

# Inspection of Catcote Futures

Inspection dates: 12 to 14 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Catcote Futures is an independent specialist college and is part of the Hartlepool Aspire Trust. It began receiving funding in September 2018 for learners with high needs between the ages of 19 and 25. At the time of the inspection, there were 32 learners with profound and multiple learning difficulties, severe learning difficulties, moderate learning difficulties and autism spectrum disorder. Learners follow one of five pathways to prepare them for adulthood. The largest programmes are 'steps', which prepares learners for employment, and 'taking the lead', which prepares learners to live independently and to develop work-related skills.

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

Learners are highly motivated and want to do well at college. They demonstrate a readiness to learn and to improve. For example, learners volunteer to do their work placements at weekends, and they offer to cover if another learner is absent.

Staff have very high expectations of learners. Most learners respond well to this and have very good attendance and punctuality at college and on work placements. However, a few learners who have significant barriers to learning do not have good attendance. Staff work well with these learners to improve their attendance during their time at the college.

Staff support learners very well to develop their character and confidence. They teach learners that they need to be resilient and be able to adapt to change, as they will experience change throughout their lives. For example, they support learners successfully to move into independent living, and they give them the confidence to make this change.

Learners benefit from a calm learning environment. Staff work effectively with learners to manage their behaviour. They use zones of regulation and quiet spaces in identified areas of the college to regulate learners' emotions so that they are ready to return to lessons and to learn. Teachers work closely with specialists, such as speech and language therapists, to provide valuable support to learners. This helps learners to manage their anxieties and feelings.

Staff promote fundamental British values very well so that learners understand the importance of such values in their everyday lives. They teach learners to embrace differences between people and to show tolerance and respect. Learners are very respectful of the views of their peers and listen to what they have to say. Tutors invite the police to talk to learners about law and order and hold mock courts to help learners to understand the importance of being law-abiding citizens.

Learners feel safe at college and in the workplace. They have a good understanding of sexual harassment and violence, which they learn about in personal, social, health and economic sessions. Teachers work with community nurses to support vulnerable learners to understand these subjects. Consequently, learners have a good understanding of what a healthy relationship is and what is meant by consent. Learners know what to do if they have any concerns.

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

Leaders and manager have a clear curriculum strategy which they implement successfully. They provide personalised programmes for learners, in line with the learning outcomes identified in their education, health and care plan, to support them to develop the knowledge, skills and behaviours to move successfully to adulthood. For example, learners develop life skills, independent living skills and employability skills.

Leaders and managers work effectively with partners and stakeholders. They work closely with over 70 local employers who provide high-quality work placements and work-related activities. They are currently working with the local authority to identify improved destinations in Hartlepool for learners with more complex needs. However, it is too soon to see the impact of this initiative.

Leaders and managers have effective oversight of the quality of programmes that they deliver. They complete a range of activities, such as observations of teaching and visits to lessons. Leaders and managers link the outcomes of observations of teaching with the staff training schedule, ensuring that areas identified as needing improvement or development are included in the training.

Leaders and managers have accurate oversight of the progress of learners. The head of assessment meets regularly with each teacher to discuss the progress of every learner against the targets in their individual learning plan. Managers intervene quickly when they identify that a learner is at risk of falling behind and put additional support and strategies in place to help them to catch up.

Governance is effective. The board of trustees comprises members who have appropriate specialist knowledge and experience, and who ensure that key aspects such as the quality of education and safeguarding are discussed at meetings. Trustees use their expertise to provide effective scrutiny and challenge to senior leaders.

Teachers identify learners' starting points accurately through reviewing their education, health and care plans and by completing an initial and diagnostic assessment of learners' needs. They use this information effectively in order to develop individualised learning programmes which enable learners to work towards the targets identified in their individual learning plan.

Teachers plan and deliver the curriculum in a logical order to enable learners to progressively develop their knowledge, skills and behaviours. For example, in travel training, learners begin with sourcing timetables, looking at the safest routes and planning travel times. They gradually move on to making a journey with support and finally making a journey independently.

Teachers use a range of teaching strategies well to support learners' understanding of key concepts. For example, they use helpful demonstrations, and they break information and tasks into small sections. Teachers recap regularly and repeat learning so that learners can remember what they have learned.

Staff are well qualified and experienced in working with learners with high needs. Their expertise contributes to ensuring that most learners make good progress in developing their knowledge, skills and behaviours. Learners improve their confidence, learn to travel independently and learn to cook basic meals. They also develop useful vocational skills in areas such as catering.

Most teachers use assessment effectively in order to check learners' understanding, including making good use of verbal questioning. The vast majority of teachers provide useful feedback to learners to help them improve their work. However, a few learners do not benefit from clear feedback and do not always know what they need to do to improve.

Most teachers provide effective support to learners to improve their English and mathematics skills. They integrate the learning of these subjects well in lessons so that learners are able to acquire an ability to apply English and mathematics skills in different contexts. For example, learners read bus timetables and work out the cost of a bus journey. For learners with employment targets, the development of English and mathematics skills links closely to the world of work, and is applied to topics such as purchasing, calculating tax and banking money. However, a few teachers do not plan activities well enough to enable learners to improve their English and mathematics skills.

Staff use a range of specialist assistive technology well to support learners to learn and to take part in activities and college life. For example, in personal cookery sessions, learners with limited movement are able to use a device which allows them to operate a food mixer and microwave through switches. As a result, learners are able to participate in activities with their peers, such as making gifts for dogs to sell through enterprise activities.

Staff use a wide range of communication strategies effectively, to help learners understand and convey information. For example, they use signs, symbols and social stories to enable learners to participate in learning and communicate with staff and peers.

Staff provide learners with high-quality careers advice and guidance to help them plan for their next steps. Learners attend meetings with a qualified careers adviser and with job coaches to discuss their aspirations and to agree what they need to do to achieve them. Learners benefit from the wide range of excellent work placements and work-related activities with supportive employers across Hartlepool.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have in place a wide range of effective safeguarding policies and procedures to keep learners safe. They implement safe recruitment practices to ensure that staff are suitable to work with vulnerable adults. The designated safeguarding leads and deputies have appropriate training to be effective in their roles.

Staff support learners well to understand safeguarding and the potential risks of extremism and radicalisation through dedicated lessons and in pastoral sessions. Staff repeat topics termly to help learners to remember what they have learned. As a result, learners have an appropriate understanding of how to keep themselves safe and know to whom they should report a concern. For example, learners can explain why it is important not to talk to strangers in the community or on social media.

Leaders and managers work closely with external partners and agencies to safeguard learners, including the local authority 'Prevent' duty coordinator, the local authority safeguarding adults board, community nurses and the police. They refer safeguarding concerns to external agencies when appropriate.

Leaders and managers ensure that they protect learners from potential harm while in the college and in the community. Risk assessments are thorough and ensure that learners are safe during activities at college and in the community.

### **What does the provider need to do to improve?**

- Ensure that all staff successfully integrate the development of English and mathematics skills into lessons.
- Ensure that all staff use assessment activities well to check learners' understanding and give clear feedback to learners on their work.

## Provider details

<b>Unique reference number</b>	145163
<b>Address</b>	Warren Road Oakesway Hartlepool TS24 0RG
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<b>Principal/CEO</b>	Lisa Greig
<b>Provider type</b>	Independent specialist college
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	N/A

## Information about this inspection

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

## Inspection team

Jacque Brown, lead inspector

Her Majesty's Inspector

Angela Newton-Soanes

Ofsted Inspector

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