

# VICTORIA COLLEGE

## COLLEGE SELF-EVALUATION REPORT

### September 2020



Victoria College Limited  
Bell Hill, Northfield, Birmingham  
B31 1LD

UKPRN 10067359

Executive Head Teacher – Julie Fardell  
Head of College- Clare Scattergood

#### Overall effectiveness: good with outstanding features

##### EVIDENCE:

- Outcomes for students are good
- Teaching, learning and assessment is good
- Leadership and management is good with outstanding features
- Personal development, behaviour and welfare is good with outstanding features.

Students work towards achieving agreed personal targets within Communication and the four areas of adult outcomes: Employment (Enterprise), Independent Living, Community Inclusion and Health. Evidence shows good progress is made across the college cohort with very good progress for some students. Although being phased out, there is a 100% success rate for OCR entries.

The teaching, learning and assessment process is good. Baseline assessment needs developing and is being reviewed with a trial this year of using the engagement for living scoring method for this. Assessment for communication and cognition is good. Assessment for independent living skills is being developed. Teaching observations are good or better across the team.

Under the leadership and management, the college has become a Specialist independent college with charitable status. It has had two successful financial years, developing and strengthening the staffing team with training and development which has enabled the numbers of students enrolled to be close to or equal to the commissioned places. The increase in numbers has not deflected from the high standards and range of activities that are delivered. High expectations of students and developing assessment procedures ensure students make progress in relevant steps to their abilities.

The college is a nurturing environment where students feel safe and secure and their rights are respected.

Moral and social development is outstanding, and spiritual and cultural development is good.

## Introduction

### **VICTORIA COLLEGE:**

**Victoria College became an Independent Specialist 16-19 Provider on the 1<sup>st</sup> September 2018.**

**Victoria College operates as a Company Limited by Guarantee, with charitable status. It is governed by a Board of Trustees and is in a “soft” federation with Victoria School and Cherry Oak School.**

**All three educational establishments are located in the South of the City, Victoria College and Victoria School are adjacent to each other.**

Across the Federation our mission statement is ‘Working Together for Success’ and it is this ethos which has been positively built on through shared learning, sharing resources, sharing expertise and achieving together.

Opened in 2013, Victoria College is a Post 19 provision for young adults aged 19-25 years with complex medical needs and Profound and Multiple Learning Difficulties (PMLD). Presently at Victoria College, there are 31 learners due on roll: 30 full time and 1 part time. The College has no religious affiliation. (due to Covid 19 not all learners have returned, family preference due to their vulnerability)

Students are referred by various local authorities and usually admitted in September each year. Some are admitted at other times during the year. All learners have an Education, Health and Care Plan (EHCP) for a range of complex learning difficulties, medical and physical needs.

Students normally attend for 3 years, but recently students have had further years approved as they have been identified as making good progress.

The study programme at Victoria College offers a curriculum which provides a wealth of learning opportunities, focusing on communication through personalised learning and enriched with Community Enrichment opportunities, Health and Well-Being, Enterprise and an accreditation pathway for third years; OCR Life and Living Skills Programme (this is being phased out as personal targets are most beneficial for students however our offer to students did include an accredited course previously). Our study programme is designed for learners with Profound and Multiple Learning Difficulties (PMLD) who are ready for further education opportunities. Learners at Victoria College have a bespoke programme, tailored to their individual needs. This programme assesses their

current achievements on entry, then inspires, informs and develops them to achieve their aspirations for the future enabling them and their families to be informed and in control of their future lives as active participants within their communities.

Victoria College works very closely with families at every step of the learner's journey. We offer a 38-week term-time provision which attracts students from across the city of Birmingham and the neighbouring areas. The college day runs from 10am to 4pm from Monday to Friday.

Our vision at Victoria College is to be a *Leading National Provider for young adults with Profound & Multiple Learning Difficulties*.

### **STUDENTS:**

- 36% of the students are male and 64% are female.
- 100% of the students have a diagnosis of PMLD (Profound and Multiple Learning Difficulties).
- The College draws students from a wide catchment across the Birmingham area and neighbouring areas. 74% are from Birmingham and 26% from neighbouring Local Authorities.
- 100% of students are transported to and from College using specialised. Four are transported by parents in specialised vehicles. Seventeen receive transport from Birmingham authority Accessible mini-buses through travel assist and two access transport from College sub contracted to National Express. The College owns two buses that are used for community visits.
- One young person is looked after and all other students live in their family home.
- Students come from a diverse range of socio-economic backgrounds. 61% of students are from ethnic minority backgrounds, comprised of:
  - Asian or Asian British: 51%
  - Black or Black British African Caribbean – 10%
- 53% of students live in homes where a language other than English is spoken.

**STAFF:**

Presently our Senior Leadership team (SLT) consists of;

Executive Head Teacher – Julie Fardell

Head of College – Clare Scattergood

Strategic Business Manager - Pauline McKenna

| Post                                  | Headcount | Full-time equivalent    |
|---------------------------------------|-----------|-------------------------|
| Executive Head Teacher                | 1         | 0.1 FTE                 |
| Head of College                       | 1         | 1.0 FTE                 |
| Teachers                              | 2         | 1.0FTE                  |
|                                       | 1         | 0.4 FTE                 |
| Teaching Assistants                   | 6         | 0.88 FTE                |
|                                       | 1         | 0.70 FTE                |
|                                       | 2         | 0.66 FTE                |
|                                       | 1         | 0.35 FTE                |
| Personal Care / Lunch Time Assistants | 6         | 0.66 FTE                |
| Bus Guides                            | 1         | 0.66 FTE                |
| Secretary                             | 1         | 0.86 FTE Term Time Only |
| Nurse Grade 6                         | 1         | 1.0 FTE Term Time Only  |
| Nurse Grade 5                         | 1         | .88 FTE term time only  |
| Health Care Assistant                 | 1         | 0.66 FTE Term time only |
| Physiotherapist                       | 1         | 0.32 FTE Term Time Only |

- We value the input of other professionals and work within a multi-agency environment. Our health and therapy services are purchased via a contract with Birmingham Community Health Care Plus. SaLT and Music Therapist are purchased into the college.

### Effectiveness of leadership and management including Safeguarding: good, improving towards outstanding

**Evidence:**

The College has not been inspected since it formed in 2013. Both schools in the Federation are currently rated as outstanding by Ofsted.

The membership of the federation has been effective in ensuring high standards and achievement. The current Head of College has been in post for two and a half years, and has made remarkable progress in that time, in providing required evidence to achieve SPI status, reviewing the curriculum and assessment process.

All feedback from these activities is very positive. The team have recently been awarded a silver award for FE Team of the Year from Pearsons. 16.09.2020 And awaiting further news regarding the Gold Award.

All students' learning is evidenced and tracked to demonstrate achievement of personal targets and accredited learning. Routes for Learning is the framework used for Personal Targets and Engagement for Living has been introduced to demonstrate progress for their personal targets. OCR Life and Living is the accredited qualification currently being phased out and should be removed fully by the end of the academic year 2021. The use of progress data informs both leaders and teachers in improving standards throughout the College. We recognise that although new assessment systems have recently been introduced, they need to be further developed. The curriculum has been reviewed to meet the full range of learner needs in line with the Pathway to Adult programme and further development is required to ensure personalised study programmes are in place. A TLR point was introduced from 01.09.2020 to support the Head of College with development of robust teaching learning and assessment processes.

September 2018 saw two learners returning/starting their fourth post 19 education year of education with Victoria College and our first ambulant student started her post 19 journey. September 2019 saw our first part time student and an increase from two class rooms of ten students to three classes, reaching the 29 Of the 30 commissioned places. September 2020 was over subscribed and had the pandemic not impacted on education I would have expected 33 students in college at the start of term. As we start the new academic year, our numbers are expected to fluctuate greatly and we will endeavour to reach out to all families regularly to support them in both education and well-being.

Covid 19 had a huge impact on the College and progress with work, for both the college as a whole and for the students and their families.

The college opened for up to 7 students a day during June/July for those vulnerable students, distance learning proved very difficult, but sensory boxes were sent home and regular communication took place.

Development planning involves all leaders plus trustees through Board of Trustees meetings. The new board was formed in November 2018 with Caroline Lane elected as Chair of the Board. Each year, a Quality Improvement Plan (QIP) is drawn up, then reviewed through the year and again at the end of the year. The QIP key targets inform staff, performance management targets and continuing professional development. We consult with staff for their views on what should be improved and act upon this information to effect change. Development planning is clear and concise. The QIP is consistent with the Federation's 5 Year Strategic Vision.

Staff at all levels work together effectively to ensure that Victoria College is a calm and friendly place where students do well both socially and educationally. Staff makes a significant difference to the lives of students and their families.

Attendance is good considering the medical needs of the students. On average, attendance was 78% in 19-20 even taking into consideration that from March the college was closed for 7 weeks and then opened to a quarter of the students. Where individual attendance is poor, it generally relates to ill health, hospitalization or non-availability of a complex carer. All absences are followed up by staff. Detailed records are kept with evidence requested of appointments. Staff at all levels work together to ensure our learners' attendance is good and has been consistently so for the last three years. We are proactive in addressing attendance issues. Attendance is reported to the trustees via the Head of College termly report.

Students achieve well in a range of learning areas promoting communication, community inclusion, being healthy and independent living skills. Learning is cognitively appropriate and appropriate to the students being young adults, but we do also respect the choices made by the young people.

Performance management and staff appraisals are follow a robust schedule that is part of the Victoria College Assessment planning and development plan. The performance management system for support staff is effective, in setting targets that are both professional and challenging. Teachers' performance is monitored against the Teachers' Standards and the priorities of the College Improvement Plan. Successful achievement of Performance Management objectives is used to determine their progression up the pay scale. Trustees are appropriately involved in the performance management of staff and the allocation of financial resources.

Trustees monitor progress against the development plan targets. They have a good understanding of data and use this to monitor and challenge the College leaders.

Previously, College finances have been treated as part of Victoria School finances. Now that the College has achieved SPI status, finances are being separated from those of the school. A separate bank account has been established, and the College registered as a separate legal entity from the school. A Financial health Assessment has been undertaken. Support from the Federation has been negotiated and was recently adjusted to show the direction the college is moving. Accounts are produced yearly and presented to the Board of Trustees by the accountants in line with policies and procedures of a limited company.

We meet all safeguarding legislation and give priority to student safety. Trustees are rigorous in ensuring this. The welfare of students is at the heart of everything the college does. The College is a nurturing environment where students feel safe and secure. Where an incident occurs, all procedures are followed to allow investigations to take place.

The College curriculum design and structure fulfills all statutory requirements, is broad and balanced and empowers our students to enjoy learning and achieve in terms of personal growth, behaviour and welfare. Learning is age appropriate for the needs of young adult learners.

Due to the effective work of our staff at all levels throughout the College the behavior of students is outstanding. Given their specific needs, their conduct and self-discipline is highly developed.

Staff are encouraged to develop within: a member of staff has worked from becoming a L3 TA and with encouragement has passed qualifications outside of work to now be employed as an HLTA, one teacher has gained a TLR, a L2 personal care assistant has transferred to working in class, a casual Level 2 teaching assistant has trained and been appointed as an educational enteral feeder, a casual L2 TA has been appointed on a fixed term contract, a level 3 TA has qualified as a rebound therapist in 2019-20 to compliment the skills of the team that were already in place.

Transitions into College are successfully planned for. This starts with a visit to meet the young person and assessing their needs and if the college can meet them. The school liaison team may visit the college and families are invited to visit either at an open day or via a personal appointment. Details of these visits are recorded. Once the local authority confirms the place, then regular visits occur in the Summer term. Initially they attend with their current staff to support the most effective transition for the young person. There is also close liaison with professionals already involved with students and parents to ensure that we have a good understanding of the young person and can plan for their individual needs. The college nurse and physio will also attend transition meetings with their counterparts to ensure all areas are covered for each young person as their needs are varied. The time of College transition often also coincides with a move from child to adult health and social care services. Unfortunately, in July 2020 this was not as successful as previous years due to Covid 19, however the college staff found alternative ways to complete transition documents and three students were able to visit the college. Transition packs with photos of college staff and the buildings were sent to help familiarize students with their start at college.

Transition beyond College starts in their second year, identifying possible transition for the young people, however the actual transition is often hampered because the post-College destination has not been agreed before the young person leaves College. The Head of College and transition team are working on this through various steering parties.

Achieving appropriate funding from Education, health and Social Care remains an ongoing challenge but is a priority of the Birmingham City Council SEND Inclusion Strategy.

Links with parents and carers and with a variety of agencies are strong. As a result, the college provides excellent care and support for pupils. Each young person has a home-college diary, the bus guides have a good relationship with parents and are supportive with passing messages/items on. Equally with those that are brought in by parents. The college holds meetings for new parents at the start of each year, where they can meet with the nurse, physio and Head of College to discuss any concerns. A parents' support group has been set up and some meetings have been attended by over 50% of parents.

Staff linked roles across the Federation have developed common processes and planning, shared expertise and support. Examples of this excellent way of working are our administrative staff. Opportunities have been identified to work together to develop shared systems for personnel and financial management. Education staff share learning through relevant aspects of the Continuing Professional Development (CPD) programme and sharing good practice.

The chair of the governing body has worked determinedly and effectively over many years to build up the governing body and to support College improvement. Governors have a wide range of skills and have used these well previously to support and challenge the College. However, the College is now governed by a Board of Trustees who have worked well to develop a detailed knowledge of the College. They use this knowledge well to ask questions about the impact of proposed changes.

### **Safeguarding**

The arrangements for safeguarding are highly effective. The College uses "My concern" to record concerns/accidents/incidents and covid wellbeing checks. Staff are well informed about risks to student safety and keep a sharp eye out for any welfare concerns. They know what to do if they have a concern. The head of College has completed appropriate safeguarding training and is the DSL for the college, a further full-time teacher has completed training also and both can be supported by the Federation's Designated Safeguarding Lead (DSL).

Staff build positive relationships with students.

Staff receive appropriate training in and information about safeguarding, including keeping students safe from radicalisation and extremism, female genital mutilation, county lines, up skirting and child exploitation. Staff are vigilant and well informed.

Staff work effectively with outside agencies and teams to support students and families, providing early help where it is needed.

## Quality of education: good, improving towards outstanding

### **Evidence:**

Teaching is good in all classes with examples of outstanding teaching.

Observations use OFSTED criteria, and recent observations found that 100% of our teaching and learning was good or better. There was no teaching and learning that needed improvement.

Teachers give the students time to respond and make choices. This has a positive impact on their learning and progress. The language used by teachers is adapted to meet the individual needs of students. The use of alternative and augmentative modes of communication, matched to individual needs is especially strong. A particular strength of our teaching is the way in which teachers communicate with students using a range of visual and verbal cues to convey meaning.

Work is carefully planned and focuses on individual pupil outcomes. All pupils are set 'personal targets' at the beginning of each College year. These are monitored regularly and new goals are set immediately once achieved. Personal targets are taught both explicitly and implicitly within other learning opportunities.

Photographic and video evidence is annotated to demonstrate learning, with written statements from staff to support this.

The teaching of key skills permeates the whole curriculum. We have a total communication approach using a range of strategies for encouraging communication, such as use of Makaton signing, using photos, tassels, symbols and objects of reference. Switch technology and eye-gaze technology is also in use to support communication.

Assessment for learning is embedded across the College. All staff use an ongoing recording and monitoring system. Evidence folders and Routes for Learning trackers evidence this for all students. This has ensured consistency and accuracy in the effective use of data. Recent additional evidence has been included to demonstrate how our students work towards developing and establishing friendships and relationships as well as recording their physio for being healthy. The newly introduced appointment of a TLR point (Teaching and Learning Responsibility) will enable an experienced teacher to develop a more robust system to be put in place for assessment and progress of students.

Students work is well celebrated and often displayed throughout the College. There is a very positive atmosphere of praise and positive feedback. Student of the month is celebrated with one student from each class being chosen, with additional students being nominated for their "WOW" moments. These are moments that are celebrated there and then as a student achieves a goal specific to them.

Teaching assistants are a valuable, experienced resource who provide good support for students. Teaching assistants ask relevant questions and provide guidance on how they can undertake the task they are set. Some volunteer to take responsibility for delivering sessions with support from teaching staff.

### Behaviour and Attitudes: Outstanding

#### **Evidence:**

The College's work to promote students' behavior and attitudes is outstanding. No student has ever been excluded from College.

Visitors and parents regularly comment on how positive, calm and happy the learning environment is and how good behaviour is. Parents are confident that their young people are safe. Relationships between adults and students are positive and supportive.

College records indicate no evidence of bullying.

The behaviour of students is outstanding.

Our students' attitudes to learning are positive. Behaviour standards are clearly communicated, modeled and rewarded. There are very strong relationships between staff and students and this encourages students to behave well.

Our students clearly love coming to College and this is reflected in their excellent attendance. There are no differences in attendance between particular groups of students.

### Personal Development: Good

#### **Evidence:**

The College's work to promote students' personal development is good.

The Pathway to adulthood is the focus of our curriculum and each session that students attend contributes to their personal development, through enterprise, community participation, independent living skills and their programme to promote health.

Enterprise activities allows them to experience the world of work through the process of making and selling craft items.

Community participation allows them to access their local community and has included them taking part in litter picking in a local park, visiting other day provision to share activities and reciprocating here at the College.

Independent living skills take place throughout the day in both formal and informal sessions, including encouragement to self-feed, completing their own health interventions, using backward chaining for activities to develop skills such as taking their coats off, sorting washing in cookery and choosing their own snacks.

Health, all our students require input for them to keep healthy, this can be through good food choices and hygiene practices. In addition the correct physio support for posture and strength support their well-being. Therapeutic aspects of rebound therapy, hydrotherapy, Sherborne, music and art also contribute to students' well-being. Excellent nursing provision also supports the health of the students, with many clinics taking place in college to support attendance.

The college promotes students' spiritual, moral, social and cultural development well, encouraging an ethos of respect for one another. Cultural and social events are a key part to the college calendar and include celebrating/acknowledging events such as Chinese New Year, Christmas, McMillan Coffee Morning, Children in Need and more. Thematic teaching helps to embed the learning that has taken place.

## Outcomes for students: Good

### **Evidence:**

Given the complex health, physical and cognitive difficulties faced by our students and their often deteriorating health, they make good progress to achieve accredited qualifications and highly relevant non-accredited learning.

Shortly after admission to the College, we undertake a thorough and comprehensive assessment of students' personal, social and academic needs. We do this by building up a student profile of areas of engagement that they thrive in, these can be used to then develop engagement in less favourable environments. Combined with prior knowledge, information on their EHCPs and transition meetings and information, targets are set for the individual to work towards. The first assessment of engagement is video recorded, assessed and then moderated using the seven areas of engagement, further assessments are completed using either videos/photos and key worker assessment. This is calculated numerically and then plotted on a graph showing, hopefully, progression over time. The majority of students make steady progress from their starting points, particularly towards meeting the targets in their education, health and care plans.

Students' work is tracked and celebrated. Ongoing observations and assessments are vital for us to understand the complexities of our pupils and establishing their

individual needs. It enables us to gain an insight into their interests, how they learn and their barriers to learning. In gaining these insights we are in a position to help develop their learning.

Students' rates of achievement vary and are not linear, all our students achieve at different rates and so producing evidence proving outstanding achievement is difficult. Until the college has built a history of achievements I feel there is no comparison to identify if progress is above expected or not.

Different groups in the college make similar progress as each other. For example, males and females make similar progress. Disadvantaged students make similar progress to their peers.