categories of Safeguarding Alerts



Additional Commentary:

- The 1 report of sexual abuse / sexual harassment related to a past allegation that social workers were aware of. All potential cases are reviewed against guidelines and dealt with appropriately.

Appendix 4: Personal Development references

Table 1: Duke of Edinburgh achievements



Interviews A & B: Students completing Bronze Award

Interview A: Student SC

Q: What did you do for volunteering?

A: I did litter picking and recycling different things like cardboard, plastics, paper.

Q: What did you do for the physical section?

A: I did the daily mile and stamped the passport.

Q: What did you develop for your skill?

A: Mine was [catering and hospitality] working at Breward's Coffee Shop in Mountsorrel. I served customers, made drinks, and prepared food.

Q: What did you do on the expedition?

A: I went on a walk and we camped in a tent. We went canoeing, which was quite interesting. Archery was also quite interesting, and I hit the light above *laughs*

Q: Why would you recommend Duke of Edinburgh Award to other students?

A: It helped me make friends and meet new people. I had fun and laughed a lot!

Interview B: Student OK

Q: What did you do for volunteering?

A: I went litter picking for volunteering which is recycling litter off the floor.

Q: What did you do for the physical section?

A: I did a one-mile walk (daily mile) every day and logged it in a passport.

Q: What did you develop for your skill?

A: Repairing watches, I changed batteries [to fix these] at Timpson's, which is my workplace.

Q: What did you do on the expedition?

A: We started off with a six mile walk and then we built the tents up, went canoeing and did archery. My favourite part was the six-mile walk.

Q: What would you say to students thinking about signing up for the Duke of Edinburgh Award?

A: Give it a go, you will enjoy it.

Testimonials A – C: Employer Feedback

Testimonial A – Student CC at The Green Place (Work Placement)

"[Student] was thorough in his work and always had suggestions for improvements. He tackled each task as he was asked and completed them well.

He was always polite and considerate when talking to me and other staff and volunteers.

All in all, during his time with us, [student] was an asset to the Green Place and enabled us to get some tasks completed that we have had sitting for a while.

We wish him well and hope he keeps in touch as he progresses in the education and work field."

Testimonial B – Student DH at Spar (Work Placement)

- "It was a pleasure to work with you [student], wish you could have stayed longer you always made me smile good luck in the future" – Spar employee Paula
- "Well done [student], you'll be missed by us all at Spar!" – Spar employee Adam
- "Good luck [student], visit us again soon, you're a super spar star ✨" – Spar employee Stacey

Testimonial C – Student KH at Waitrose (Supported Internship)

"During my relationship with [student] I have experienced an individual who shows up earlier than asked, works hard, and carries themselves in a polite, respectable manner. In addition, they were very thorough in the tasks they completed, and were happy to give anything a go."

Table 2: Work Experience Opportunities for Leavers

Pathway	No. of students	Internal / external
Pathway 1	4	Internal placements
Pathway 2	8	External placements
Pathway 3	4	2 internal placements at different locations with unknown staff 2 external placements
Nuneaton	3	External placements

Table 3: Progression of Gatsby Benchmarks (compared to 2020/21)

Benchmark	Title	July 2022 (%)	July 2021 (%)
1	Stable careers programme	64	5
2	Learning from career & market information	40	20
3	Addressing the needs of each student	90	38
4	Link curriculum learning to careers	81	60
5	Encounters with employers & employees	25	56
6	Experience of workplaces	75	36
7	Encounters with FE & HE	26	33
8	Personal guidance	100	100

Appendix 5: Leadership & Management references

Survey 1: Staff Satisfaction Results 2021/22



Certificate 1: Wellbeing at Work



Table 1: Health Assured Data

Support Accessed	Number	Notes
Calls	28	
Cases	1	Structured telephone consultation
Sessions	5	2 online 3 structured telephone consultations
Portal Hits	24	

Updates A – C: Examples of Staff Bulletins

Update A: Principal's Briefing 21.01.2022

Principal's Briefing

Dear Colleagues,

As I'm sure you will be aware, the prime minister has announced that face coverings are no longer recommended in classrooms and teaching spaces, effective immediately. We still however require staff and students to wear masks in communal areas for the time being. Masks are still required in the care homes at all times.

There has also been a change to isolation following a positive COVID-19 test. This is now a 5-day isolation period, and you need a negative LFD test on day 5 and on day 6 before coming back to work in order to end isolation.

SMT will be meeting next week to discuss further updates to our COVID-19 working arrangements as we wait for further guidance on key subjects such as testing and social distancing, and as soon as we have the updated guidance we will inform you of what this means for your daily working practices.



The next round-up will be sent on Friday 4th February, with any other important updates communicated as and when required. If you would like any information to be included in the briefing, please send to [redacted] by Wednesday 2nd February.

Tracey,
Principal

Latest Updates



COVID-19 Vaccination & Booster evidence

Please can all staff ensure they have sent **evidence of each COVID-19 vaccine and booster** administration as soon as possible to HR.

Your vaccine record is displayed on the NHS app for easy proof of receiving these. Please send to hr@homefieldcollege.ac.uk without delay.

This needs to be recorded on each staff record and is vital we know how many vaccines you have received as this makes a difference as to what you need to do if you've been in contact with someone who is positive.



Cancelling and Changing Holiday Requests

You can now make requests to cancel or change the dates of an approved holiday request in Databridge.

Navigate to the 'My Holiday' section on Databridge. You will see all your pending holiday requests, approved holiday requests, and now a 'holiday change requests'.

Click on the edit icon under approved holiday requests to make your change or cancellation. Once submitted, this will display under the holiday change requests header until your line-manager approves the change.

If you have any questions about using this feature on Databridge, contact [redacted] or [redacted]



Job Matching Activity - National Careers Week

[redacted] needs your help! As part of National Career Week, she's creating an activity where students and residents match a face to a job. To make it more fun and challenging, she'd like you to answer one of the following questions:

- 1) What is a job from your past? E.g. trained as a milkman, volunteered with the TA, or performed in murder mysteries or,
- 2) What is your dream job? - the thing that you would love to do most in the world (outside of working at Homefield!)

Please email [redacted] with which option you would like to take part in, the job title and permission to use your photo.

Update C: Safeguarding Focus on Prevent



Focus on: Prevent

Prevent is a Government initiative that aims to tackle the causes of radicalisation & respond to the ideological challenge of terrorism, safeguard & support those most at risk of radicalisation, and enable those already engaged in terrorism to disengage and rehabilitate.

British Values

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Difference

Definitions

- **Extremism**
Vocal or active opposition to British Values
- **Radicalisation**
The process through which a person comes to support extremist ideologies
- **Terrorism**
Unlawful use of violence and intimidation in pursuit of political or religious aims

Potential Signs

- Withdrawing from friends
- Change in clothing / appearance
- Reluctance to engage in certain topics of conversation
- Spending lots of time on a computer
- Secretive behaviour

What can we do as an organisation?

- Ensure we are aware of our e-safety policy
- Make sure we are doing our best to keep ourselves and our beneficiaries safe online
- Be aware of our beneficiaries' vulnerabilities
- Report any concerns