

Inspection of Chadsgrove Educational Trust Specialist College

Inspection dates: 15 to 17 March 2022

Overall effectiveness

Outstanding

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

Information about this provider

Chadsgrove Educational Trust Specialist College is an independent specialist college based in Worcestershire. The college provides education and training to young people aged 19 to 25 with severe and profound special educational needs and/or disabilities, including complex physical, health and medical conditions. At the time of the inspection, there were 12 learners with education, health and care (EHC) plans who have high needs.

The college is situated in a separate self-contained building on the site of Chadsgrove School and operates independently of the school. However, there are some shared facilities across the settings, such as a hydrotherapy pool, and sensory and therapy rooms.

Learners follow highly individualised programmes that help to prepare them for adulthood. The curriculum aims to develop learners' English, mathematics, community involvement, health and well-being, skills for workplace, independence, communication and decision-making skills.

The college has a range of therapies to support learners, such as speech and language, physiotherapy, hydrotherapy, and occupational and music therapy. Trampoline therapy is available for learners with profound physical disabilities to promote their physical well-being. A therapy dog regularly visits the college.

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

From the moment learners enter the college premises, they encounter a very welcoming, caring and calm environment. Learners develop in an environment that is safe and highly inclusive. Learners are supported by experienced staff who give learners high levels of respect, care and kindness. This includes learners who require high levels of intimate care.

Leaders and managers ensure that the highly ambitious curriculum meets learners' individual needs and aspirations very well. This prepares learners very well for their next steps into adulthood.

Staff have high expectations for learners to succeed. Learners receive excellent levels of support, which enables them to succeed on their programmes and move into meaningful destinations after college.

Learners use resources in the college that fully meet their needs to make their time at college more comfortable. These include a hydrotherapy pool, sensory room, therapy room and use of outdoor safe spaces. Learners enjoy it so much when the therapy dog visits.

Learners are taught and supported by staff who are well qualified and take the time to understand each learner's individual needs. Staff communicate well with families and tell them how well learners are getting on.

Learners participate in fun, exciting and engaging learning activities. Tutors regularly use movement and music in lessons to make learning fun. This helps learners to engage with their learning comfortably. Throughout their time at college, learners significantly develop in confidence. They improve their decision-making and become more independent.

Learners are highly active members of the college and in their local communities. They have many opportunities to develop their independence and interests through visits to local shops, cafés, garden centres and libraries.

Learners very much enjoy their time at college. They feel included and valued at college. They look forward to new experiences and enjoy taking part in activities at college. They develop resilience to overcome the challenges that they meet on a daily basis.

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

Since the previous inspection, leaders have made very significant improvements to the quality of provision. Leaders now have a clear curriculum offer that meets a gap in provision locally. As a result, learners with highly complex needs are educated in their local community before moving to their next stage in adult life.

Governance arrangements have been significantly strengthened since the previous inspection. The board of directors brings a vast range of skills and expertise in further education and special educational needs and/or disabilities. The directors expertly use their skills to provide strategic direction, challenge and support to leaders. For example, they have used their skills and knowledge to help leaders establish an ambitious curriculum that has a focus on transition to adulthood using EHC plan outcomes.

Leaders and staff have high ambitions and aspirations for learners with complex needs to achieve their best. Learners follow highly individualised programmes to increase their independence, communication, confidence and community engagement. As a result, this leads to improved life outcomes for learners.

Tutors use very effectively a variety of information, such as learners' EHC plans and therapy reports, to identify learners' starting points. Tutors use this information to plan many opportunities within the curriculum for learners to work towards achieving their EHC plan outcomes.

Tutors expertly plan and sequence the curriculum in a logical way, taking account of prior learning and developing repetition where required. Tutors and support staff use systematic instruction very effectively to support learners to be more independent in their learning and to make progress in transferring these skills to other activities. For example, learners make cold drinks before they develop the skills to make hot drinks.

Tutors use highly effective techniques to establish the progress that learners make. Learners are encouraged to watch videos of themselves completing tasks to encourage them to reflect on their achievements and areas for development. This provides learners with a real sense of ownership for their learning. As a result, tutors and learners have a clear understanding of the progress that learners are making towards their short- and long-term goals.

Tutors monitor learners' progress very well. Tutors and support staff use photographs, witness statements and videos to evidence clearly and precisely the progress that learners make. The feedback that tutors provide is timely and relevant and, in many cases, offers additional challenge to learners. As a result, learners make excellent progress towards greater independence in their lives.

Tutors promote British values effectively in the curriculum. This is achieved through good use of the learner voice, adhering to college rules, how to treat each other and making choices. Tutors create highly engaging activities to develop learners' knowledge on a wide range of topics, such as lesbian, gay, bisexual, transgender and queer or questioning identities, and religious festivals. As a result, learners develop greater understanding of the wider community and life in modern Britain.

Tutors provide learners with a wide and rich range of experiences that develop learners' character and interests. In college, learners participate in a variety of lunchtime clubs that help them to develop their talents and interests. Learners look

forward to new experiences and enjoy taking part in external work-related activities. For example, learners volunteer at local horticulture settings, cafés and food banks. As a result, learners play a very active and valuable part in public life at college and in the local community.

Therapists and curriculum staff work very effectively together to plan and deliver therapy provision in a holistic way. They collaboratively set targets for learners to work towards. For example, learners with physical disabilities have targets that help them to develop their fine motor skills through using money when out in the community. As a result, learners make excellent progress towards achieving their therapeutic outcomes.

Tutors prepare learners very well for their next steps into adulthood. Tutors work extremely well with learners and their families to help prepare them for key transition points. Tutors frequently review and discuss well in advance the possible next steps available to learners. For example, tutors arrange for learners to visit social care providers, so they can build relationships with new staff and peers before they leave the college. As a result, learners successfully move into meaningful and suitable destinations to meet their complex needs, such as specialist social care settings.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including the board of directors, have developed a strong culture of safeguarding at the college. Staff are well trained to spot signs of abuse and neglect, especially with learners who are not able to communicate verbally. Designated safeguarding leads are suitably trained and manage any safeguarding concerns thoroughly.

Tutors teach learners a very effective safeguarding curriculum. The curriculum has a strong focus on healthy and safe relationships. Tutors use highly appropriate resources to teach topics about relationships, safe touch, manipulation and coercion. As a result, learners know how to have safe and healthy relationships in preparation for adult life.

Learners feel safe and know whom to go to if they have any worries or concerns at college. Learners know how to stay safe at college and in the community. For example, learners develop appropriate skills and knowledge on how to interact with anyone whom they are unfamiliar with in society.

Provider details

Unique reference number	144729
Address	Meadow Road Catshill Bromsgrove Worcestershire B61 0JL
Contact number	01527871511
Website	www.chadsgrovespecialistcollege.org.uk
Principal	Debbie Rattley
Provider type	Independent specialist college
Date of previous inspection	27 February to 1 March 2019

Information about this inspection

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

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