

Delivering Incredible Futures



How we deliver our impact.

Quality and Impact Report Overview

September 2022 - August 2023

**Outcomes
First
Group.**

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**Quality and
impact are at
the heart of
what we do.**

David Leatherbarrow

We're passionate about making a difference to those we educate.

As the UK's leading specialist provider of education, quality and impact are at the heart of what we do. Every day we improve the lives of our pupils, their families and local communities through a relentless focus on wellbeing and learning.

This report is a summary of our impact over the last academic year. We have had an exciting year, educating over 3,000 pupils and recognising increasing demand by opening new schools, including our first specialist further education colleges and our first early years provision.

As part of our commitment to technology and innovation we introduced QT robot, a fun and interactive learning tool, to improve learning outcomes for our pupils. We have also started to roll out immersive classrooms to all our schools following successful pilots this year. The state-of-the-art rooms provides pupils with a digital multi-sensory environment, in which they can interact through touch, sight, and sound.

Over the next year we will continue to roll out new innovations and meet demand for our services by opening new schools and creating further capacity.

Finally, I'd like to congratulate all our pupils and colleagues on a great year, in which 98% of our schools were rated good or outstanding.

Should you have any feedback on this report, or if you would like to find out more about what we do, please don't hesitate to get in touch.

D. Leatherbarrow

David Leatherbarrow,
Chief Executive



Our Impact in Numbers

Our schools supported the education of over 3,000 pupils.

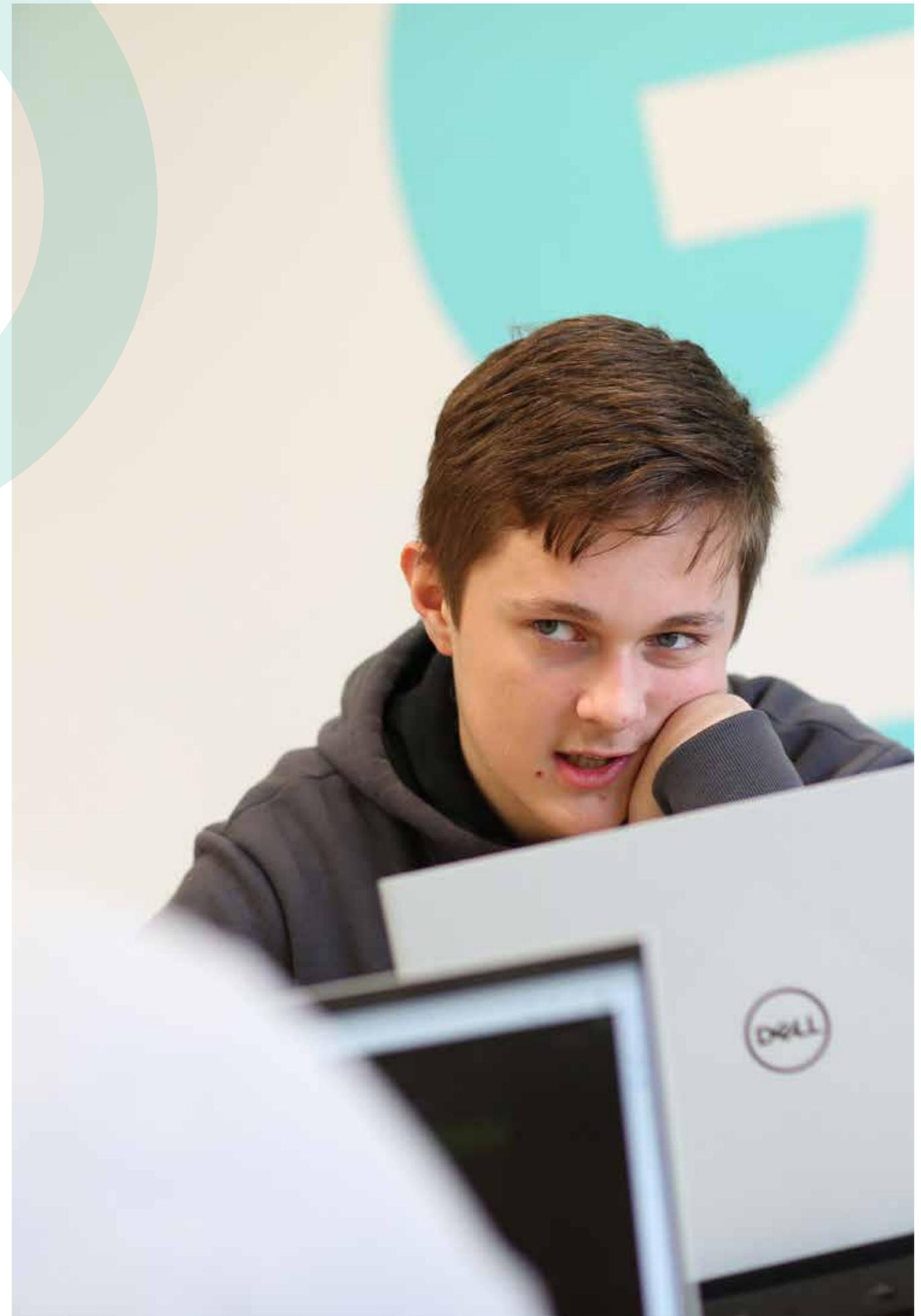
What Ofsted said:



Outstanding all round

Congratulations to the teams at The Greater Horseshoe School, Kestrel House School and Trent Acres School on their recent outstanding Ofsted inspections this year.

Well done everyone!



Clinical based strategies and training

We have developed two specific clinical strategies to support employees in their roles.

Neurodiversity Strategy - Ask, Accept, Develop.

Our main objective is to continually make progress in our approach to education provision, in an environment conducive to the strengths and needs of autistic young people.

The strategy has been created and refined through a review of current autism literature and with consultation from the Lived Experience Expert Panel. This panel is made up of autistic adults and parents of autistic young people, a clinical multi-disciplinary (Speech and Language, Occupational Therapy and Psychology) team and the OFG Advisory Board.

The foundations of the strategy are three core principles: Ask, Accept and Develop.

Ask

We want to hear the voices of every one of our pupils. Whenever possible, we consult the autistic children about their choices and preferences. This includes contributing meaningful input into their own education plans, at an appropriate level for their cognitive ability.

By listening to their perspectives we can offer tailored support to each individual, taking into account their personal preferences, wants and needs. For example, we can find ways to adapt the school environment to meet their sensory needs, or be more supportive when there are unavoidable changes in routine.

Accept

We accept and celebrate the neurodiversity of our pupils. Our staff have an intellectual, practical and cultural understanding of autism. They recognise the strengths and needs associated with an autism diagnosis, whilst also appreciating each individual's own personal strengths and needs.

The focus of 'Accept' is to create academic and pastoral experiences, school environments and communication systems which meet the needs and ambitions of each autistic pupil. If a young person has a passion for Marvel superheroes, their curriculum can be tailored around this interest. If a young person dislikes drama, we can accept this is part of their identity and adapt the activity.

Develop

We enable and empower individuals to increase their independence, improve their quality of life and flourish. Individual plans are derived from personal goals and informed by their family's views. Colleagues teach and scaffold the development of specific new skills, abilities and strategies for each of the autistic pupils in our services.

'Develop' fosters a constant drive to innovate in our support of young autistic learners, ranging from forest school sessions to using robots to practice social interactions.

We want all our pupils to reach their optimum level of academic achievement, wellbeing and quality of life.



The main objective is to **continually progress** in our approach to education provision.

Trauma Informed Practice

Early developmental trauma has devastating effects, disrupting the child's natural development of a sense of self and their ability to form secure attachments with others. Acute stress levels trigger an autonomic flight, fight or freeze response, to perceived threats.

The strategy promotes a standardised practice, to build relationships and focus on trauma recovery, through the lens of the 3 Cs Model of Trauma Informed Practice: Connect, Co-Regulate and Co-Reflect. The approach has an accredited pathway for a Bronze, Silver and Gold level of practice.



Approved by the British Psychological Society for the purposes of Continuing Professional Development (CPD)

Connect

'Connect' helps build relationships so that young people feel 'kept in mind' throughout their day. Strategies include daily 'Meet and Greet', to help pupils feel seen and support transition into school. 'Random Acts of Kindness' encourage students to take the opportunity to do something for another person and to accept kindness from others.



Co-regulate

In order to reduce hardwired survival responses, the environment needs to feel safe. We support this with patience and through consistency, structure and clear boundaries throughout the day. 'Co-regulate' helps our colleagues empower pupils to develop the skills to recognise and manage their emotions.

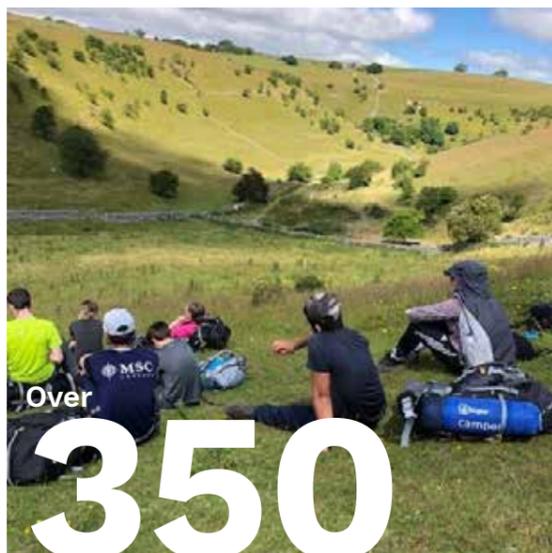
Co-reflect

'Co-reflect' provides therapeutic boundaries to help contain emotional responses and help traumatised pupils to learn safe and effective ways of living their lives. 'Co-reflect' recognises shame as a barrier to progression and learning. The shield of shame protects against a feeling of 'badness' and fear of rejection, which can be triggered by the slightest threat or criticism.

The approach has an **accredited pathway** for a **Bronze, Silver and Gold level of practice.**

We can support pupils in their recovery from trauma. It is professionally and personally challenging, but also one of the most stimulating and rewarding experiences.

The Duke of Edinburgh's Award



young people were working towards a Duke of Edinburgh's Award.

40 achieved an award at bronze or silver level.

The team has focused on training Duke of Edinburgh leaders across the organisation.

The Greater Horseshoe School's first overseas residential



Travelling

We want to create inspirational opportunities for our pupils. Each school has outdoor education provision in the form of a forest school and other specific resources. Over the year the schools have devised and organised various residential trips, including:

Baston House School

Pupils enjoyed a trip to Poland and an educational visit to Auschwitz.

Bramfield House School

A skiing trip to France with 12 students.

Baston House School

10 students visited Disneyland Paris.

Hillcrest Shifnal

Students took a trip to Swanage in Dorset for some adventure activities.

Greater Horseshoe School

Six students signed up for an activity packed five day/four night excursion to the Pembrokeshire coastline in Wales.

Baston House School

As part of the British Exploring Society 4 students travelled to Scotland.

Bramfield House School

16 students had the opportunity to visit New York in the lead-up to Christmas.

"In June we took six students to the Ardèche region of France.

For some students this was their first time flying. It was with great excitement that we left school to get our flight into Beziers airport. We had a further 2.5 hours of travel through rural France.

Activities were the main focus for this trip. We kayaked down the famous Ardèche river, completed a via ferrata course high in the mountains and visited a stunning underground maze. Seeing our students exploring and interacting with the French culture was a real highlight."

Aaron Stephenson
Teacher.

Introducing QT robot

We introduced QT as a pilot to some of our schools.



OptionsAutism

QTrobot is an innovative assistive tool, designed to enhance learning and support the development of socially empowering life skills for autistic children.

The interactive robot is fun and engaging. It helps increase attention and reduce anxiety, improving learning outcomes for autistic children. Ready to use out of the box, QTrobot embodies a third party in the learning experience, alongside the teacher and the child. The robot asks questions and responds to the child's selection on a tablet, with verbal and visual prompts, celebrating the correct responses with simple physical movements and facial expressions.

We plan to roll QT out to all of our Options Autism schools.

Introducing Immersion Rooms

We are enhancing learning opportunities for our autistic pupils with the introduction of a new immersive classroom. This latest digital learning innovation offers pupils the opportunity to explore and engage with an interactive virtual environment in a three dimensional space.

The classroom allows teachers to take the children beyond the school walls, to places and experiences that they may not otherwise ordinarily encounter, in an environment where they feel safe.

We have trialled the technology in a number of locations and are delighted to be rolling them out into all our schools.

Hillingdon Manor School benefited from this latest immersive technology. Commenting on the new facilities, Rebecca Lawton, Director of Education Practice and Standards said, "Innovation and creativity are at the heart of our continual progression and development of provision for our pupils. We embrace the incredible pace of technological development we are witnessing, and the ever increasing opportunities for teaching and learning that it brings."

We want to ensure we are at the forefront, utilising every available option to enhance our students' experiences.



Hillingdon Manor School

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Innovation and creativity are at the heart of our continual progression and development of provision for our pupils.

Rebecca Lawton, Director of Education Practice and Standards

Armley Grange School



Acorn Education

Celebrating Achievements

Well done to all Acorn students and colleagues on an amazing set of qualifications achieved this year.

This full range of additional qualifications means that every student has been able to succeed and achieve a portfolio of qualifications relevant to their skills, interests and future plans. Many of our students start at an Acorn school having been out of education for some time or having huge gaps in their learning journeys. Often, they have very negative views of schooling and low self-confidence about their ability to learn and achieve. Our job is to help build back up their confidence in all areas of their life and development, whilst delivering the formal education they deserve. With that in mind, results days always create a great chance to pause and celebrate the hard work of everyone involved: our students, our colleagues, parents, and carers.



Acorn students achieved a total of 536 GCSEs in a wide variety of subjects, with two top 9 grades achieved in English Language and in Fine Art.



A Level Success

An incredible A-level Success with a student gaining a Grade B in A Level Business Studies.

At pre-entry and Entry Level, including a wide range of BTECS, AQA Units, ASDAN Awards and Duke of Edinburgh. The most successful subjects included: Sport and Fitness, Motor Vehicle, Art, Vocational Studies, Home Cooking, Science, Geography, Further Learning and Employment and the ASDAN Gold Award.

Individual school success

Grade 9 GCSE

KR a pupil at the Grange Therapeutic school achieved a grade 9 in GCSE Fine Art, along with top grades in English Language, English Literature, Maths and History. The school is exceptionally proud of KR, and we see her going on to do great things in the future.

Great Outcomes

Red Moor School in mid-Cornwall had 4 Year 11s this year who all did exceptionally well and achieved great outcomes.

“As a school we are delighted. For so many of these boys, the thought of taking an exam was more than they could comprehend when they joined us. For each of them to have secured a college placement they are looking forward to, and for them to feel ready to go is a reflection of both the boys’ hard work and dedication of the staff at the school, in getting them ready for those next steps.”

Laura Horne
Headteacher at Red Moor School

Award Winners

Winners of ‘Star School’ at the National Be Kind Awards 2023



Smallbrook School

We are so proud of Smallbrook School for winning ‘Star School’ at the National Be Kind Awards 2023.

They were recognised for their work in the community through the local charity shop, Nu2u Telford, set up by Science Teacher Lee Ellis.

The pupils have helped hundreds of customers and given out thousands of free items to the community, whilst gaining fantastic experience.

Well done to everyone at Smallbrook. This is such a fantastic achievement!

OptionsAutism

Celebrating Achievements

Well done to all Options students and colleagues on an amazing set of qualifications achieved this year.

Students who have received their results in any formal qualification or award this year have shown great resilience in their commitment to learning and, therefore, have achieved some exceptional outcomes.

Results day creates a great chance to pause and celebrate the hard work of everyone involved: our students, colleagues, parents and carers. However, it is also a chance to celebrate not only the formal qualifications but also all the other ways that young people have developed during their time with us, and the huge progress they have made towards their next steps.

A Level Success

Four incredible A level successes: two students were awarded Mathematics A Level, and a further two were awarded Computer Science A Level, one graded A and one an A*



In a wide variety of subjects, with a grade 8 in Combined Science being the highest achievement.



Predominantly in English and Maths, but also in Biology, Chemistry, History and Geography. This included a student getting an A in Higher for English (A-level Equivalent)

Over 200 functional skills achieved

Predominantly in English and Maths, but also including ICT and Music.

Great success

This full range of additional qualifications means that every student has been able to succeed and achieve a portfolio of qualifications relevant to their skills, interests, and future plans.

Determined

Four pupils at Underley Garden School took their GCSEs this year, but one pupil's story really stands out. Lewis had been so determined to challenge himself this year. He became so confident in his own ability that he attempted the higher paper in Maths and went on to achieve a grade 5.

"We knew he could do it. Lewis is now going on to college to do Engineering Technology as well as continuing some learning with us at Underley and holding down a part-time job in the local community - we couldn't be prouder."

Nicola Harper
Headteacher at Underley Garden School

Award Winners

Specialist Provision of the Year



We are incredibly proud to announce that Maple Grove School has scooped the award for Specialist Provision of the Year at the Chester Standard Education Awards.

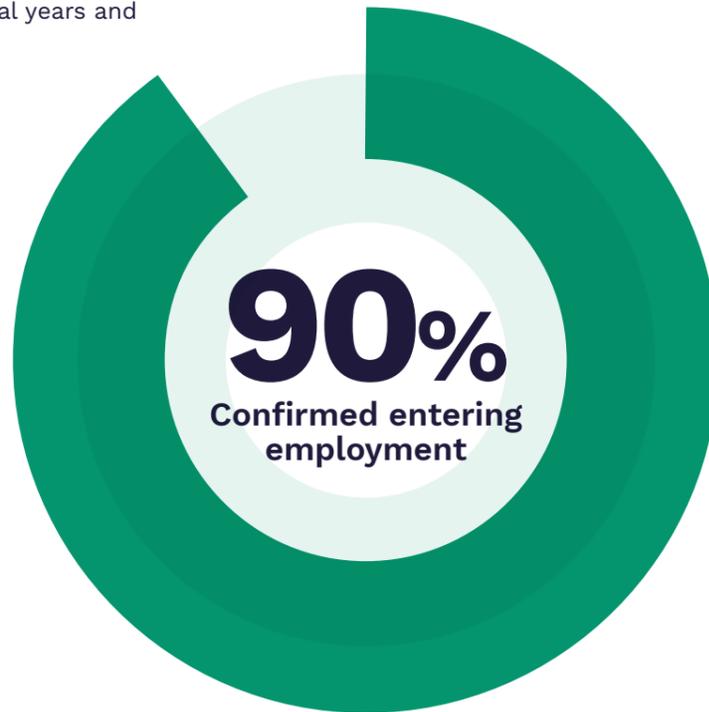
It's testament to the dedication and hard work of the team as well as our brilliant families and young people, who all contribute so positively to the Maple Grove community. Well done everyone, and a huge thank you to the parents who nominated and helped round off the year with something very special.

Congratulations to Maple Grove!

Career outcomes

All of our students receive dedicated personal guidance from our in-house qualified career advisors to support them beyond the classroom. The continued support ensures our students succeed throughout their educational years and into employment.

The destination information is based on the 309 young people within the schools in England, who finished Year 11 in Summer 2022.



Of the 309 young people, 90% (278) are confirmed as entering employment, education or training, with a further 16 hoping to finalise their setting through appeal. This takes the figure to 294 (95%) a rise from 92.3% (239 students) in 2022.

95%

of our students successfully applied to an education or training setting in 2023.

4.9%

(15) are Not in Education, Employment or Training, a decrease from 6.2% in 2022.

Careers Support Package

Every school now receives support from a dedicated careers practitioner qualified to level 6 or 7. Our schools receive personalised careers curriculum, adapted to meet the needs of our students, as well as a bespoke virtual work experience programme to ensure no student misses the opportunity to 'dream big'.

Musician

During his 1:1 career appointment, Adam talked about his love of music and how he had taught himself to play a few different instruments. Adam mentioned that music production is something that he would like to explore.

He took part in a summer course held at the Institute for Contemporary Music Performance. On the course he learned how to use the Ableton music software to produce music and there was opportunity for him and his fellow students to collaborate. The Institute also offered courses for music performance and song writing and, when all the summer school students got together, he had the chance to play his guitar and jam with them. Collaboration was Adam's highlight.

By giving Adam the opportunity in his careers appointment to discuss and explore his strengths, ideas, and aspirations we were able to identify an area of interest which he wanted to explore in more detail.



Animator

When Thomas' career advisor, Anna, asked about his hobbies and interests, he talked about his love for art and making comic strips. He explained that he would like to work towards a career in animation and was really interested in stop motion. This was not something he had any experience of, but he loved to watch things like Creature Comforts, Shaun the Sheep and Wallace and Gromit.

Anna found a workshop in which Thomas created a 30 second animation on the evolution of the planet!

Careers Lead, Martin Leese said "I thought that it was fantastic for Thomas, he was very proud of the animation which he produced with minimal support. I have never seen him work so independently and quickly. Thomas will have a video and images to add to a portfolio as well as an experience to write about in a CV or personal statement."

*Names have been changed

New services

During the year we undertook a number of developments and expansions which have resulted in over

700
new school placements.



Brookthorpe
Hall School

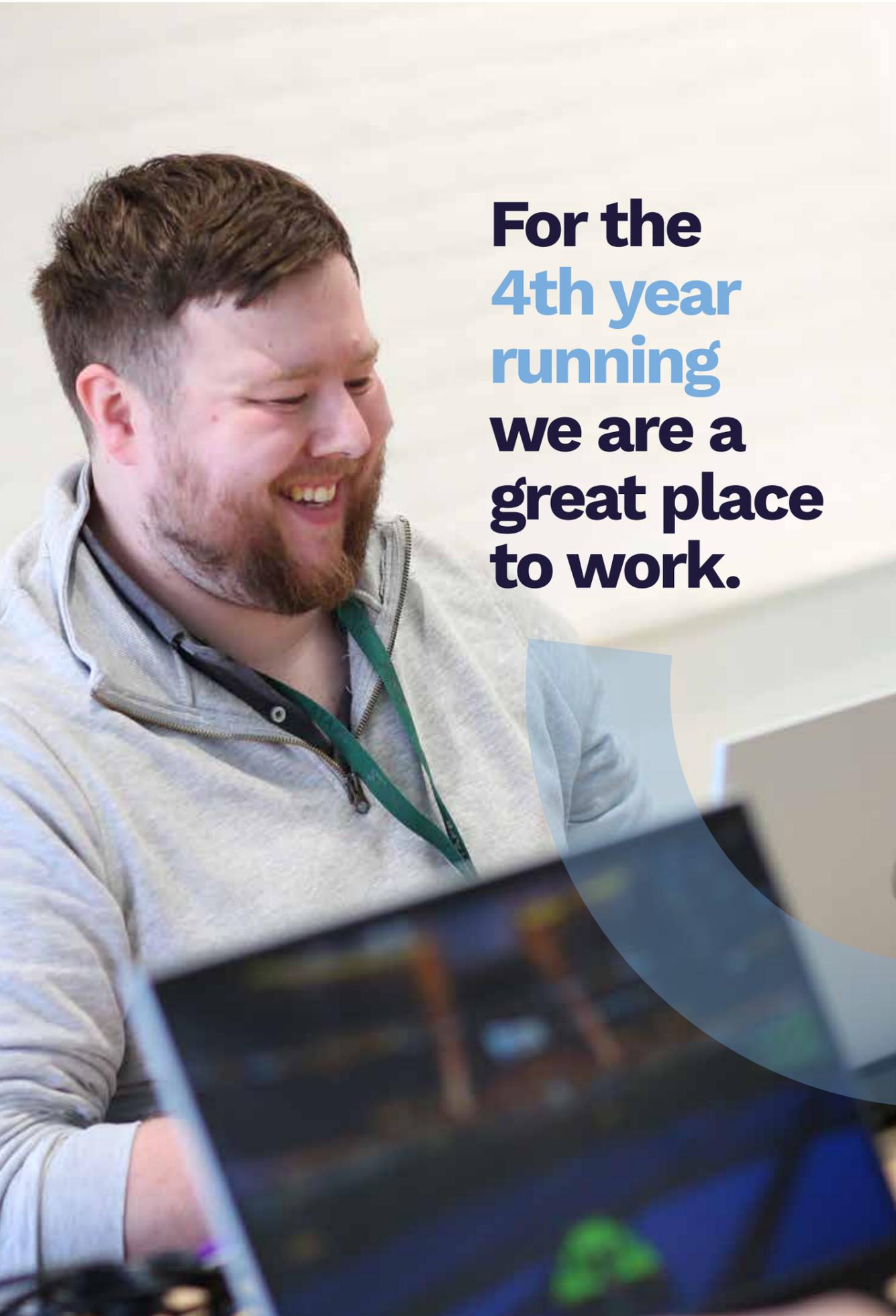


Bankside
College

We have more developments planned to meet the ever increasing demand.

Our first specialist early years provision opened its doors.





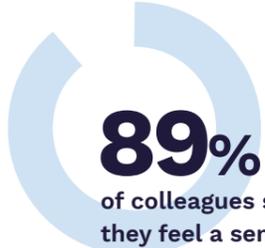
**For the
4th year
running
we are a
great place
to work.**

**Great Place to
Work Survey**

We scored

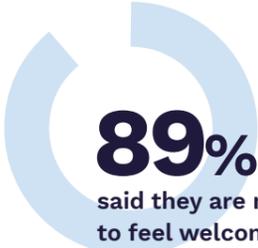
77%

For the 4th year running we are a great place to work. The survey is based on a Trust model. To be considered a Great Place to Work, organisations must meet a minimum score of 65%. Once again Outcomes First Group far exceeded this.



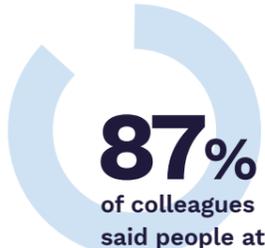
89%

of colleagues said they feel a sense of pride when they look at what we accomplish.



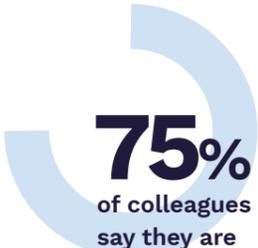
89%

said they are made to feel welcome when they join the company.



87%

of colleagues said people at the company care about each other.



75%

of colleagues say they are encouraged to balance their work and life.

**Looking forwards
Taking our next steps
together**

Incredible futures are at the heart of our Outcomes First Group vision, so celebrating this year's achievements also means building on them over the coming year... and beyond.

We have plans in place for new schools places where pupils will take their own next steps on an exciting and rewarding journey into tomorrow.



Please scan the QR code to find out more about our impact.

One Family
Building
Incredible
Futures
Together



outcomesfirstgroup.co.uk