

SELF-ASSESSMENT REPORT 2018-19



CONTENTS

1. Context
2. Summary of key strengths and areas for improvement
3. Update on improvements since the last inspection (23 October 2015)
4. Key judgements and evidence
5. Safeguarding
6. Data

1. CONTEXT

Fairfield Farm College is an Independent Specialist College for young people with learning disabilities, offering residential and day provision for learners aged 16- 25 years. In the academic year 2018-19 the College worked with 85 day students, 11 of this are residential. We also have 9 young people engaging with our STEPS programme.

In the last 3 years we have grown from 62 students to 85 which represents a 37.1% increase with an expected further increase of 19% to over 100 learners from September 2019.

The learners at Fairfield Farm College have a range of disabilities and learning difficulties, these are outlined in their Education, Health and Care Plans. To support the wide ranging needs, the college offers a range of specialist provision and therapies including: Counselling, Talking Therapies, Speech and Language Therapy or Occupational Therapy support. A strength of the college is the diverse cohort of young people we work with. We offer high quality provision to a wide range of vulnerable and highly complex young people with differing diagnoses. By carefully considering the changing national picture of young people with SEND, skilful forward planning and a commitment to improvement, the college is able to adapt, develop and meet the needs of all our stakeholders.

Significant successes this year include a merger with another Charity that strengthened our offer for young people. The Hope Nature Centre is a 15 acre animal park and café situated close to the college that offers a range of trainee programmes, work experience and employment for young people with learning disabilities. The staff team are well-trained and experienced in supporting young people in the world of work.

The main college site boasts an impressive 25-acre site which includes resources for study programmes, our pre-internship programme and also vocational and independence training. By using our site for 'real-work' opportunities, we are able to utilise the farm shop, café, reception area, grounds maintenance and horticultural services, catering kitchen and conference venue as work environments.

Within each vocational and work area are curriculum leads, tutors and learning support that ensure the opportunities available to the young people through their study programme, internship or work related learning is of the highest quality. For work related learning, there are area leads, specifically trained in the specific area and also in training and education that are supported by a job coach. This distinction is important as it supports the transition and application of work skills from those that are learned through the study programmes.

Our work-related-learning provision is modelled on a tapered support system that builds autonomy and independence. This starts with young people developing the skills for work in a systematic way and then this is further by support from highly qualified Job Coaches. To support the development of real-work skills and also to reinforce the need for our learners to receive impartial careers advice, we enlist the support of Wiltshire Employment Support Team (WEST), Barclays Life Skills Programme and the Swindon and Wiltshire Enterprise Adviser Network (SWEAN).

This year, 81/85 = 95 % learners accessed work related learning. These opportunities ranged from fully independent placements off site to smaller, highly supported onsite opportunities in a real-work environment.

Individualised study programmes provide opportunities to develop and respond to the needs of the young people, support their progress and development and to work towards the outcomes identified in their Education, Health and Care Plans. Enhancing the study programmes are the Tutorial programme, impartial Careers Education Information Advice & Guidance (CEIAG); the development of independent travel skills where appropriate and the broadening of skills that support young people to be the best version of themselves. Vocational areas within the college consist of Farming & Animal Management, Enterprise, Horse studies & Stable Management, Horticulture and Garden and Grounds Maintenance. Real-work learning opportunities in: Catering, Retail, Customer Care and Office Skills. English and maths are both delivered discretely whilst also being embedded in all aspects of the college curriculum. The college is also working in collaboration with the Youth Sport Trust which affords the learners the opportunity to engage in national sporting events including the opportunity to work alongside Paralympic Athletes.

The College forms part of a limited company with charitable status. A Board of Trustees monitors performance and governs the college. Changes to the Leadership Team ensures strong communication and a cohesion in respect of moving the college forward. The three key business areas for the college (Education, Care and Core Business) are led by senior colleagues with direct lines of reporting and support.

2. SUMMARY OF KEY STRENGTHS AND AREAS FOR IMPROVEMENT

Effectiveness of Leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for learners*	Good (but not yet outstanding)

Leadership and management is Outstanding

The leadership team are strong and consistent with a broad range of specialisms that support that drive strategic and operational development. Governance is robust with a scheme of delegation that monitors, challenges and holds colleagues to account across the areas of the Trust. At course level, the 'Curriculum Lead' roles support the leadership and management of programmes, with staff development, training and quality assurance at their core. Continuous investment in facilities, resources and training ensures sustained improvements in the quality of provision at the College.

An award winning student council, relationship with families and supporting agencies, local businesses and community groups provides leaders with regular feedback for continuous improvement to the programmes and pathways on offer at the College. Careers guidance is consistent and focused on linking student EHCP planned targets to working and living opportunities. Students feel safe and know where to seek support to keep them safe both in college and in the community.

The development of the learner ILP to include behaviour support, care plan, learning outcomes and progress provides a stable, cross college basis for standardisation in terms of expectation and also interventions and recording. The clarity around setting, reviewing and tracking progress means that there is purposeful targets, timely monitoring and also opportunities to identify gaps.

The revised QA processes ensure that there is timely monitoring of expected progress and also through the QA Lead role, we have cohesion and standardised follow through for QA monitoring, awarding body compliance and best practice. Current EV reports demonstrate this outstanding practice.

Safeguarding is strong and the recent external review of practice confirms this. There have been changes, as a result of significant growth which now further demonstrate evidence of attention and due diligence paid to regulatory and legislative guidance. Revision to how the college ensures robust induction following safer recruitment and an increase in trained staff evidences the Trust's commitment to safeguarding.

The strong observation process links to the continuing personal development and also whole college themes. This process is validated through external collaboration and also NATSPEC peer review processes. The college's training cycle is coherent and ensures that at any time, the staff team are well-trained in a timely manner that supports outstanding teaching and learning.

Strong teaching is underpinned by a rigorous target setting process that incorporates the curriculum; the development of key skills and also the individualised targets set thought the EHCP process. The erudite alignment means that at all levels, learning opportunities are personalised and meaningful.

Enhancing the curriculum offer is robust careers, information advice and guidance. We work collaboratively with a range of agencies to support impartial and high-quality advice and guidance. Current partners and offer, which is led by a qualified level 6 Careers advisor include:

- Regular Gatsby Compass evaluations.
- Working with Wiltshire employment services team (WEST) who have delivered Preparation for employment sessions to all tutor groups.
- FFC are part of Swindon and Wilts enterprise advisor network which meet to share best practice on achieving the 8 Gatsby benchmarks.

- FFC are engaged in a SEND working group with Careers and Enterprise Company and Swindon and Wilts local enterprise partnership to share best practice and strategies in working towards the Gatsby benchmarks in SEND settings.

The new PeopleHR MIS strengthens compliance for key training and information sharing. The system allows for timely reporting and also to ensure that the information is managed centrally with consistency.

A revised training cycle for Trustees applies rigour and standardisation to maximising opportunities for scrutiny and impact.

Teaching, learning and assessment is Outstanding

A range of highly personalised programmes that support individual learning priorities is key to the offer at Fairfield Farm College. There is a strong focus on employability and work preparation. We have an excellent range of real-world placement options across our sites. Enhancing the teaching, learning and assessment are a range of highly qualified specialist staff that support the curricular pathways. The foundations of the approach to teaching and learning are premised on providing a range of real-life working environments that promote the development of wider employability and awareness of how each young person can contribute to the world of work.

Our learners are keen to learn new skills, thrive in the adult college environment and develop confidence in all aspects of their learning and social interactions. They learn the skills to become more independent learners and are eager to access the work-based curriculum and real work opportunities. Learners with the most complex needs access all areas of the curriculum, College and business areas.

Staff have high aspirations for all students, they are skilled and experienced and plan effectively. They fully utilise the assessment information and set ambitious targets tracked against EHCP outcomes for all students. There is a detailed planning and tracking system that maps all targets and expected outcomes to the EHCP and ensures that both learner and staff know the intended learning and expected progress opportunities. Staff work effectively with families, wider agencies and employers to share key information to support the development of all students. Staff focus on the safety of young people in all learning and working environments and through pastoral support on student well-being, teaching the skills they need to be safe and well in the community.

There is strong collaboration with local and national employers that provide a diverse range of placements for all learners, which signifies the college's commitment to inclusion and access for young people with SEND. The newly appointed Careers Lead guides a team of highly qualified Job Coaches to enhance the skills young people need for the world of work. This makes the distinctions between class-based learning and applied practical work skills experience. Each of the business areas of the college have a Lead member of staff that enhances the commitment to wider skills development. Each business Lead is highly experienced in their relative area and also qualified in teaching, learning and assessment which further strengthens the opportunities for our learners.

The new iCurriculum and Tutorial role were introduced to reinvigorate the college's approach to PSHE, British Values, eSafety and citizenship. This was in part to provide a dedicated space in the young people's learning that allowed for these important areas

to be explored in context and with direct correlation with the needs of the young people and also their individual learning journeys. This development sought to move away from overly generalised approaches to wider life skills and independence. The opportunity for young people to understand the outcomes in their EHCP and how these apply to their time and college and beyond is key to this process.

Quality assurance is strong and a current non-graded approach allows for senior leaders, Trustees and external partners to identify how teaching and learning is making and impact for the young people and similarly, this allows for the college to share best practice and support the individual development of teaching, learning and assessment staff. A peer observation process furthers this commitment and ensures that class-based practice is the best it can be. Work scrutiny is led by the QA Lead and the Senior Education Manager and focusses on the quality and breadth of timely planning, target setting and tracking to ensure outstanding practice.

Personal development and well-being of learners is Outstanding

The voices of our learners is central to everything we do at college. The opportunity to contribute to the running of the college, opportunities available and their time in college is important in the way our learners are supported to develop social skills and confidence to support transition to adulthood. The student council and tutorial programme captures learner voice and they are involved in key decision making and influencing changes at College. The award-winning student council often attends local and national events in promoting the voice of young people. Of particular note, was the collaboration with the Wiltshire Centre for Independent Living that involved a national programme of workshops led by disabled adults to explore how the voices of young people are heard, acted upon and then fed into Government policy and representation at a national level. The curriculum, support team, training and opportunities provided by the college equip learners with the knowledge and understanding to make key decisions and access the support they need as they transition to adulthood. The many social activities both in and outside of college hours including climbing mountains, provide opportunities for young people to learn and excel through real life experiences.

The use of technology provides students with the independence to log their own attendance, look at their targets and take ownership of their behaviour through the rewards systems. Being safe, skilled and confident in using technology is important for young people being successful in adult life. Attendance and punctuality are high and there is a zero tolerance for bullying within the College.

Students tell us that they feel safe and know how to access support. The implementation of Proact SCIPr across the College ensures a positive, proactive, consistent and needs led environment for learning. The commitment to positive behaviour approach is central to developing the well-being of the learners. By ensuring that our practice is proactive and by understanding our learners, their needs and demands, we can ensure that the college environment is meaningful, safe and nurturing. To further support the mindfulness, wellbeing and engagement of our learners we offer a range of extracurricular opportunities: Yoga, Youth Sport Trust- Sports Leader sessions, Talking Therapy, drama workshops, sign language club and a quiet zone.

Safeguarding is strong and external partners confirm this. There is a large Safeguarding Team across all sites and areas of the Trust, with advanced training. The Designated Safeguarding Lead is trained in CHANNEL, Prevent and DSL Advanced training and specific online safety qualifications. The team have bi-weekly meetings to review our detailed and accessible reporting systems- which provide real-time notifications 24 hours a day. The college also has a specialist Child Exploitation and Online Protection (CEOP) Ambassador on site 5 days a week to oversee, support and train the staff team.

Student information systems are online and provide consistent support for all areas of the Trust. Synchronicity between residential provision, college and satellite centres is key to ensuring safety, development and wellbeing of our young people.

Outcomes for learners are Good but not yet outstanding*

* Given the change in emphasis of the Education Inspection Framework and the achievement in Functional Skills, it is felt that there is some developmental work to undertake. We have been working nationally with other colleges and recognise that achievement of Functional Skills, as a result of the new Conditions of Funding, is problematic. This is further compromised through the awarding bodies changing their ruling which now recognises each Functional Skills (consisting of three exams) as one qualification with one QAN number. Achievement in young people with spiky profiles or complex conditions often result in them being entered for qualifications in previous settings, which are not sustainable at higher levels. Or, young people excel in certain components, but are not able to pass and achieve all elements rendering their attainment a failure in achievement terms. The changes in focus in the new Education Inspection Framework is welcomed as it addresses the often-skewed reliance on data, which often neglects: strong destination data, quality of learner experience and enrichment, progress made outside of qualifications, individualised progress around EHCP targets and outcomes; lagged progress as a result of learning disability or over-learning/regression. The new framework identifies the contradiction of a quality education that involves: Excellent progress, high attendance rates, quality enrichment and opportunity but in some instances, a failure to achieve a qualification.

Fairfield Farm College prides itself on knowing its young people well. From this position, we are able to tailor, highly personalised and meaningful programmes for our young people that ensures they are successful. Having a curriculum that allows young people to develop, apply and broaden their skills for independence and work is key to high quality provision. The achievement rates are very high on vocational qualifications, which supports this approach. Given the diversity of our cohort of young people and the variety of broad EHCP outcomes, we are proud that progress exceed 85% across the college against the targets set for young people as part of their learning journeys. This is in contrast to the often-unrealistic generic outcomes provided in EHCP documentation. Drawing meaning for the young people to understand their progress and achievement on their terms is a priority.

Staff have consistently high aspirations for all students, this is evidenced from the start of the learner journey with staff attending KS4 annual reviews, working with the young person and their families, baseline, initial and diagnostic assessment processes prior to entry and the development of their individual 2-year study programme. Revised processes for tracking EHCP outcomes along with individual targets for learners ensure maximum opportunities to gain the skills, qualifications and experiences to access the world of work as well as social and living skills to support learners accessing the community. Recognising the longevity of progress beyond the college is key to high quality programming and provision at Fairfield. Detailed tracking and monitoring ensure that

staff and young people understand their progress. Timely reviews and monitoring further ensure that tutors and managers can act on gaps in progress and identify and address incidents where young people are not making expected progress.

The extensive work opportunities through on-site businesses such as the café, shop, kitchen and farm at the college, and further opportunity in the Hope Nature Centre are enhanced through a diverse range of partnerships and relationships with local businesses ensures students gain industry standard skills to support access to working and voluntary positions.

Destination data and case studies demonstrate the successful transition to adulthood through working and living opportunities.

Maths and English are embedded across all areas of the college in both subjects and also work areas of the business. There is whole college approach to contextual opportunities to develop and apply functional skills to learning and work. The changes to conditions of funding for young people with regard to English and maths can be challenging, but through the development of truly embedded approaches, we are proud of those young people achieving qualification in maths and English and for other learners, their progress and success in application is key.

In wider terms, the outcomes for young people in the world of work are outstanding. There is a commitment that all young people have an opportunity to access the world of work, whatever the level or need of the young person. Our highly skilful specialised approach to the world of work was recently published as an editorial for best practice in 'Which School? For Special Needs' 2019/20. The team of highly qualified job coaches use systematic instruction to successfully engage all young people in the world of work at the appropriate level.

3. UPDATE ON IMPROVEMENTS SINCE THE LAST INSPECTION (23rd OCTOBER 2015)

What does Fairfield Farm College need to do to improve?	Evidence
Tutors do not measure carefully enough the progress learners make, and some of the targets set do not challenge the learners sufficiently. In addition, not all learners know how well they are doing.	<ul style="list-style-type: none">Extensive revision to the setting and tracking processes provides opportunities to analyse and compare progression. The resulting system allows for timely analysis and the identification of trends and to address gaps in progress.Revised systems for setting targets better aligns descriptors, EHCP outcomes and personalised learner targets and increases ownership at tutors, course and learner levels.Progress reporting per student/course/session is available in real time.Formal sampling and rigorous QA procedures result in consistent high quality targets being set and enhances the quality of provision for all stakeholders.Formal processes for the timely review and recording of progress in addition to course and tutor level session-recording ensures a consistent understanding of progress at all levels.

	<ul style="list-style-type: none"> • Timely diagnostic and initial assessment for learners that includes Functional Skills and prior achievement, resulted in more precise summary of starting points which links to progress tracking.
Observations of teaching and learning do not routinely identify the impact teaching makes on learners or what tutors need to do to improve their effectiveness.	<ul style="list-style-type: none"> • Regular staff training (min 10 days per year) focusses on themes and areas for improvement across the college and enhances the quality of provision. • Roll out of a revised formal quality assurance cycle, annual quality calendar and quality handbook builds on systems in place and identifies key priorities and responsibilities throughout the year. • Revised observation process and grading matrix draws out impact of teaching and learning; the sharing of best practice and areas for development. • Lesson observations and learning walks highlight effective practice and areas for development. The use of joint lesson observation with external colleagues, the leadership team and trustees support increased focus on quality and consistency. • The revised performance management cycle is effective in ensuring a direct link from tutor performance management to the quality of teaching and learning. • A blend of targeted and broader professional development and training increases tutor understanding of key educational principles and practice, such as: TEACCH Structured delivery, schedules, safeguarding and PREVENT, Makaton, Positive Behaviour Support and ASD-specific training.
The self-assessment process does not identify effectively the college's key strengths and weaknesses; nor is it used to set measurable targets to help the college raise standards and build on current effective practice	<ul style="list-style-type: none"> • A trustee-led Curriculum and Quality Committee is well established. This group meets termly, chaired by the Chair of Trustees, the group monitors, evaluates and challenges via a formal review of the QIP and actions. • RAG rating allows for priority areas to be addressed and ensures that all action builds on current practice. • Regular updates at the Curriculum and Quality Committee ensures detailed, timely monitoring of actions. • Ongoing staff training sessions delivered on Common Inspection Framework, SAR and quality monitoring to ensure that staff were aware of their role and contribution to the quality cycle and the SAR process including ownership and accountability of actions • Evidence and Impact columns allow for auditable tracking and an evidence-based approach to self- assessment.

4. KEY JUDGEMENTS AND EVIDENCE

4.1 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IS OUTSTANDING

<ul style="list-style-type: none">✓ Leaders, managers and governors have created a culture that enables learners and staff to excel. They are committed unwaveringly to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary.✓ Leaders, managers and governors focus on consistently improving outcomes for all learners. They are uncompromising in their ambition. They have the necessary resources to sustain provision of very high quality, including in English and mathematics.✓ The provider's actions have secured substantial improvement in the quality of teaching, learning and assessment and outcomes for learners.✓ Governors systematically challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for learners. Governors do not shy away from challenging leaders about variations in performance across the provider's work, including in subcontracted provision.✓ Leaders, managers and governors have a deep, accurate understanding of the provider's effectiveness that is informed by the views of learners, staff, employers and other stakeholders. They use this to keep the provider improving by focusing their actions on important areas. They are unflinching in reviewing the impact of their actions.	<ul style="list-style-type: none">✓ Leaders, managers and governors use incisive performance management that leads to professional development that encourages, challenges and supports staff improvement. Teaching is highly effective across the provision including in subcontracted provision.✓ Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which staff are motivated and trusted to take risks and innovate in ways that are right for their learners.✓ The range of provision offered is carefully considered and based on a thorough understanding and analysis of a wide range of information, including on local and national economic and social contexts. Learning programmes are very well designed, including in collaboration with employers. These learning programmes ensure that they enable learners to acquire knowledge, understanding and skills, including, where relevant, English, mathematics and information and communication technology (ICT) skills, that prepare them well for future progression to further/higher education and/or sustained employment.	<ul style="list-style-type: none">✓ Leaders, managers and governors ensure that the provision of accurate, timely and impartial careers guidance enables learners to make informed choices about their learning programme and that learners are very well prepared for the next stage of their education, training or employment.✓ Leaders promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the provider prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. The promotion of fundamental British values is at the heart of the provider's work.✓ Learners feel safe and know how to raise concerns. The provider is proactive in assessing safeguarding risks and taking action to prevent them. The provider has a strong track record of raising awareness among staff and learners of safeguarding issues, listening to learners' concerns and acting on them.✓ Leaders' work to protect learners from radicalisation and extremism is exemplary. Leaders respond swiftly where learners are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge learners' views and encourage debate.
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EVIDENCE	SOURCE
<ul style="list-style-type: none"> ✓ A diverse and highly experienced Trust Board provide invaluable support and governance through rigorous scrutiny and accountability procedures. There is a strong understanding of all areas of the business and Trustees know staff and are knowledgeable in their practice. ✓ The rigorous scheme of delegation to support the leadership of the organisation ensures clear lines of accountability and quality assurance across all areas of the college. ✓ Professional training and development ensure that all colleagues understand their role and are highly supported to perform their duties to the best of their ability. ✓ Communication is strong across the trust, with central systems for information management and sharing used well to ensure strong engagement. ✓ The restructured leadership team brings professional, high-quality experience and rigour to procedure, quality and improvement. This is further enhanced by regular focussed meetings across the Trust to ensure openness and transparency at all levels. ✓ Timely monitoring and scrutiny of key areas of the business provide strong and decisive leadership between stakeholders which is evidenced in progress toward the business plan, KPI monitoring and strategic action plan. ✓ External training and mentorship oversee the leadership teams' drive and commitment to the core aims, strategic oversight and action planning, which in turn drives up quality at all levels. ✓ Strong accountability is evident in the structure of Trustee Board, Committees, SLT, Extended Leadership and Middle Leaders meetings; each ensuring a consistent message, approach and the communication of key messages throughout the organisation. ✓ Outstanding financial health confirmed by the Education & Skills Funding Agency was confirmed in 2018 which demonstrates rigour and clear and transparent accountability. ✓ Core training for all staff includes (amongst others); positive behaviour support, PREVENT, Safeguarding, Keeping Children Safe in Education, EHCP review training with local authority, lesson planning and assessment/progress tracking, manual handling and fire safety. These are regularly revisited, updated and reviewed to ensure that all staff are meeting statutory obligation and are upskilled. ✓ Through a system of scheduled mandatory training/performance the college is able to ensure that all training aligns with performance management cycle and both internal and external demands. ✓ People HR is employed across the trust to ensure quality standards in recording and monitoring staff performance and development including statutory training. ✓ Centralised online HR and MIS systems bring about standardised and consistent processes in terms of QA and monitoring. ✓ Centralised, standard Performance Management annual cycle and process provides timely identification of progress and personal development. 	<ul style="list-style-type: none"> ✓ Governance review, annual skills audit, meetings structure and scheme of delegation ✓ 3-year Strategic Plan and Action plan ✓ Minutes of full trust board and trustee led committee meetings ✓ Trust Board, Committees, SLT, Extended Leaders and student focus/safeguarding updates/ minutes with record of on-going actions ✓ CPD cycle, schedule of training events and individual training records ✓ Appraisals with objectives, targets and review of individual progress in PeopleHR. ✓ QIP and strategic plan action plan ✓ Annual financial report

<ul style="list-style-type: none"> ✓ High expectations and aspirations as standard, at all levels, such as: curriculum, accreditation, planning, stretch and challenge targets. ✓ Revised Observation of Teaching and Learning process introduced with a focus on impact allows for the identification of good practice and priorities for ongoing training and support. ✓ Development of English and maths curriculum to strengthen the quality of provision both through discreet and embedded learning. This ensures that both the learners and tutors fully understand and are able to link the functional use of maths and English in the learning. ✓ All teaching staff are observed at least once a year and any areas for improvement are recorded and subsequently form the basis of support and re-observation. ✓ External monitoring of quality through frequent learning walks and work scrutiny this is further enhanced through partnership working and external validation. ✓ The quality of teaching and learning is monitored by trustees through the Curriculum and Quality Improvement Committee. ✓ A variety of key teams such as learner voice, student focus, safeguarding and middle leaders meet regularly, to communicate and share key messages which allows for a consistent approach and strong lines of communication across the college. ✓ Structured and regular team meetings take place that focus on learning, learners and outcomes for learners ✓ Record keeping is good with minutes and notes of all meetings available to track decision making and progression against agreed actions. In some instances these are now stored in PEOPLEHR as updates, which offers an extra layer of security and also a chronological time stamp. ✓ H&S arrangements are robust through an external specialist contractor and on-site maintenance team delivering against action plans for H&S and Fire Safety. ✓ There is an ethos and commitment to equality of opportunity and elimination of discrimination across the 24-hour curriculum. The theme of diversity, LGBTIA and Dignity have been central to providing a cohesive training programme for staff and young people. ✓ Staff teams, learner and parental views have been gathered through regular surveys to inform the evidence base for the self-assessment process and continual improvements. ✓ QA processes at all levels are outstanding and external verification validates these processes. ✓ The QIP is reviewed regularly by SLT and the Trust Board, it is RAG rated each term- providing timely opportunities to manage progress and development. ✓ Rigorous initial assessment and diagnostic assessment tool to ensure learner starting points are recorded and learning journeys are planned and progress monitored ✓ All study programmes adhere to statutory guidance and regulation. The detailed and attentive leadership of these is validated through external verification meetings and reports. ✓ The foundation programme, which is now in its third year which provides provision for higher level needs learners; this in turn is resourced and managed through specialised staff, training and 	<ul style="list-style-type: none"> ✓ External audits such as H&S, Fire Safety, Finance, EFSA report, Farm (Vet/Association of British Riding Schools)) ✓ Observation records ✓ Parent/family and learner voice gathered through surveys published on the website ✓ Staff survey results ✓ Employer survey results ✓ Student Council minutes ✓ ILPs ✓ Progress tracking tool ✓ EHCP progress tracking tool. ✓ Destinations tracking process ✓ Website, Facebook and news feeds
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equipment. This programme celebrates visibility across the curriculum, tutors and college. The changing cohort of young people is central to the success of Fairfield.

- ✓ Learner recruitment is high as a result of the transition arrangements with the Local Authority. BY moving to a banded system, the college is able to competitively offer programmes as part of the local authority local offer, which represents value for money and greater opportunity for families and young people. In the last three years, the college has seen a 107.3% increase in recruitment of young people from 41 in 2015-16 to -85 in 2018-19. In 2019-20 the college has agreed places for 105 young people, which represents a 156% increase since the inception of the new Principal.
- ✓ Strong focus on learner welfare as seen in our tutorial, pastoral, therapeutic and CEIAG support.
- ✓ A blend of internal and external, impartial IAG sessions in place which supports accurate planning of work experience placements. Early partnership working between referring schools and the college is strong and provides an additional layer of impartiality
- ✓ Formal learner review meetings are highly successful in discussing and reviewing current learning and future plans including making informed choices regarding next steps.
- ✓ Learner tracking occupation data demonstrates a positive trend and outcomes learners that move on from the college.
- ✓ Improved capture of destination data indicates that learners are making excellent progress.
- ✓ New tutorial programme includes mandatory sessions which focus on key topics including EDI, bullying, discrimination, respect and faith and has been revised to include the promotion of British values
- ✓ Through regular surveys, tutorials and student council, earners say they feel safe and know how to report any concerns
- ✓ Families are also questioned through regular surveys which are published on the college website
- ✓ Staff surveys, 1:1s, meetings and through the PDR/supervision cycle are listened to and action taken to implement key changes
- ✓ Numerous whole college events (Summer Ball, re-union BBQ, Sporting events, visits and workshops) promote awareness including recognition and celebration of key dates and themes
- ✓ Staff have high expectations of learners setting examples for independent working and thinking across all college activities
- ✓ Staff listen to learners and put them at the centre of the learning across all areas of the college
- ✓ Learning is well planned based on excellent knowledge of individual learners
- ✓ Learners settle into college quickly and access learning independently acknowledging and accepting the required standards and expectations as set by all Fairfield staff
- ✓ Robust safeguarding policy and practice in place, which is overseen at Trustee level.
- ✓ Safeguarding team approach established with staff representation across the college, residential and STEPs provision to ensure full coverage and expertise
- ✓ Effective monitoring of safeguarding reports via a formal meeting in order to ensure that all SG team are informed and part of the analysis and further action/reporting.

- ✓ All staff are trained in Safeguarding principles and process and are aware of their responsibilities to safeguard all learners. This is updated regularly through the year and also annually as part of the college's Induction process.
- ✓ Annual update training for all staff and Trustees on Safeguarding and Prevent including FGM, CSE, online safety and radicalisation. In 2018-19 the CEOP Ambassador training programme further enhanced this process.
- ✓ Rigorous approach to performance review and management across all provision now in place from Trustees to leadership team and middle leaders to all staff
- ✓ Key processes established for monitoring learner progress and achievement of outcomes in a timely manner. This snapshot allows for gaps, interventions and effective monitoring.
- ✓ Robust model and cycle of meetings in place which link the QIP and strategic planning

4.2 QUALITY OF TEACHING, LEARNING AND ASSESSMENT IS OUTSTANDING

- ✓ Learners are curious, interested and keen to learn. They seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in learning sessions and, where appropriate, use their experiences in the workplace to further develop their knowledge, skills and understanding.
- ✓ Staff are determined that learners achieve well. They have excellent subject knowledge and motivate and engage learners, who enjoy the work they complete. Staff have consistently high expectations of all learners' attitudes to learning and learners are set challenging targets to achieve.
- ✓ Staff plan learning sessions and assessments very effectively so that all learners undertake demanding work that helps them to realise their potential. Staff identify and support any learner who is falling behind and enable almost all to catch up.
- ✓ Staff set work that consolidates learning, deepens understanding and develops skills, and prepares learners very well for their next steps
- ✓ Where appropriate, parents and/or employers are provided with clear and timely information that details the extent of learners' progress in relation to the standards expected and what they need to do to improve.

<ul style="list-style-type: none"> ✓ Learners are eager to know how they can improve their work and develop their knowledge, understanding and skills. They capitalise on opportunities to use feedback to improve. Staff check learners' understanding systematically and effectively, offering clearly directed and timely support that has a notable impact on improving learning. 	<ul style="list-style-type: none"> ✓ Staff gather a useful range of accurate assessment information and use this to give learners incisive feedback about what they can do to improve their knowledge, understanding and skills. Learners are committed to taking these next steps and their work shows that almost all are making substantial and sustained progress. 	<ul style="list-style-type: none"> ✓ Staff are quick to challenge stereotypes and the use of derogatory language, including at work. Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience. ✓ Staff promote, where appropriate, English, mathematics, ICT and employability skills exceptionally well and ensure that learners are well-equipped with the necessary skills to progress to their next steps.
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EVIDENCE	SOURCE
<ul style="list-style-type: none"> • Staff at the college are dedicated and well-trained. Their leadership ensures that the young people have high quality experiences, teaching and support and there is a shared commitment to high aspirations. • Increasing use of appropriate ILT enhances the learning experience and opportunities to develop online safety skills Bank of laptops, computers in classrooms, iPads, iPods, WiFi across the campus including outdoors, interactive whiteboards, Apple TV • A blend of subject specific and curricular targets which are linked to EHCP outcomes form the focus of the learning programme • Each learner has an ILP (stored in MIS system) which identify key information that helps all colleagues work effectively with the learner. The ILP contains, diagnoses, behaviour plan, medication and qualification registrations and assessment information., • All colleagues have consistently high expectations for learners. • Robust cycle of teaching and learning observations, learning walks, work scrutiny, QA through partnership working with local schools and colleges provides expert peer support and continued development. • All teaching and learning staff act as mentors for learners and challenge learners to achieve their best 	<ul style="list-style-type: none"> • CPD staff records and training schedules • T&L observation records • ICT strategy and delivery plan • Parent/family feedback, letters and emails • Session plans • ILPs • Tutorial records

<ul style="list-style-type: none"> • Good punctuality and good attendance in sessions • Many staff are dual qualified in education and Health and Social Care, including masters' level training in Autism and mental health, talk therapy, occupational therapy and British Sign Language. • Professional standards comparable to industry expectations are set across all vocational and work-based learning areas, tutors link with other colleges to share best practice. This is evidence in external monitoring such as LA, Environmental Health and HSE. • Excellent and thorough assessment and admissions process ensures that all learner information is captured and reviewed prior to assessment visit and starting college. This is enhanced with strong communication between agencies and a commitment to multi-agency working. • Application and induction is rigorous and includes: baseline, observation, subject specific assessment, initial assessment and diagnostic assessments which in English and maths to ascertain start points • Tutors plan for individual needs taking into account specific learning disabilities and learning preferences • Staff listen to learners and support is tailored appropriately; this can influence changes to individual programmes of learning • Development of English and maths curriculum to strengthen the quality of provision both through discrete and embedded learning. This ensures that both the learners and tutors fully understand and are able to link the functional use of maths and English in the learning. The Functional Skills lead offers MANGLISH which is a way of practically applying skills to subjects and she works closely with every subject tutor across the Trust to enhance their teaching and the learner-experience. • There is a high level of mutual respect between staff and learners, this is observed in all settings across all aspects of the day • Consistency and also strong lines of communication are achieved through weekly team meetings to share information about learners and share updates across vocational areas. This meeting is also supported by the Behaviour Specialist and Talk Therapist to provide strategic support and guidance. • Managers meet regularly to share and document information about learners including concerns, welfare, progress and safeguarding issues. • All learners receive a weekly tutorial session with their personal tutor, sessions focus on personal progress and well as whole college pastoral themes. • Formal review meetings are timely and include evaluating progress towards EHCP outcomes, targets and external qualifications. • Parents and carers are fully involved in the formal review meetings and information regarding individual progress and achievement to date is shared • There is a strong culture of tolerance, respect and mutual trust throughout the college • Many external visitors compliment the college on the behaviours and positive attitudes of learners and staff • Positive role models provide real life experiences for our learners to support aspiration and progress. • Good promotion of health and safety and access in practical and theory sessions • Learning support for learners is excellent with high ratios of staff to learner and engagement in sessions 	<ul style="list-style-type: none"> • Attendance data • Behaviour records • Learner voice/feedback • Employer feedback/questionnaires • Assessment records and ILPs • Progress records • Tutor meeting records • SLT / managers' minutes • Tutorial programme planning and records • Review minutes and records • Parent meeting planning records • Sports leaders press reviews and newspaper articles, feedback from local schools and organisations. • H&S audit and records • Risk assessment records • Community engagement file
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<ul style="list-style-type: none"> Curriculum areas record and track subject specific progress to monitor how learners are developing skills and knowledge The varied curriculum and enrichment activities on offer at the college promote and celebrate moral, social and cultural development The college has active links with local church groups and promotes and celebrates faith and beliefs On site college work experience activity within real working environments provide valuable experience in gaining skills including confidence before progressing to external work placements High expectations of all learners to access external work experience activity within their time at college All staff set high standards of attitudes and behaviours whilst at work setting a positive role model for all learners Varied and personalised work experience opportunities available for learners with local employers. 	<ul style="list-style-type: none"> Work experience records
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4.3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE IS OUTSTANDING

<ul style="list-style-type: none"> Learners are confident and self-assured. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and take pride in the work they complete with the provider and in the workplace. Learners discuss and debate issues in a considered way, showing respect for others' ideas and points of view. High quality careers guidance helps learners to make informed choices about which courses suit their needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training. Learners understand how their education and training equip them with the behaviours and attitudes necessary for success in the future as reflected by the excellent employability skills they acquire and the achievement of relevant additional qualifications. 	<ul style="list-style-type: none"> ✓ Learners, where appropriate, participate in purposeful and challenging work experience and placements relevant to their future career plans. These learners often quickly become an asset to the business and make a highly valued contribution. ✓ Learners are very motivated to learn; attendance and punctuality at learning sessions and/or work, including work experience, are consistently excellent. They meet challenging deadlines well. ✓ Staff and learners deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. They work well with the provider to prevent all forms of bullying, including online bullying and prejudice-based bullying ✓ The provider's open culture actively promotes all aspects of learners' welfare. Learners are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. 	<ul style="list-style-type: none"> ✓ Learners, where appropriate, can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an appropriate understanding of healthy relationships and are confident in staying safe from abuse and sexual exploitation. ✓ Learners have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. ✓ The personal and social development of learners equips them to be thoughtful, caring and active citizens.
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EVIDENCE	SOURCE
<ul style="list-style-type: none"> Learners take part in a detailed assessment process which helps to establish strong links with schools and professionals involved in the young person's life. This relationship is built on good links with schools. Key staff attend reviews in schools for transitioning students and a thorough induction and assessment period means that the right students are on the right course; support is tailored, and young people enjoy their time with us. Substantially improved school-link working ensures that key information, such as behaviour planning or safeguarding is communicated thoroughly and allows for consistent and personalised support to be in place. This coherence supports the personal welfare and development of the young person through their time at college and onto the next phase of their journey. Highly personalised programming ensures that the ongoing development of social, work and personal development remain at the heart of the curriculum offer and learner experience. This is highly differentiated and blends, academic, practical and applied skills development to truly secure learning and skills application. Capturing learner voice and using this to inform provision is key to young people being confident in communicating with their friends, family, staff, other professionals, the public both face-to-face and using a wide range of communication tools and models. The attention to the varied needs of our learners is key to the college. We provide tailored learning programmes, and a range of additional support mechanisms that focus on learner's welfare and development. These include an onsite talk therapist, occupational therapist, yoga, sports area and MUGA, a gym, student council and Reward Shop for redeeming achievement vouchers. The highly skilled world of work team provides outstanding and impartial CEIAG. This approach focusses on knowing the learners and their needs and is extended through engaging with range of professionals and organisations. An employment team including job coaches support learners to access and develop in appropriate work placements, staff are aspirational for learners to acquire the skills they need to access work opportunities Positive feedback from employers about learners and the added value that our learners bring to staff teams Despite the variety of additional and medical needs of our young people, and the complexity of their diagnoses; attendance is good and ended in July at 94.38% for the college. Each learner is monitored closely, and outside agencies or support engaged promptly if appropriate The sharing, embedding and focus on EHCP outcomes aligns delivery and expectation at all levels; this results in high levels of aspiration in the learner experience. The mapping and tracking of learner EHCP outcomes alongside curriculum outcomes will evidence progress 	<ul style="list-style-type: none"> Admissions policy and process Initial assessment records and ILPs Work experience records and one-page profiles Employer feedback and questionnaires Mock interviews with local business leaders Money and interview skills with Barclays Employment Advisor liaison through SWEAN Wiltshire Employment and Skills Team collaboration Attendance records Progress tracking spreadsheet Qualification outcomes tracking spreadsheet

<ul style="list-style-type: none"> • Development of a new highly personalised iCurriculum linked to their individual EHCP outcomes, promoting keeping safe and well in adult life. This also provides a context for the exploration of citizenship, online safety and also British Values. These are delivered and nurtured in a differentiated manner for the group. • All young people engage with externally accredited learning between Pre Entry and Level 2. • External Verification of learner work indicates a high standard as evidenced in the EV Report in SharePoint. • The tailor-made target setting and mechanism to track progress is useful in establishing progress/and distance travelled this is shared with families, employers and wider agencies supporting the young person • As part of the college's commitment to welfare, we offer a comprehensive range of formal and informal support and guidance offered to all learners via the tutorial programme, one to one pastoral support, learner council themes and presentations and guest speakers • Online safety training and high levels of online security ensures that young people are kept safe whilst being online and are equipped with the skills needed to maintain safety. • Wide range of additional activities through youth club and holiday workshops form part of the extended learning with a therapeutic delivery approach • An in-house Talking Therapist provides individualised support sessions as well as engagement with external specialists including counselling where appropriate • Sport and physical wellbeing and collaboration with the Youth Sports Trust. This has provided expert coaching and guidance from Olympian and Paralympian role models and participation in national sporting events. • Sports leaders programme and qualification provides learners with the opportunity to work with local primary and secondary schools as well as develop and lead at county wide events such as the Rainbow Run, Santa Dash and Inclusive Triathlon • Increase in advanced safeguarding staff who meet regularly to monitor case by case and this is recorded in real time with notifications to all members, 24 hours per day. • Specialist updating allows for staff to be confident in supporting and safeguarding learners including Channel training, focused FGM, CSE, LGBTIA and online safety with an emphasis on radicalisation • Attendance has improved as a result of bespoke learners led registration and follow up process. In the academic year the attendance, despite a variety of young people with high medical needs was 93%. • Revised registration procedure enhances young people's autonomy over attendance and registration. • Revised approach to positive behaviour management support consistency of approach across the whole college and residential houses. • Behaviour plans for all learners refine reporting and approach and be driven by known behaviours. 	<ul style="list-style-type: none"> • EV and IV reports/records • Qualification and pathways document • Timetables • ILPs • IAG records • Learners work • Tutorial programme and records • Sports session plans and external activities • Website news section captures achievements along with Facebook • Learner voice surveys (published on the website) • Safeguarding records and minutes of meetings • Learner behaviour records
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4.4 OUTCOMES FOR LEARNERS IS GOOD BUT NOT YET OUTSTANDING

<ul style="list-style-type: none"> ✓ Across the large majority of provision, current learners make consistently strong progress from their different starting points, developing secure skills, knowledge and understanding. ✓ The standard of learners' work meets or exceeds that expected for the level of their course and, where appropriate, the relevant industry. ✓ Learners from across different groups can explain how they have developed and what they have learnt. ✓ The large majority of learners complete their courses and achieve qualifications, including, where appropriate, in English and mathematics; or the rate of improvement in the proportion of learners doing so is increasing rapidly. ✓ Learners are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. ✓ A high proportion of learners progress to further/higher education, employment or training at a level suitable to meet appropriate career plans. 	
EVIDENCE	SOURCE
<ul style="list-style-type: none"> • Excellent retention rates 97.64% (83/85) • The primary focus of our curriculum is to support an understanding of transferability of the skills needed for work, individual development and the use of maths and English in context. • Development of curriculum lead positions- provides an additional layer of quality assurance against the quality of teaching and learning and outcome for learners. • Bespoke centralised system for tracking progress against EHCP outcomes ensures greater attention to needs of young people. This process supports parents and referring agencies and allows the college to measure expected progress in real time. • All young people undertake a full study programme which includes accredited qualifications including Functional Skills where appropriate. • Revised qualifications at Foundation level that stretch and challenge our least able young people. • All learners' work meets or exceeds requirements of qualifications and in many cases, learners work towards the next level within the submitted work • Learners are supported and encouraged to take ownership of their learning and most thrive very well in the adult environment building quickly on prior attainment from school • The college has links with 47 employers to identify and assure placement opportunities, this represents an increase of 20 new employers from last year at an increase of 59% • The college is currently in the process of risk assessing 4 potential new employer placements. 	<ul style="list-style-type: none"> • Individual learner outcomes • Tracking progress spreadsheets • MIS retention data • ILPs, initial assessment data and updated progress • Qualification records, ILPs • Learner voice surveys • Student council minutes • Tutorial records • Work experience records • Timetables • ILR data return • Destination data records initial destination and longer term progression both work and living

- All learners gain greater independence skills and are supported to progress quickly during their time at college

5. SAFEGUARDING IS EFFECTIVE

STRENGTHS	EVIDENCE
Safeguarding training and updates	<ul style="list-style-type: none"> • Rigorous induction, compulsory training and Specialised support- • Robust and compliant safeguarding policy and procedures ensures that the college safeguards all learners. • Safeguarding team model in place • Monthly review of all current live reports • Regular update training for all staff
Single central record	<ul style="list-style-type: none"> • All staff have undergone DBS clearance • Planned re application approach for staff with DBS clearance older than 7 years. • Full information held on the single central record
Child and vulnerable adult training	<ul style="list-style-type: none"> • External safeguarding audit carried out and subsequent action plan in place • All staff have attended the Safeguarding Children and Vulnerable Adults training delivered through Wiltshire Council • A Safeguarding Team of 4 staff (all advanced trained) has been developed to lead and monitor safeguarding, the team meet regularly to track reports and look for repeat patterns
Risk assessments	<ul style="list-style-type: none"> • Robust risk assessments are carried out to protect learners across the 24-hour curriculum
Prevent training	<ul style="list-style-type: none"> • All staff undertake this training online.
Health and safety	<ul style="list-style-type: none"> • An external specialist H&S contractor has been commissioned, she has carried out a full audit and is implementing against an action plan, including carrying out key training • There are good systems in place to manage accidents, including industrial ill health (RIDDOR) • The College Café and Catering Kitchen and Hope Nature Centre received a score of 5/5 for Food Standards Agency inspection.
Learners feel safe	<ul style="list-style-type: none"> • Learner surveys, tutorials and 1:1 support for learners is used to ensure that learners always feel safe at college

6. DATA

6.1 QUALITY OF TEACHING AND LEARNING DATA SET

Teaching and Learning Observations in 2018-19 focussed on the *impact* made in the following areas:

- Engagement and challenge
- Learning outcomes and progress
- Planning and delivery
- Questioning
- Assessment and Feedback
- Behaviour
- Use of support staff

Teaching and Learning Observations 2018-19				
% Judged 'good' or better	Strong Impact		4	44%
	Expected Impact		4	44%
% not yet 'good'	Developing Impact		1	11%
	Limited Impact		0	0%

Observation Outcomes – Tutors					
	No	1	2	3	4
14/15	13	5	6	2	0
15/16	12	Ungraded			
16/17	11	Ungraded			
17/18	14	9	4	1	1

Observation Outcomes - Support staff					
	No	1	2	3	4
15/16	11			10	1
16/17	17				
17/18	17				
18/19	17				

Teaching and learning summary

STRENGTHS	AREAS FOR IMPROVEMENT	ACTION
<ul style="list-style-type: none"> • Questions challenge learners and encourage higher level thinking. • Active learning opportunities built into sessions. • Contextual activities support understanding of employability and world of work. • The sharing of approaches to support colleagues' understanding of SEND and effective practices provides consistency of approach. • Strong cross referencing to employability and real life. • Learner targets are in user-friendly format. • Increased recording/target setting/cross ref to EHCP • Engaging with students • Knowledge of subjects adapting communication to the needs to the student. • Tailoring the planned session to the physical needs and capabilities of the individual • Consistently giving encouragement and recognition of achievement 	<ul style="list-style-type: none"> • On a minority of occasions, the detailed session planning documents were not presented for observer. • Occasionally tutors did not make explicit the links to WoW/Emp. • In one session, there was limited stretch and challenge resulting in some disengagement. • Questioning is strong, but in the minority of situations the staff defaulted to closed questions a few times. • Consider protocol for CSW at parts of the sessions so that all contributions are shared. • Overly detailed planning which could be simplified by signposting line of enquiry from EHCP/target to activity. • Identifying and sharing of best practices 	<ul style="list-style-type: none"> • Agenda item at weekly meeting to discuss effective practices with key students. • Importance of being familiar with EHCP outcomes (where appropriate) and ensuring that there is clear direction for ILP/Targets in each session to be provided by tutors and supported by LSA. • Tracking and target setting against EHCP to be prioritised. • Specialists schedule/TEACCH and Autism training and strategies for progress measures.

6.2 OUTCOMES FOR LEARNERS

RETENTION RATES

	2016/17		2017/18		2018/19	
Year	Learners	Learners	Learners		Learners	Retained
BME	3	1	1	1	2	2
White	59	66	66	65	83	81
Total	62	67	67	66	85	83
Female	19	22	22	21	32	31
Male	43	45	45	45	53	52
Total	62	67	67	66	85	83

FREE SCHOOL MEALS		LOOKED AFTER CHILDREN	
Year	No.	Year	No. Entitled
2016-17	14	2016/17	2 (1 in year)
2017-18	15	2017/18	2
2018-19	63	2018-19	1

RECRUITMENT AND RETENTION			
	16/17*	17/18*	18/19**
Day	51	56	73
Residential	11	11	12
Total	62	67	85
Retention	100%	98.5% ♦	97.65♦♦

* note 60 recorded on ILR, 1 learner under Welsh funding, 1 learner on School Census at ERADE
 ** note 66 recorded on ILR, 1 learner under Welsh funding
 ♦ EO off role from March 2018
 ♦♦ JR off role from 21/03/19
 ♦♦♦ AG off role from 21/05/19

WORLD OF WORK			
	16/17	17/18	18/19
Total number of learners in Y2,3,4	25*	40**	*See below
Learners undertaking independent work experience	10	23	*See below
Learners supported within a group to undertake work experience	13	9	*See below
Learners whose work placements are funded by the college	10	8	*See below
Total number of learners*	-	-	85
Total number of learners engaged in work experience *	-	-	85
Learners in WoW placement	-	-	81***

*2 learners not accessing off site w/ex 1 due to behaviour, 1 for medical reasons
 ** 8 foundation learners not accessing off site w/ex, 1 learner not accessing off site w/ex
 *** 4 foundation learners developing early work skills.

LEARNER LIVING DESTINATIONS			
	16/17	17/18	18/19
Total number leaving college	26	8	25
Own residence	1	1	-
Supported living	2	2	2
STEPs supported living training	5	2	5
Parental home	18	3	16
Residential placement	0	0	2*

*1 SEMH,& 1 PWS

LEARNER OCCUPATION DESTINATIONS

16/17 - 2 x learners double counted. 1 x STEPS/Paid Work; 1 x Paid Work/Internship)

17/18 - 1 learner double counted as Apprenticeship and paid work

18/19 - 1 learner double counted as Steps and Internship, 2 double counted as SI and CC, 3 double counted SI and vol work, 1 double counted as Vol and Pd work

	16/17	17/18	18/19
Total number leaving college	26	8	25
Local college & work experience/voluntary/paid work	1	1	1
Local college	1	0	3
Work experience/voluntary work	5	3	8
Internship	5	1	10
Apprenticeship	-	1*	-
Paid work	3*	1*	2
Steps to Independence Training (living and working)	5*	2	5
Wiltshire Employment Support Team/Community Connecting	8*	0	3

LEAVERS: CERTIFICATE/AWARD IN EMPLOYABILITY (ASCENTIS E1-E3)

Qualification	2016-17			2017-18			2018-19		
	Learners Entered	Learners Achieved	Success %	Learners Entered	Learners Achieved	Success %	Learners Entered	Learners Achieved	Success %
Certificate Using Employability Skills- E3	3	3	100%	1	1	100%	6	6	100%
Certificate Using Employability Skills- E2	5	5	100%	2	2	100%	8	8	100%
Certificate/ Award Using Employability Skills- E1	12	12	100%	4	4	100%	12 (3X Award)	12	100%

NATIONAL DATA COMPARISON FFC VS NATSPEC					
Fairfield College data compared to NATSPEC Data		NATSPEC 2017	FFC 2017	FFC 2018	FFC 2019
Free School Meals %		13%	22.1%	22.4%	74%
Bursary %		14%	5%	1.5%	4.7%
Destination: Voluntary work		16%	35%	50%	48%
Destination: Supported Independent Living		16%	27%	50%	28%

Summary of Achievement

RETURNING 2ND YEAR LEARNERS.						
Qualification	2017-18			2018-19		
	Learners Entered	Learners Achieved	Success %	Learners Entered	Learners Achieved	Success %
Certificate/ Award Using Employability Skills- E3	2	2	100%	13	13	100%
Certificate/ Award Using Employability Skills- E2	8	8	100%	11	11	100%
Certificate/ Award Using Employability Skills- E1	13	13	100%	3	3	100%

UNITS ACHIEVED- RETURNING LEARNERS - Learners completed Award but transferred to certificate for following year.									
2016-17			2017-18			2018-19			
Entered	Achieved	Success %	Entered	Achieved	Success %	Units Entered	Units Achieved	Success %	
220	220	100%	213	213	100%	261	261	100 %	

FUNCTIONAL SKILLS ENGLISH 2018-19

Awarding body	Qualification	Learners Entered	Learners Achieved	Success %
Open Awards Functional skills	Entry level 1 English speaking, listening and communication	27	16	59%
Open Awards Functional skills	Entry Level 1 English Reading	27	4	15%
Open Awards Functional skills	Entry Level 1 English Writing	25	5	20%
Open Awards Functional skills	Entry level 2 English speaking, listening and communication	22	18	82%
Open Awards Functional skills	Entry Level 2 English Reading	24	6	25%
Open Awards Functional skills	Entry Level 2 English Writing	24	7	29%
Open Awards Functional skills	Entry level 3 English speaking, listening and communication	14	14	100%
Open Awards Functional skills	Entry Level 3 English Reading	14	0	0%
Open Awards Functional skills	Entry Level 3 English Writing	13	5	39%
Open Awards Functional skills	Level 1 English speaking, listening and communication	4	2	50%
Open Awards Functional skills	Level 1 English Reading	4	0	0%
Open Awards Functional skills	Level 1 English Writing	4	0	0%
Open Awards Functional skills	Level 2 English speaking, listening and communication	2	2	100%
Open Awards Functional skills	Level 2 English Reading	2	2	100%
Open Awards Functional skills	Level 2 English Writing	2	0	0%

FUNCTIONAL SKILLS MATHS 2018-19

Awarding body	Qualification	Learners Entered	Learners Achieved	Success %
Open Awards Functional skills	Entry level 1 Mathematics	26	6	23%
Open Awards Functional skills	Entry Level 2 Mathematics	21	2	10%

Open Awards Functional skills	Entry Level 3 Mathematics	12	3	25%
Open Awards Functional skills	Level 1 Mathematics	8	0	0%
Open Awards Functional skills	Level 2 Mathematics	2	1	50%

ENTRY LEVEL EXTENDED AWARD IN ENGLISH SKILLS ENTRY LEVEL 1				
Awarding body	Qualification	Learners Entered	Learners Achieved	Success %
Ascentis	Grammar and Punctuation	5	0	0%
Ascentis	Reading	7	0	0%
Ascentis	Receiving and responding	8	0	0%
Ascentis	Writing	2	0	0%

Entry level extended award in Mathematical skills Entry level 1				
Awarding body	Qualification	Learners Entered	Learners Achieved	Success %
Ascentis	Shape and space	6	2	33%
Ascentis	Money and time	7	0	0%
Ascentis	Measures	4	0	0%
Ascentis	Data handling	3	0	0%
Ascentis	Whole numbers	1	0	0%

Foundation Programme									
QUALIFICATIONS	2016-17			2017-18			2018-19		
	Learners Entered	Learners Achieved	Success %	Learners Entered	Learners Achieved	Success %	Learners Entered	Learners Achieved	Success %
E1 Award in life skills	8	8	100%						
Ascentis E1 Award in Personal Progress				8	8	100%	5	5	100%
Ascentis E1 Certificate in Personal Progress							3	3	100%

Sports leaders 2018-19

Qualification	Learners Entered	Learners Achieved	Success %
Level 1 Qualification in Sports Leadership	10	9*	90%
*One learner awarded a partial achievement certificate			

6.3 LEARNER DATA SET

ETHNICITY						
	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
BME	3	5%	3	5%	2	2.3%
White	59	95%	59	95%	83	97.7%
Total	62	100%	62	100%	85	100%

GENDER						
	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
Female	19	30.6%	19	30.6%	32	38%
Male	43	60.4%	43	60.4%	53	62%
Total	62	100%	62	100%	85	100%

LEARNERS WITH LDA/EHCP						
	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
Learner does not have an EHCP	18	43.9%	18	43.9%	0	NA
Learner has an EHCP	23	56.1%	23	56.1%	85	100%
Learner does not have an S139a LDA	23	56.1%	23	56.1%	85	100%
Learner has an S139a LDA	41	100%	41	100%	-	NA

LLDD/SEN/DISABILITY HESA						
	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
Multiple disabilities	41	100%	41	100%	85	100%
Other						
Total	41	100%	41	100%	85	100%

LEARNER NUMBER BY AUTHORITY						
	2016-17		2017-18		2018-19	
Learners Local Authority	Learners	%	Learners	%	Learners	%
Wiltshire	46	74%	46	74%	70	82%
Dorset	2	3%	2	3%	1	1.2%
Somerset	4	6.5%	4	6.5%	5	6%
N Somerset	1	1.5%	1	1.5%	1	1.2%
Essex	1	1.5%	1	1.5%	0	-
South Glos	0		0		1	1.2%
Bristol	0		0		1	1.2%
Bath & North East Somerset	4	6.5%	4	6.5%	5	6%
Surrey	1	1.5%	1	1.5%	0	-
Coventry	1	1.5%	1	1.5%	1	1.2%
Devon	1	1.5%	1	1.5%	0	-
Pembrokeshire	1	1.5%	1	1.5%	0	-
TOTAL	62		62		85	

6.4 SAFEGUARDING DATA SET

	2016/17	2017/18	2018/19
Number of complaints received	1	2	0
Number of complaints resolved within 28 days	1	2	n/a
Number of complaints upheld	0	0	n/a
Number of safeguarding reports made	100**	56***	24
Number of safeguarding reports made to external agencies	8*	13	45

Number of admissions to Accident & Emergency	0	8	0
Number of incidents reported under RIDDOR	1	0	0
Number of deaths	0	0	0

*8 reports for same vulnerable learner. ** 29 for same vulnerable learner.

***New MIS records all incidents, not all are actual safeguarding. DCS and team monitor and report against actual safeguarding

6.5 STAFF DATA SET

CONTRACTS BY DISABILITY			
	Disability	No Disability	Not Known
Part-time	13	59	-
Full-time	1	52	-

CONTRACTS BY GENDER			
	Male	Female	Total
Part-time	18	54	72
Full-time	14	39	53
Total	32	93	125

ETHNICITY TRENDS			
Group	2016/17	2017/18	2018/19
BME	3	102	3
White	84	2	122
Total	87	104	125

GENDER PROFILE OF OCCUPATIONAL GROUPS (AS OF 31/07/19)		
Group	Male	Female
Senior Leadership Team	1	3
Senior Managers	0	2
Middle Managers	1	2
Tutors	2	7
Leads	2	5
Support College/Houses	6	40
Bank	10	17
Maintenance/Farm- HNC/FFC	6	2
Post Office	0	3
Café HNC/FFC	2	11
Administration	2	1
Total	32	93

EMPLOYEES AND LEAVERS				
Year	Employees	Leavers	Leave Reasons	Total
2016/17	87	21	14 resigned, 1 retired, 2 dismissed, 4 end of FT contract	24%
2017/18	104	21	16 resigned, 4 dismissed, 1 died	20%
2018/19	125	26	25 resigned, 1 Retired	20.8%