
SAR 2024-2025

Brentwood College
Autumn 2025

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Introduction

Brentwood College is a small specialist FE college working with a range of young people with severe, profound and multiple learning difficulties, autism, complex medical needs and significant behaviours that challenge. Staff are passionate about further education with a meaningful, personalised and practical offer for students and their journeys towards adulthood. The college team have high aspirations for all students which are reflected in their core values and approach.

The college is co-located with Brentwood School in a specialist building in Sale West, Trafford and our offer includes outstanding facilities alongside highly trained support staff and therapists enabling us to meet our students' high needs. Brentwood is at the heart of the local community that serves our students and their families, and we utilise local community facilities to enhance opportunities for learning.

Brentwood College has the highest standards in safeguarding and care. We continue to provide safe educational opportunities and prioritise the wellbeing of our students who are among the most vulnerable members of our community.

Students are supported to make a planned and successful transition into their adult lives. In 2024/2025 the College offered three pre-entry study pathways focused on the acquisition of life skills; individually tailored to effectively prepare our students for adulthood and independence.

The 3 pathways are determined by level of learning and differentiate the offer and expected outcomes.

- Communication Choice and Control: Working within B3-5 (Lower pre-entry levels)
- Skills for Independence: Working within B5-10 (Higher pre-entry levels)
- Skills for Work and Independence: Working within B8 – B12 (Entry Levels)

The ongoing developments and achievements of the college were recognised by OFSTED in June 2022 when the college moved from the overall grading of **Requires Improvement** to a **Good** grading.

The College Team (Appendix 1 (1.1))

In 2024-25 our college was staffed by 10 highly skilled and experienced staff with a broad range of qualifications, expertise and experience to meet the complex and diverse needs of our students. The college is managed together by the Headteacher of the Brentwood Organisation and the College Lead, with input from middle leaders across the organisation. In addition, specialist subject staff and our Manchester United SEND Officer work alongside college staff to provide horticulture, music and health sessions.

Through performance management and targets linked to the QIP, staff are provided with opportunities to access appropriate CPD which has resulted in our team having capacity to deliver the curriculum to the diverse range of students in a bespoke meaningful way. External input from therapists and medical professionals ensures our students have the interventions and care they require to meet their potential, ensuring they are able to access their learning. Working alongside external staff upskills our staff to deliver integrated therapy programmes throughout the college day. This includes input from physiotherapy, music therapy and speech and language therapy (SaLT).

Support from within the Brentwood organisation includes additional middle leadership input including behaviour support, health and safety, personal care assistants, family support worker and access to a large administration and site management team. This model facilitates a wide and varied college offer whilst ensuring the long-term viability, financial health and platform for development of the college.



The 24-25 Student Cohort (Appendix 1 (1.2))

College had a total of 17 students following one of our three life skills pathways:

- Communication Choice and Control Pathway (1 student)
- Independence Pathway (12 students)
- Independence and Work Pathway (3 students)

Our curriculum provides students with the knowledge, skills and behaviours they need in their futures to be as independent as possible, to learn work skills, to be healthy and to access the community. Progress in developing these skills is measured by our bespoke assessment framework; aligned with RARPA, which is designed to ensure that skills acquisition is progressive and skills are generalised. Across the curriculum, students continue to develop communication, use of number as well as working towards aspirations and to develop areas of need, personal and social skills and develop interests and hobbies that will lead to them becoming enthusiastic, active members of their local community.

Students' success in transitioning to adulthood relies on the combined success of their learning in structured real-life sessions, tutor group times, therapy sessions, social times, extra-curricular and enrichment activities. We continue to promote the following in all that we do:

- Student Voice
- Creativity
- Respect for other through celebration of diversity
- British Values

The extra-curricular offer complements the curriculum. Students are given opportunities to make choices about activities they would like to do using and experience a wide range of activities. As a result of this students have opportunities to generalise their skills and practise being independent in different settings.

Context

Through our curriculum, students at Brentwood College are given a diverse offer with high ambitions for all students who are among those with the highest needs in Trafford.

Brentwood is a friendly, safe and inclusive college where students are valued and feel a sense of belonging. It is a place where students' needs are met with care, empathy and understanding. Our vision is for all our students to gain the social, emotional and academic skills to facilitate optimum independence and happiness, and to reach their full potential as valued members of the community.

The College's aim is to equip each student with the essential skills that they will need for the future as they work towards their **Preparing for Adulthood Outcomes**. The College facilitates the transition of students into their adult lives.

Quality of Education



At Brentwood College, there is a strong commitment to delivering high-quality, personalised education that prepares students for adulthood. The curriculum is tailored to individual needs, with a clear focus on communication, independence, and functional skills. Through effective assessment staff plan engaging, meaningful learning that supports progress across all areas. Teaching is consistent and inclusive, with learning reinforced in real-life contexts such as community and work-based settings. Ongoing staff development and reflective practice ensure continuous improvement and the best outcomes for every student.

Parent leaver feedback:

"He has amazed us with how far he has come, chickens, veg boxes, out in the community, life skills, ordering things himself, working in the cafe, edge and community cafes, honestly we have been blown away, we truly thank you all from the bottom of our hearts"

July 2025

Parent Survey Feedback:

100% of respondents said my child does well at this college.

"We are incredibly grateful to all staff and teachers for the support he has received at Brentwood and would like him to stay for as long as possible, he has made great independent skills, and confidence has greatly improved since he started in September"

March 2025

Stakeholder Feedback:

"We are currently happy with how everything is going and would like to continue" (Nick Toplis, Princes Park Garden Centre)

September 2025

Specific Areas of Strength:

S-QOE1- Collaborative development of target setting process

Over the course of the academic year SLT and tutors have worked collaboratively to redevelop the process of target setting to create a new RARPA skills matrix to draw targets from. This piece of work has enabled student targets to better reflect the skills they are working on within the college curriculum and allow them to more seamlessly fit into the curriculum. The previous system was no longer suited to the college offer and meant that targets did not fit clearly within sessions and were not the best fit for the students and their aspirations. This was reflected in feedback from the tutor team and was a catalyst for the redevelopment. Each stage of the process involved collaborative working, open communication and feedback across the college tutor team. Iterations of the new process were trialled across the academic year resulting in a refined, robust and well-tested system. This has meant that targets are now well matched to reflect what each student needs to work on in areas of need and to help them towards their aspirations.

Appendix 2

S-QOE2- Social enterprise and work experience facilitating vocational skills development

All students have access to highly functional vocational experiences within and outside of college. This includes a number of social enterprise projects including community café, college café, making vegetable-based meal kits and car wash. External work experiences include the Life Centre, The Edge Café, Manchester United megastore, Trafford Post newspaper delivery and Princes Park Garden Centre. In total 11 students attended external work experience.



100% of students engaged in at least one internal social enterprise-: community café, college café, veg bags, car wash or tuck shop.

Action: utilise GMCA careers Hub for support to accurately complete Gatsby using Compass, ensuring it is accurate for our setting. We have joined and hosted the Careers cluster and have been allocated an Enterprise advisor from Holiday Inn

As a result of their experiences in college, students are flexible and amenable to engaging in new and novel work experience opportunities and better equipped for a wider range of post-college opportunities and provisions. One student has now taken on a paper round at home following exposure to this in college which shows the impact these opportunities can have. Another student who left in July 2025 developed skills through horticulture sessions in college, successfully transferred this to getting regular voluntary work groundskeeping at a local football club. These collective work experience and social enterprise opportunities have given students greater opportunities to meaningfully engage within their local community and make a difference. This has increased interaction between the students and the wider public within the local area.

S-QOE3- IAG support

All college learners were supported with independent advice and guidance by Connexions over the course of the year. This included attendance of Connexions at all annual reviews for every student. Of these students and families all were offered support and advice from Connexions as a result of the link with Brentwood College. The impact of this resulted in 88% of students in year 2 or 3 were attending an appropriate **adult services** provision on the 5th day when not in college at the end of 24-25. Of all leavers since 2022-2023, 94% of students had a sustained placement at an appropriate provision or college after leaving Brentwood College.

Areas of Development:

D-QOE1- Roll out new SOWs, LTP

This academic year saw the development of a new template and structure for schemes of work and long-term planning, providing a strong basis for consistent planning across the college. This remains an area for development, as the template now needs to be trialled in the autumn term of 2025/26 to ensure it works effectively in practice.

Planned actions will include:

- Trialling the template during the autumn term to ensure consistency and progression across sessions and over each student's time at college.
- Using SOWs as working documents, amended week on week to reflect student needs and ensure sufficient stretch and challenge.
- Making cross-curricular links more explicit within planning.
- Indicating where IEP targets are most relevant and directly worked on within sessions.
- Highlighting core skills in each session to aid the wider tracking of skill development and progression.

D-QOE2- Implement new baselines

The start of the academic year (24-25) saw a trial of new baseline tools as the college transitioned away from the previous assessment framework. This provided a strong foundation for more accurate assessment, but further development is required to fully embed the approach. For 2025/26, the newly developed RARPA skills matrix will be introduced as the basis for baselining all students.

Planned actions will include:

- Using the RARPA skills matrix as the standard framework for all student baselines.



- Feeding baseline outcomes directly into target-setting to ensure continuity between assessment and progression planning.
- Clearly identifying where students require increased levels of support, forming the basis for meaningful, personalised targets.
- Fully utilise assessment and progress information from students' previous settings, including in English and maths.

D-QOE3- Further development of RARPA framework as a whole

The collective areas of the RARPA process, while in place and evident, are identified as needing refinement to make the overall process more coherent and consistent. This is inclusive of the areas of development above, in addition to these individual aspects, planned actions include:

- Development of a RARPA guidance document
- Staff training of RARPA
- Further develop the college curriculum plan
- Develop assessment model to include 3 terms and accelerate review of student target progression to ensure that timescale of data harvest doesn't impede challenge and aspiration of student progress. **(See Appendix 2)**
- Develop means to demonstrate both individual student progress and cohort progress alongside the RARPA framework
- Review the development of English and maths within the curriculum
- Development of the RARPA process flowchart to clearly outline process within Brentwood College

Behaviour and Attitudes



At Brentwood College, there is a strong commitment to fostering positive attitudes and behaviour among students as they transition into adulthood and become active members of society. Staff are highly trained in positive behaviour management, including **Team Teach** techniques, which focus on de-escalating situations and building strong, respectful relationships. Staff set high expectations and provide individualised support to ensure that students achieve positive behavioural outcomes. Of the student cohort in 24/25, four students who had historically required 1:1 staff support were able to successfully access the community multiple times weekly, with reduced support, due to them developing the capacity to self-regulate with greater independence. This is underpinned by comprehensive risk assessments, and behaviour management strategies, which are regularly reviewed to support students in both on-site and community-based activities, including work experience and residential placements.

Behaviour monitoring meetings ensure any issues are addressed swiftly, with clear procedures in place to resolve challenges.

Parent/Carer Feedback:

"X always comes home happy from college and is also excited in the morning to go to college"

"We have worked with each other to help X control his behaviour "

"Behaviour support plans and an understanding of needs are always met"

June 2025

"We are extremely happy with X to remain at Brentwood for as long as possible, X has improved so much since starting in September, and has grown in confidence, thanks to yourself and all the staff. He looks forward to coming to college each day."

April 2025

Stakeholder Feedback:

"The students and staff are very positive when they attend. We as an organisation are happy that we can assist with their students. I would also like to mention that Paddy and his staff team are extremely professional when they attend and are a credit to your College."

September 2025 (Nick Toplis, Princes Park Garden Centre)

Specific Areas of Strength:

S-BA1 Behaviour management

Student behaviour within college is very well managed by the staff team with high expectations and proactive practice. In total across the year there were only 5 reported behaviour incidents of significance. Where behaviours did occur, strategies were discussed and amended to trial new adapted approaches. Within weekly college briefings any notable behaviour strategy changes are shared with the whole team to ensure consistency. There is open communication between college, home, carers, transport and social workers. For example, when an incidence of behaviour occurred on transport, liaison was made with transport staff, carers and social worker to establish facts and share college strategies within the day as well as updates made to risk assessments. Following this there was no repeated incidence of this behaviour. This is just one example of the effective behaviour management practice with a focus on MDT working. Out of 17 students, 5 of those (29%) had a history of incidents of significant challenging behaviours in their previous school- every student was able to consistently access the community on a weekly basis and engage in either social enterprise or work experience. All of these students who had such history attended some form of work experience in an external setting experience on a regular basis by the end of their college course, thus indicating their development in learning to behave appropriately in a community setting.



S-BA2- Attendance

Students enjoy being at college as reflected by student surveys and parent/carer feedback. Feedback from parents is also universally positive. The staff team is a strong cohesive unit. All of this contributes to students wanting to be in college which is reflected in the overall attendance rate of 91.5% over the college year. The three lowest attenders present with significant medical needs which account for a large proportion of absences, disaggregated without these, overall attendance for the remainder of students is 95.2%. Leaders are pro-active in identifying attendance issues (see Attendance Meeting Minutes)

SBA3- Behaviour analyst

For the academic year 24/25 the college recruited a new College Lead who is qualified as a Board Certified Behaviour Analyst. This has given extra capacity to have an oversight of behaviours and trends in college and to work with the team on proactive strategies. All staff training was delivered on the principles of behaviour to support staff's deeper understanding of behaviour. There has been an increased focus on building student communication skills as a key proactive approach to reducing incidents of behaviour. Through the day-to-day role of the College Lead working closely with the whole college team, this has meant that this approach has been rooted in decision making to best support the students. In closely working with the SaLT team, this combined approach has helped strengthen communication including the introduction of AAC devices to two students, both of whom have made rapid progress in their proficiency with using the devices to communicate effectively.

SBA4- Community focused learning

A key feature and strength of the college offer is the substantial community-based learning offer. This has included a wide range of experiences for students across the PfA curriculum, giving a rich experience to every student. Students become a key part of their community as they regularly attend activities in and around Trafford, giving them increased confidence to engage with their local area. Students are consistently developing their skills and capacity to be safe and respectful within the community and to build the coping skills, tolerance and resilience to get the most out of being out and about in the community. For example one student who historically found busy environments too noisy was able to successfully work in the community café, with proactive strategies to build in breaks in a quieter room enabling him to succeed.

Appendix 3

Areas of Development:

D-BA1- Martyn's Law

The college has a strong foundation in safeguarding and site security, with established procedures already in place. However, with the new requirements around Martyn's Law coming into effect, this remains an area for further development. The college will work alongside the school to review and strengthen processes to ensure full compliance.

Planned actions will include:

- Reviewing and updating policies, risk assessments, evacuation procedures, and training for staff and students.
- Working with external organisations to ensure best practice in relation to Martyn's Law.
- Developing clear lines of communication and responsibility for site security and emergency procedures.
- Ensuring appropriate training and awareness for all staff, tailored for different roles.
- Raising awareness for students in a way that is proportionate, accessible, and appropriate to their needs.
- Regularly reviewing and testing procedures to ensure effectiveness and readiness.



See Martyn's Law Development Plan.

D-BA2- Aspirations

While the college team have effective communication with students, parents and carers and know students well, there is more work that could be done to more accurately obtain student aspirations from all learners.

Planned actions include:

- The college will make developments to improve how it ascertains student aspirations from all learners at all levels. This will involve multi disciplinary teams working to identify most appropriate means of obtaining this in particular for PMLD students.
- A new 'student views' questionnaire will be developed in conjunction with SaLT professionals. Alongside this, the annual review student views format will be amended and updated to better reflect individual aspiration.
- Each student will have targets set that are clearly aligned to their aspirations.

D-BA3- British values, prevent, E-Safety audit

The college has a good foundation in promoting British Values and Prevent through attitudes already established across the curriculum and wider provision. However, this remains an area for development, and a need for explicit embedding of these themes has been identified. The college will build on what is already in place to ensure a clearer impact.

Planned actions will include:

- Upskilling staff through targeted Prevent training, ensuring confidence in recognising and responding to concerns. This will be delivered internally focusing on what is most appropriate and pertinent for the possible risks with the college student cohort.
- Delivering dedicated Prevent-focused PSHE sessions to strengthen student awareness and resilience.
- Embedding British Values explicitly within schemes of work and lesson planning across the curriculum.
- Completing an E-Safety self-assessment to identify strengths and areas for further development, with resulting actions incorporated into the wider safeguarding plan.

Personal Development



Students' physical and emotional health and wellbeing are promoted in college through use of extensive resources including a hydrotherapy pool, horticulture area and animals on site. Our focus on Preparation for Adulthood (PfA) and functional learning opportunities throughout the college day ensures students are able to transfer their knowledge and understanding to a range of real-life situations as they progress into adulthood.

Parent Leaver Feedback:

"Since day one at Brentwood all those years ago X has enjoyed every moment, he has loved the routine and structure to enable him reach his full potential, which he has been able to do with all the staff there"

July 2025

Parent Survey Feedback:

100% of respondents said the college has high aspirations for my child.

100% of respondents said the college supports my child's wider personal development

"Teaching made applicable to each student needs"

"Has completely exceeded our expectations and all down to the teaching staff"

"Always pushing to help achieve things even when he doubts himself"

"X has made so much progress... friends remarked that they could see X has improved so much with verbal communication ... I believe that this improvement is from the brilliant work you have done with X at Brentwood."

"X has settled in really well and loves coming to college, thanks to you and the staff supporting him. He tells us daily what he has done and had grown up and gained so many skills at Brentwood."

June 2025

Specific Areas of Strength:

S-PD1. Physical Health opportunities

The college provides a wide range of physical health opportunities that actively support student wellbeing and skill development. Students benefit from strong external links and specialist provision, including:

- Access Sport sessions
- Manchester United Foundation programmes
- Hydrotherapy
- Cycling on the on-site track
- Boccia in partnership with Boccia England
- Trafford College Gym

These activities give students a wide range of options to promote physical development, a healthy lifestyle and provide them with opportunities they may be able to take forward into adult life. All students made expected progress in Physical and Health in 2024-25, and all made above expected progress in Semester 2. **(Appendix 2)**

S-PD2. Community integration

The college offers a variety of opportunities for students to engage with the local community, helping them develop independence, social skills, and a sense of belonging. Key opportunities include:

- Participation in the community café at St Martin's Church Hall
- Activities at the Life Centre including room preparation for community events
- Car wash projects supporting the school and college community



- Vegetable based meal kit preparation and distribution
- Delivery of the local newspaper

These experiences support meaningful engagement, personal responsibility, and practical life skills.

S-PD3 Extra-curricular opportunities

A broad range of extra-curricular activities enables students to explore interests, build confidence, and develop transferable skills. Opportunities include:

- Swimming
- Hair and beauty sessions
- Caring for chickens
- Horticulture projects
- Gaming clubs
- Yoga

These activities enhance social interaction, creativity, and wellbeing, while supporting individual choice and personal development.

Destination Data (Appendix 4)

Through our links with adult services, other colleges and independent living providers, we support our students to develop the skills and behaviours required to support them to engage with services both during and after their time at Brentwood.

3 students left college in July 2025 having successfully completed their college course. Of these students, 2 are residents in supported living and all 3 students are successfully engaging with adult services.

Our destination data indicates that all leavers from the past 3 years have successfully maintained their destination placements.

Areas of Development:

D-PD1-PSHE

The college has established a strong foundation in supporting students' personal development tailored to each individual, their needs and addressing issues as appropriate when appropriate. This remains an area for development, with the need to ensure more structure through building specific sessions into the calendar.

Planned actions will include:

- Introducing PSHE events on a half-termly basis to cover different, relevant topics. e.g. Prevent, Friendship, Relationships and Consent. Consult with the college team to ensure content is relevant to the learning needs of the cohort.
- Monitoring engagement and impact to inform future planning and development of the PSHE programme.

DPD2- Careers – develop curriculum in relation to Gatsby Benchmarks

Through our close links with Connexions, the college provides initial careers guidance and links with external



organisations, forming a solid starting point. Whilst this is a strength, further development is required to fully embed 'careers' education and guidance and how this would look at Brentwood College in line with Gatsby Benchmarks and to ensure Gatsby Benchmarks are assessed consistently and appropriately.

Whilst all students have the opportunity to develop their work-skills, this offer needs to be enhanced to ensure students have a range of internal and external opportunities, are appropriately challenged to meet their aspirations. Better recording and scrutiny of uptake needs implementing.

Planned actions will include:

- Reviewing and enhancing the vocational and work experience aspect of the curriculum to align with Gatsby Benchmarks.
- Tracking student engagement in meaningful experiences and work-related learning to ensure progression and informed decision-making towards destinations.

DPD3- Positive contributions to community

Students currently engage in community activities, providing a strong foundation for developing social responsibility and independence. This remains an area for further growth, particularly in expanding opportunities for meaningful contribution.

Planned actions will include:

- Strengthening links for community projects and experiential learning with Greater Manchester Careers Hub and exploring potential external links e.g. Holiday Inn.
- Expanding participation in Boccia tournaments and other sports partnerships.
- Expanding newspaper delivery opportunities to increase student opportunity.
- Introducing a second community café session to increase participation and responsibility.
- Developing structured "Community Giving Back" sessions to support local community projects and to make a positive contribution to the community.

Leadership and Management



Brentwood College is led by a committed and experienced leadership team, with a clear vision focused on providing high-quality, inclusive education for students with SEND. The college is part of the broader Brentwood organisation, benefiting from shared policies, governance, and expertise with Brentwood School. Leaders work collaboratively with a skilled team, including staff from across the organisation, to ensure a high standard of education, safeguarding, and continuous improvement.

Leaders have high expectations for all students and rigorously monitor progress through a variety of activities, enabling students to make good progress from their starting points. This is supported by a curriculum delivery model where responsibilities are shared across well-coordinated teams of teaching and support staff. New staff undergo a thorough induction process to upskill and equip them to deliver high quality education. All staff have frequent ongoing professional development opportunities to enhance their expertise in SEND education. Leaders also stay current with educational developments through programs such as the NATSPEC SEND Leadership Programme. The college's communication with stakeholders, including parents and external agencies, is strong, fostering a supportive community for all students. Leadership's commitment to continuous improvement and the wellbeing of both students and staff underpins the college's drive towards excellence.

The Governing Board plays an active role in overseeing the college's strategic direction, ensuring strong financial management and challenging leaders to continuously improve. Governor engagement includes comprehensive reporting, committee meetings, and visits, alongside regular scrutiny of financial performance, safeguarding and curriculum.

Leaver feedback from parent:

"Always keeping me in the loop when he first moved into his house, countless training days for his team, along with daily support helping him with his transitions to independent life away from our house, we honestly can't thank you all enough"

July 2025

Parent Survey Feedback:

100% of respondents said I would recommend this college to another parent/carer.

100% of respondents said the college lets me know how my child is doing.

"Excellent staff"

"Caring safe environment"

"The team at college always keep him safe in the community"

"Great ethos"

"Always being informed throughout all the years attending always know what's going on"

"Always sorted anything we were concerned about and found out if didn't or wasn't aware they found the answer"

"He is the happiest he's been since leaving primary school... when you see the work done at Brentwood the time and care from school, sixth form, and college are amazing...the staff has been invaluable.... best decision I've ever made...asked for honesty and transparency — and that has been the case."

Stakeholder feedback:

"Excellent working relationship with staff members and students are clearly selected to come to the Edge after careful consideration from the college" Edge Café

Specific Areas of Strength:

S-LM1- Development of Foundation Course

The college has successfully developed a foundation course offer through an iterative process, ensuring it meets the



needs of students and stakeholders. This should serve to provide a transition year for high needs students to support them into Adult Services or to progress into years 2 and 3 of Brentwood College.

Strengths include:

- Ongoing liaison with stakeholders including the LA, families, board members, and tutors.
- Curriculum framework, schemes of work, and long-term planning redesigned to support the course objectives and progression pathways.
- Responsive adaptation of the course offer across the academic year based on feedback and reflection.

S-LM2- Diversity of curriculum offer

The curriculum provides a broad and balanced range of learning experiences across all PfA (Preparation for Adulthood) areas. Strengths include:

- A rich and diverse programme of study that engages students and meets varied needs.
- Strong collaboration with a wide range of external partners and associates to enhance learning opportunities.
- Opportunities designed to develop both academic and personal skills in meaningful, practical contexts.

S-LM3- Staff training and development & retention (see staff training records)

The college has established a robust approach to staff development and retention, supporting high-quality teaching and learning. Strengths include:

- Comprehensive training programme including Team Teach, moving and handling, medical training, and bespoke professional development.
- Ongoing scheduled training to ensure skills are maintained and updated.
- Strong focus on supporting staff wellbeing, retention, and professional growth.

Areas of Improvement:

D-LM1- Further develop Quality Assurance processes

The college has a good foundation in self-evaluation and improvement planning, however robust quality assurance remains an area for further development.

Planned actions will include:

- Further development of the Quality Assurance Calendar
- Redevelop data systems in line with revised RARPA and assessment processes.
- Building on previous QIP cycles to ensure continuity and improvement.

D-LM2- Ongoing development of foundation course

The foundation course has been successfully implemented, providing a strong starting point to accommodate the learning needs of students with PMLD. Following evaluation of the first year, further development will be needed to ensure it continues to meet the evolving needs of students.

Planned actions will include:



- Maintaining an ongoing feedback loop involving teachers, the wider staff team, parents/carers and students.
- Using feedback to make iterative improvements to curriculum, schemes of work and delivery approaches.
- Monitoring outcomes to ensure the course continues to deliver high-quality, relevant learning experiences.

D-LM3- Links with other colleges, including general FE

Existing relationships with other colleges and external organisations provide a solid foundation for collaborative learning and professional development. Further development is needed to broaden engagement and share best practice.

Planned actions will include:

- Visiting other colleges to observe practice and gain insights.
- Participating in the Natspec leadership course to strengthen leadership and management knowledge.
- Establishing regular contact with general FE providers to share approaches and develop partnerships.
- Reach out to other FE colleges for potential governor recruitment opportunities.