

Self-Assessment Report: Academic Year 2022-2023



Introduction

The Self-Assessment Report (SAR) follows the format of the Education Inspection Framework (EIF) last updated in September 2023. A thorough review of the provision has highlighted key strengths and areas for improvement. This report is an opportunity to reflect on the year and thank all our staff for their commitment towards our students. This SAR has been endorsed by the Board of Trustees and is available on the Homefield website.

Homefield College: Who we are.

We are a specialist Further Education college providing person-centred community-based learning for young adults (16-25) who have learning and / or communication disabilities.

We operate from multiple sites within villages (Mountsorrel, Sileby & Barrow-upon-Soar) & towns (Nuneaton) in Leicestershire & Warwickshire so that students can play a key part in our local communities and develop a sense of self in society. As part of this work, we run two public-facing enterprises – Breward's Coffee Shop focuses on hospitality & catering whilst Barrow of Treats (previously a café) has been redesigned as a hair, grooming & beauty training salon.



Delivered through three pathways, our study programme is designed to prepare students for adulthood by helping them become active citizens – and where possible, employees. We also offer Bespoke Provision for young people who have become disengaged with education, requiring a highly individualised transition, and run a small number of supported internships supporting students into workplaces. (See pgs.6-8 for detail)

We provide a wide range of vocational learning, including:

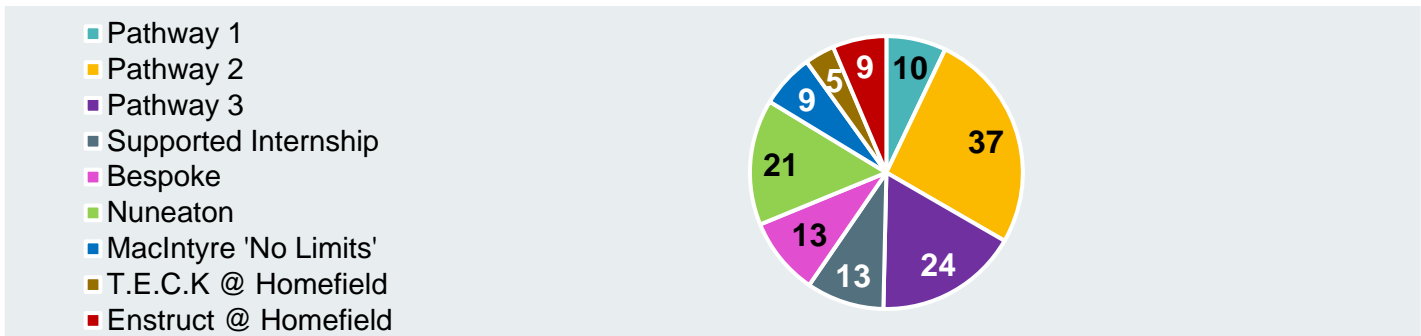
- Art, Craft & Design
- Catering & Hospitality
- Digital Media
- Hair, Grooming & Beauty
- Horticulture
- ICT / Graphics
- Performing Arts
- Small Animal Care
- Sport & Lifestyle Fitness
- Woodwork

We partner with T.E.C.K (motor vehicle) and Enstruct (environmental construction & woodland) to enhance vocational provision, with students benefitting by learning from these organisations' industry-specialist instructors.

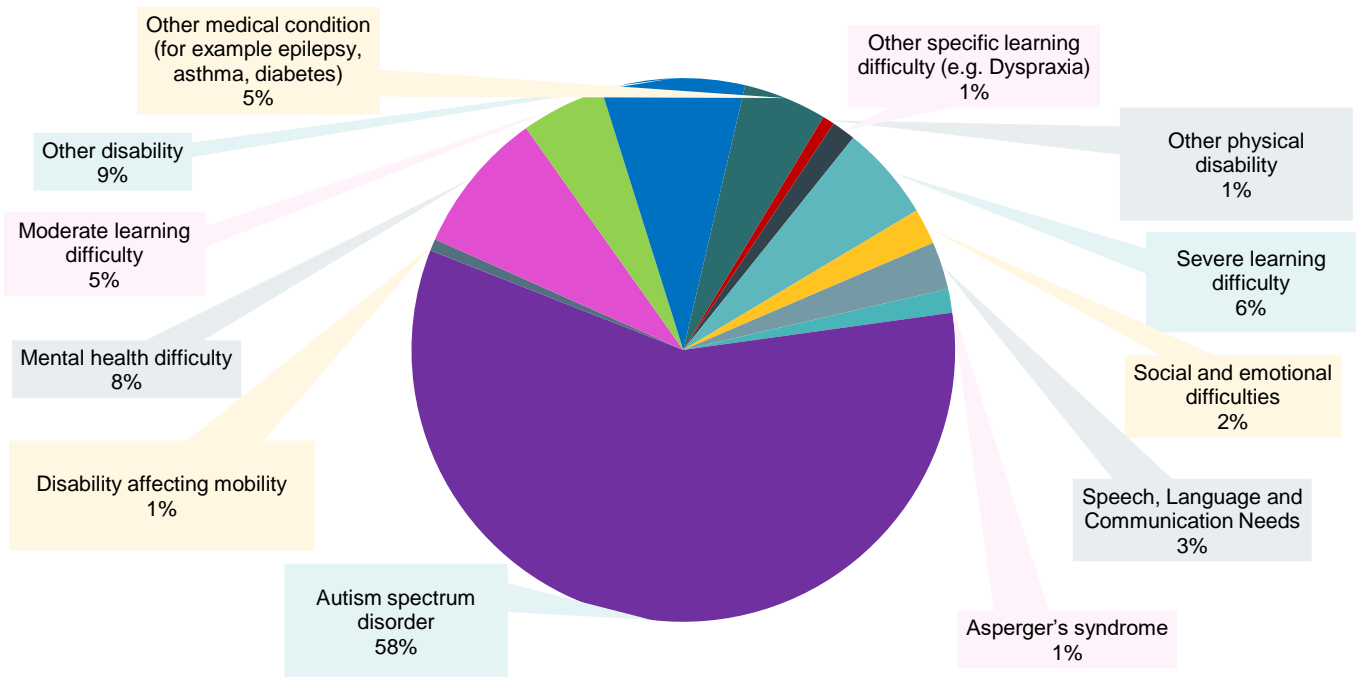
In addition, we operate the 'No Limits' programme with MacIntyre Care who provide individualised programmes for students with very complex needs in order that they may access the main college at a point during their study programme.

In 2022-23, 141 students were enrolled at the College funded by the Education Skills Funding Agency (ESFA), which is an increase of 14% from 2021-22.

Pathway Split 22/23



Principal Disability Split 22/23*



* students and their carers make multiple declarations - this chart presents the 'dominant' disability as declared and captured in the ILR (individual learner record)

We also operate a small day service provision based within the community at equally high standards. This provision is not funded by the ESFA so is not the subject of this report.

Summary table of aspect grades

Quality of Education	Good
Personal Development	Outstanding
Behaviours & Attitudes	Outstanding
Leadership & Management	Good

Since the last inspection in 2017, when inspectors judged the College to be good, we have taken steps to extend the curriculum offer and improve the quality of education. This includes addressing the next steps from the short inspection report, which were:

- The creation of a specific Learning Support Assistant (LSA) role and significant investment in additional training has ensured that LSAs fully understand the individual needs for each student; this information is now used effectively to provide students with appropriate levels of support in their education and to safeguard their wellbeing.
- Providing Trustees with sufficiently detailed information to monitor students who are making good or better progress and that staff take appropriate steps to ensure that all students make the progress of which they are capable.

Since inspection, there is a new leadership team in place including the Principal (appointed in October 2018) as well as new members to the Board of Trustees who use their range of skills and experience to support the College with its continuous improvement.

During 2022/23, progress has been made against the areas for development identified in the 2021/22 Quality Improvement Plan:

- A review of the curriculum, supported by a restructured academic management team, provides greater focus on continuous improvement.
- The introduction and roll out of Evidence for Learning software has led to more effective recording of progress and enhanced resources in IT and ILT.
- Effective local authority collaboration now creates meaningful EHCP outcomes. This has meant that, often for the first time, students / families are able to understand their own EHCPs, in turn improving students' awareness of their goals and targets.
- Establishing an extensive range of high-quality employment experiences that prepare students for future career opportunities helps them make more informed choices about the world of work.
- Improvements within our learning environments meets the needs of the organisation and provides high-quality teaching environments to support students' progression.
- More focussed continual professional development programmes improve the student experience and develop staff expertise, behaviour management and pedagogical approaches.
- Improved planning of transitions into college for new students supports their progression into college; impact will be measured in the first half term of next academic year.

In addition, steady progress has been made against longer-term actions that will have demonstrable impact in 2023/24. As a result of the progress we have made, and the quality of the education that we offer, we judge this to be a good college with some outstanding areas.

Quality of Education

There is a very clear focus for a curriculum that empowers our students to be active citizens. Staff and partners have a deep understanding of our intent, designing a curriculum that ensures Homefield is a person-centred community-based learning and education provider for people who have learning and/or communication needs. Students benefit from a variety of learning environments across several sites and locations, offering strong links and opportunities to have community at the heart of learning. Our vision and values consciously influence curriculum design and delivery to enhance the student experience, raise awareness and promote community cohesion.

The ambitious curriculum has been constructed to provide clear progression routes, including a growing provision of supported internships. The curriculum is carefully designed to be responsive to the needs and interests of students and mindful of local volunteering and paid employment opportunities. It prepares students very well for adulthood and, where possible, for life as employees. In addition, partnerships have been made with a small number of carefully selected subcontractors that fit with our values and ethos to support the development of students. Two of the subcontractors enable access to specialist vocational learning in motor vehicle, environmental studies and construction. These partnerships give students the opportunity to benefit from the extensive knowledge and experience of industry-specialist instructors and as a result they progress to positive destinations including, where appropriate, higher-level learning. The third subcontractor enables students who have significant complex needs to be able to access education and, where possible, prepare to join our pathway students.

Managers continuously review the curriculum for improvement and recognise the need to prepare students even more effectively for their intended destinations. This includes a key focus on the development of life skills and travel training for the 2023/24 academic year. Managers recognise the need to prepare students even more effectively for their intended destinations and make better use of facilities and resources.

Students' transition into college are well planned with appropriate support for new students. Staff have improved the focus and effectiveness of transition activities with greater clarity about expectations for students and parents. There remains a need to encourage parents to engage more fully in the transition process.

Tutors have extensive experience in teaching young people who have learning and / or communication needs. They use their knowledge well to plan lessons that students enjoy. Individualised resources, teaching, assessment, and support ensures students make positive progress towards their learning goals. Many students make better than expected progress and achieve ambitious goals because of the teaching and support they receive in college. For example, in 2022/23 41% of leavers progressed to employment. For some students, particularly on Pathway 2 and 3, there will be a curriculum focus in the next academic year to ensure stretching targets so leavers reach their full potential.

Maths, English and digital skills are embedded into the curriculum with emphasis on real life application – for example, teaching students to read and use public transport timetables. Speaking and listening skills are developed through working with customers and debating in mock elections. Maths skills are improved when measuring materials in woodwork or handling money in our enterprises. Digital skills are developed through use of apps and use of technology in newsroom particularly. For bespoke students in particular, their strengths and interests are used to further skills, such as using an interest in trains to develop time and money skills. This approach is well developed across all pathways and for subcontractors there is a focus on ensuring there are no missed opportunities to fully embed. English and maths are also delivered in discreet lessons, which means our students progress well in developing these skills; approximately 1/3 undertook qualifications in 2022/23.

Students benefit from extensive support that includes a wide range of therapies, tutors and learning support staff. Consequently, almost all students stay in education, develop their knowledge and skills and make informed choices about their next steps. Significant and rapid progress has been made to ensure a collaborative approach to supporting students learning as therapies are now fully integrated with curriculum. All students have access to therapeutic interventions and evidence-based practice is embedded within everyday working. Therapy specialists work cohesively with the

curriculum team to ensure effective pedagogy for the needs of the individual students. For example, they have provided training and resources on providing students, particularly those with communication difficulties, with a total communication approach. This collective approach and specialist training has resulted in lessons increasing in accessibility, including for those students who can be challenged by a demand on verbal communication.

Progress Mentors/Personal Tutors support students well and carefully monitor their progress with close attention on meeting needs throughout a student's study programme. This includes the half-termly review of timetables which are adjusted to capture changes in student aspiration and choice where possible. Progress Mentors/Personal Tutors encourage students to make meaningful decisions about their learning, leading to greater commitment regarding their preparation for adulthood.

Students also have extensive and appropriate in-lesson support. Recent improvements in the consistency of support across pathways has contributed to students making better progress towards their targets and goals. Tutors and support staff plan effectively to meet individual needs and offer students the right level of support in most cases. This includes where appropriate reducing and withdrawing LSA activity as students develop greater independence. In feedback, one student stated that 'staff are spot on and don't over or under support'.

The very small numbers of students who do not complete their study programme are often due to significant health issues, challenges with care and support outside of college, or due to the need to safeguard students and staff. Staff put in every effort and make considerable adjustments to support these students and offer guidance on alternative opportunities where appropriate.

3 Year Headline Trend

Hybrid End Year	Leaver	Retention %	Pass %	Achievement %
22/23	231	93.9 %	98.6 %	92.6 %
21/22	194	99.0 %	94.3 %	93.3 %
20/21*	252	93.7 %	91.9 %	86.1 %

*Full internal College dataset (Teacher Assessed Grade [TAG] data differs)

Performance by Programme – Hybrid End Year 2022-23

Programme	Leaver	Retention %	Pass %	Achievement %
Bespoke	11	90.9 %	100.0 %	90.9 %
Enstruct	18	88.9 %	100.0 %	88.9 %
Macintyre	8	100.0 %	100.0 %	100.0 %
Nuneaton	39	97.4 %	97.4 %	94.9 %
Pathway 1	11	81.8 %	100.0 %	81.8 %
Pathway 2	66	97.0 %	98.4 %	95.5 %
Pathway 3	52	96.2 %	100.0 %	96.2 %
Supported Internship	14	92.9 %	100.0 %	92.9 %
TECK	12	75.0 %	88.9 %	66.7 %
	231	93.9 %	98.6 %	92.6 %

Gender Performance – Hybrid End Year 2022-23

Programme	Leaver	Retention %	Pass %	Achievement %
Female	65	95.4 %	100.0 %	95.4 %
Male	166	93.4 %	98.1 %	91.6 %
	231	93.9 %	98.6 %	92.6 %

Female students pass these assessments at a slightly greater % than male students - 100% v 98%. 35 female (25%) v 106 (75%) males funded.

LAC Performance – Hybrid End Year 2022-23

Programme	Leaver	Retention %	Pass %	Achievement %
LAC	22	81.8 %	88.9 %	72.7 %
Non-LAC	209	95.2 %	99.5 %	94.7 %
	231	93.9 %	98.6 %	92.6 %

LAC do not achieve as well as their peers in terms of qualifications. This is driven mainly by lower retention 82% v 96% with a smaller difference in exam pass rate 89% v 99%.

Free Meals Performance – Hybrid End Year 2022-23

Programme	Leaver	Retention %	Pass %	Achievement %
Free Meals	119	93.3 %	99.1 %	92.4 %
Non Free Meals	112	94.6 %	98.1 %	92.9 %
	231	93.9 %	98.6 %	92.6 %

Students in receipt of free school meals achieve as well as those who do not. (93% v 93%)

Pathway 1: Personal Development

Retention	82%	Pass Rate	100%	Achievement	82%
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Pathway 1 is designed for young people with significant learning and communication difficulties who are reliant on support and unable to self-manage anxieties or needs.

There is a broad curriculum, coherently planned with specialist support from the therapies team, designed to develop social skills, wellbeing and self-care, domestic skills, road and personal safety. It is delivered with the ethos of community integration.

As a result of careful planning and effective teaching, students make very positive progress against their RARPA targets, in particular with skills for independence.

All students develop their English and maths through a well-planned curriculum that scaffolds the development of communication, numeracy and digital, supporting them to progress by at least 1 milestone in both subjects.

Where appropriate, the curriculum includes transferable work skills through in-house vocational subjects and structured work placement visits. Students make positive progress in attaining their stretching, goals, and targets.

Pathway 2: Skills for Life & Work

Retention	97%	Pass Rate	98%	Achievement	96%
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Pathway 2 is designed for young people with learning and communication needs who want to be more independent in their lives, but do not yet have the practical, living and work skills needed to progress.

Students learn how to look after themselves with minimal support and identify transferable work skills. They benefit from a range of vocational learning opportunities to help them identify future careers. Our partners enable students to develop skills in motor vehicle and construction.

Students' study is framed by RARPA and working towards / achieving functional skills. Almost all leavers access work placements, either internally or externally, as appropriate for the individual to support the development of employment skills.

Pathway 3: Preparing For Work or Further Study

Retention	96%	Pass Rate	100%	Achievement	96%
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Pathway 3 is designed to prepare students for the workplace or further study in GFE. It includes a variety of vocational opportunities where students develop skills towards their chosen career pathway.

Other learning, particularly developing the students' performance against their EHCP targets, is embedded into the lessons. Our partners enable students to develop skills in motor vehicle and construction.

Students study for awards in employability, hair & beauty, arts, motor vehicle and construction or use RARPA to frame learning. Students work towards functional skills qualifications and work will be undertaken in new academic year to ensure that entry for qualifications is stretching for students, where appropriate.

Almost all students undertake work experience / placement within the College's own commercial enterprises and with external employers so that they begin to develop work ready skills. Work will be undertaken in new academic year through a pre-employment programme to support pathway 3 students to progress more swiftly onto supported internships.

Transition Route: Bespoke

Retention	91%	Pass Rate	100%	Achievement	91%
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Bespoke provision has been offered since 2019. The bespoke curriculum is designed to re-engage students with education and, where possible, support a transition into pathways. It offers support packages and study programmes designed to meet the individual needs of the student and to develop their skills so that they are able to overcome barriers to success.

The curriculum provides for students' broader development, enabling them to discover their interests and talent. As many students in the bespoke programme have previously disengaged with education, part of the process for these students is to find an interest to get their 'buy-in' and a reason for them to attend and enjoy college.

Due to the nature of the student on the bespoke programme, there is a flexible and responsive approach that works very closely with the therapy team to implement effective strategies to maximise success. Students who would otherwise be at risk of losing their placement and becoming NEET, as a result of absence and/or behaviours, are able to be transferred to the bespoke programme where individual support packages can be put in place to continue learning with the aim of reintegration into the standard pathways.

Transition Route: Supported Internships

Retention	93%	Pass Rate	100%	Achievement	93%
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Supported internships have been offered since 2021. Students spend one day a week at college supporting the development of employability skills and where appropriate undertaking formal qualifications (Food Hygiene Level 2, IMI Motor Vehicle etc) relevant to their work placement.

The curriculum is ambitious and carefully designed to help students develop their social and communication skills. This is further enhanced by the inclusion of the Duke of Edinburgh award

where students thrive and achieve well. Students are also supported to undertake functional skills.

All of this results in very positive destinations for all students achieving paid employment.

Campus: Nuneaton

Retention	97%	Pass Rate	97%	Achievement	95%
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Nuneaton is a satellite campus with students representing all pathways. Community integration is at the core of the curriculum with many lessons delivered in the community, including the daily mile. The Nuneaton Campus allotment provides opportunities to develop horticulture skills and supports wellbeing.

As a result of the carefully planned and highly enriching curriculum, students attend well and make very positive progress against their RARPA targets, most particularly in skills for independent living, community inclusion and health & wellbeing.

Alongside RARPA, most students successfully undertake external assessments with 95% passing E&M qualifications. Many undertake the Duke of Edinburgh qualification with 4 students completing the Bronze Award and 7 receiving the certificate.

SALT and OT have a huge impact in supporting the students to access education, ensuring that the correct communication targets have been put in place.

Sub-contractors

Enstruct	Retention	89%	Pass Rate	100%	Achievement	89%
TECK	Retention	75%	Pass Rate	90%	Achievement	67%
MacIntyre	Retention	100%	Pass Rate	100%	Achievement	100%

Subcontractors contribute by enhancing the educational offer to a wider range of students with learning needs. There is a designated link manager at Homefield College to ensure that quality assurance and consistent communication with sub-contractors is maintained.

The sub-contractor **Macintyre** is a long-term relationship that is focused on personal development in environments that are within the community to support preparation where possible to move onto pathways. The students' needs are complex and in the main require very high staff support to access learning.

TECK and **Enstruct** are organisations that Homefield have previously worked with but are in their first year of sub-contracting with Homefield College. The students that access these are focused on specific vocational subject areas and almost all achieve qualifications. Students benefit from excellent vocational resources and strong relationships of support between staff, students, and parent/carers.

Personal Development

Students make significant personal progress in preparing for adulthood as active citizens. Personal development is at the core of the curriculum with a number of key threads; enabling students to become more socially confident and resilient, mental and physical wellbeing, awareness of personal safety and the development of employability skills. Community integration is a key feature of this work with many lessons embedded out in the community. This allows students the opportunities to learn in real life situations such as accessing the local leisure centre, tennis courts and community centres. Students also support community events at a local church and undertake litter picking activities. As a result, they become more positive and active citizens.

Focus is given to improving the physical and mental wellbeing of students. A key part of this is the Daily Mile – over and above the exercise it offers, it ensures students spend time in the local community where they focus on subject-specific learning objectives and work towards their targets. This has led to progress for many students in health and safety (road crossing), employability (litter picking), use of ILT (planning a journey using technology) and development of English (recording their experiences). The Daily Mile has recently been submitted for the Natspec Innovations Awards 2023. The myriad of benefits of the Daily Mile are reflected in feedback from students and a common theme is that they now feel safer when encountering the challenges and potential risks of undertaking daily activities within the community.

The College places great importance on the mental wellbeing of students. Students have access to a specialist Mental Health practitioner and there is termly monitoring of students' mental health. This not only supports the individual but identifies more general trends that staff can proactively support. The strategies introduced by the College has led to improvements in student ratings of their mental health and wellbeing. There are tangible benefits such as students being less anxious and improved sleep. Improved emotional states in turn promote effective learning. When required, the College rapidly provides bespoke therapeutic support. This year 39 students experiencing high levels of distress, and in some cases with their place at college potentially at risk, have received intensive support – all except 4 have been able to remain at Homefield.

The College has a highly ambitious and exemplary Duke of Edinburgh Award programme. Work has been undertaken with the regional co-ordinator to ensure adjustments so that students can access the scheme at several different levels. This has resulted in 28 certificates of achievement at Bronze, 12 Bronze Awards and 3 Silver Awards. This is over 30% of funded students. We are recognised by the DoE as an exemplar provider within the SEND sector.

Students are taught about making healthy food choices and following a successful pilot project they now make their own lunches. This has increased the independence of those involved, improved awareness of healthy food choices and developed essential employability skills.

Students develop an understanding of life in modern Britain and become more active and safer in their communities. They are made aware of key British Values and are encouraged to be tolerant and inclusive, and some wider risks are discussed in induction and within lessons. The 2023/24 academic year will see improvements in the sequencing and repetition of specific areas – such as the risks of radicalisation and healthy sexual relationships including consent – to ensure that individual students understand these topics well enough to help keep themselves safe.

The College has an aspirational careers strategy. Recently changed to 'living your best life', it includes all pathways and campuses. An ambitious programme of community and partnership engagement has led to greater understanding of how to support students in work; this has led to a 150% increase in the employers engaged. Work experience is more often linked to students' aspirations and consequently the vast majority of students undertake some form of work experience. In 2022/23, 78% undertook external work placements with companies such as Timpson, Boots and Waitrose, and 5% completed internal placements.

This extensive programme has been achieved through meaningful engagement with the LLEP and the development of a strong employer engagement strategy. There is very effective and extensive use of local, regional, and national networks with inspiring social media exposure. As well as meaningful work experience opportunities, this strategy has enabled students to access a wide and rich set of experiences – for example, the creation of a fairy garden with Peter Le Merchant Trust and community work experience at The Green Place in Sibleby.

Work opportunities are enhanced through the commercial enterprises run by the College, which include Breward's in Mountsorrel and Barrow of Treats where students have experienced working in catering and hospitality. Work has been undertaken to ensure that our own commercial activity supports a wider range of work experience opportunities that is responsive to students' interests and their developing skills. This includes the set-up of a hair, grooming and beauty salon for 2023/24 and the development of individual student-led enterprises.

Students enjoy their experiences of working life and because of the skills and knowledge they develop are more able to progress into paid and voluntary employment opportunities. Continued work will extend the link between work experience opportunities and future employment opportunities.

Whilst the College offers a wide range of enriching and engaging activities within the curriculum, there have been some challenges around providing additional enrichment opportunities outside of college hours. This is predominantly due to the requirement to provide personal transport and the geographical spread of students. Managers continue to look for solutions to provide increased opportunities for students to further develop their social networks.

Behaviour and Attitudes

The behaviour of students is exceptional. Students are respectful and tolerant of others and over time become more able to navigate themselves socially within their community and wider society. Leaders have taken significant care to embed the development of behaviours into the curriculum. There are clear and high expectations, consistent across staff and the different programmes.

Staff recognise the range of starting points and barriers students face and support students to understand and improve their knowledge of self-regulation. There is a focus on recognising and developing acceptable behaviours and having a positive attitude to learning. Staff work effectively with the specialist behaviour team and carefully monitor for early warning signs. This ensures that rapid action is taken to support students and strategies implemented to address issues. This has led to a decrease in the levels of behaviour issues presented and the number of high-level behaviours reducing in severity over time.

Where students' behaviour does not meet expectations, staff are quick to raise issues and act. The College has clear policies in relation to behaviour and staff work together to ensure that the very small numbers of students who need to be placed on a disciplinary are well supported. This has enabled students who are potentially at risk of leaving education to succeed and continue to make progress.

Staff place significant importance on attendance, which in 2022/23 was 90%. We want to make continued progress this academic year and have introduced robust systems to ensure differences in attendance between 16–18-year-olds and 19+ (often related to issues with funded transport for the former age group) and sub-contracted provision improves. It is worth noting that low attendance at sub-contractors is significantly impacted by a small number of students including those visiting family abroad for extended periods of time and others with long-term mental health challenges.

Leadership and Management

Leaders are highly ambitious for students and more broadly strive to raise awareness and improve integration within the local community for people who have additional learning and / or communication needs. Leaders support the curriculum well, recruiting appropriately experienced

and qualified staff, and ensure the curriculum is adequately resourced to deliver the highly individualised programmes they provide for their students. It was recognised that to achieve the ambitious vision of the Senior Leaders and Trustees, further investment in the management of the curriculum and quality was needed. This resulted in a recent management reorganisation creating additional resource to support curriculum and quality development. A key intention of the reorganisation is the increased engagement and empowerment of staff to take greater ownership of curriculum planning and delivery.

Senior Leaders recognised that students benefit from an effective and integrated approach to therapies and curriculum. Significant investment was approved and has taken place within the last eighteen months with an expanded therapies team. This ensures that all students have access to therapeutic interventions that support their educational progress.

Managers recognise the need to have a whole-college approach to assessment and progress monitoring and as a result introduced Evidence for Learning in 2022/23. This has allowed more effective monitoring of target setting and improved timeliness of recording of progress. There is now clearer oversight of assessment practice, which has highlighted the need for further staff development in assessment and setting more ambitious targets. Software updates at the end of last academic year will now enable reporting of progress monitoring against expected progress.

The College has a robust and effective safeguarding culture, with clear policies and procedures that are carefully observed by staff. Safeguarding is of paramount importance for staff and Trustees. Policies and procedures are regularly updated, and staff are aware of how to access safeguarding policies and how to report a concern. The College has invested in new software this year (2023/24) to enhance the monitoring of IT use and has been working towards the achievement of cyber essentials. Staff training on safeguarding has been impactful and has led to increased reports into the safeguarding team and from a wider range of staff. For example, LSAs received additional training and are now more confident in reporting issues. The work on Safeguarding is complimented by the implementation of the behaviour strategy and there is collaborative working to ensure that barriers to learning are removed. There is a lead Trustee for Safeguarding who meets regularly with the DSL and takes an active role in the development of safeguarding practice within the College.

Safeguarding is embedded within the curriculum and students learn how to live safely within their communities, supplemented by 1-1 sessions where a specific need is identified. The highly positive working relationship between the Safeguarding and Therapies teams ensures that appropriate pastoral interventions are established to support students. Safeguarding concerns raised with carers were promptly addressed and meant students make significantly better progress, becoming more independent and more active citizens.

Leaders and managers work well with stakeholders, including their local authorities, and this has led to significant growth with Homefield increasingly becoming a provider of choice. Early and timely communication with LA, schools, parents and potential students ensures the effective transition and ongoing support, which in turn leads to high levels of retention. Work with partners focuses on developing an appropriate curriculum offer and ensuring needs can be met. They have also developed more accessible language and holistic target setting. For example, work with LA on developing more accessible language within EHCPs is enabling students and their carers to engage more effectively and take greater ownership of learning.

Leaders continue to focus on community with an ongoing commitment to deliver the curriculum in a variety of locations and settings, often in response to local demand. Due to increased demand in Warwickshire, leaders rapidly secured a new larger site in the heart of their community. The

commitment to social enterprise and community activity is well supported and includes new developments, including a Hair, Grooming & Beauty enterprise for 2023/24.

Leaders recognise the benefits of partnership to strengthen the curriculum and develop a strong local alternative provision. Partners now include TECK, Enstruct and MacIntyre and they have supported students to make very good progress. Whilst the quality of this provision is strong, the College continues to drive quality improvement and share best practice and support from specialist staff such as Careers and personal development tutors.

There are effective processes in place to monitor the quality of teaching and learning, including learning walks and curriculum area reviews. Formal observations are undertaken with new staff, including those in teacher training, as well as those identified as needing specific support to improve practice. This process has been used to support several staff to develop their practice and move off performance improvement plans. In 2023/24 managers will develop this through improved evaluation of staff CPD and the rapid identification of coaching and training that will further develop excellent teaching and learning.

In 2022/23, there has been a clearer focus on continuing professional learning for teaching and support staff. LSA training has meant a greater understanding of how to effectively support students to develop independence. This has led to significant progress with several highly dependent students, including the gradual withdrawal of intensive / multiple support. Leaders also support staff to undertake formal teaching and management training. In the 2023/34 academic year, we will encourage more teaching staff to take opportunities to undertake external CPL that focuses on developing pedagogy and looking at best practice within the sector. Although there are positive and impactful examples of beneficial CPL, this now needs to be more directed by managers. Leaders are now working towards greater consistency across the staff team, including a full skills audit to help plan future training and development needs.

Managers regularly seek out the opinions of students alongside a more formal student survey. Student voice, and in particular the Students' Union, informs and influences life at college. For example, it has led to timetable changes, targeted therapeutic intervention and alterations in accessibility. Plans are in place to implement regular surveys and obtaining more formal feedback that leaders can use to inform wider decision making.

Trustees support leaders well. They understand their role and offer a wide range of valuable experience including GFE, local authority, safeguarding, therapies, legal and finance. As well as regular Trustee meetings, there are two sub-committees: Teaching, Learning & Assessment and Finance & General Purposes. The Board and sub-committees work effectively to support and challenge leaders; in 2022/23 it was Trustees who initiated a significant staff pay award. Many Trustees take active roles in the College and participate in activities. To maximise the benefit of their experience and oversight, there is a need to improve structure / regularity of involvement outside of formal meetings.

Leaders recognise the importance of staff wellbeing and staff retention and the impact that this has on the educational outcomes for students. They have undertaken a range of activities to improve staff wellbeing from initiatives to mitigate the impact of the cost of living to enhancing occupational health support.