



Outcomes
First
Group.

How we deliver our impact.

Quality and Impact Report

September 2023 - August 2024

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

David Leatherbarrow

**98% of our schools
rated good or outstanding**

Celebrating our key achievements.

I am delighted to share with you our Annual Impact Report for the academic year 2023, which highlights our achievements and milestones. The report showcases our efforts to provide neurodivergent children and young people with access to high-quality education, and we are proud to say that it has been another successful year marked by both growth and an enhanced educational offering for our pupils.

We have opened several new schools this year, increasing our reach to over 4,000 pupils. This growth allows us to serve more families and meet the growing demand for specialist education.

In line with our commitment to providing cutting-edge learning environments, we have continued investing in QT robots and immersive classrooms across all new schools. These interactive robots serve as vital tools for developing speech and language skills. Each robot offers a predictable and supportive environment where pupils can practice social interactions. Our state-of-the-art, multi-sensory rooms offer pupils an interactive experience through touch, sight, and sound, enhancing engagement and learning outcomes.

This year, we introduced Momenta Connect, a new brand aimed at helping young people overcome barriers to education. Bringing together ADL, LCP, and WPA, Momenta Connect focuses on supporting pupils in reconnecting with education and reaching their full potential.



WPA



Our focus for the coming year is to continue driving innovation and expanding our services to meet growing demand. This includes opening more schools and creating additional capacity to support more pupils.

Finally, I would like to extend my congratulations to all our pupils and teams for their hard work. I am proud to report that 98% of our schools were rated Good or Outstanding by Ofsted, a reflection of the exceptional dedication and effort shown by everyone involved.

If you have any feedback on this report or would like more information about our work, please feel free to reach out.

Thank you for your continued support.

D. Leatherbarrow

David Leatherbarrow,
Chief Executive



Overview

Our schools supported over 4,000 pupils. We now have over 75 schools across the UK.

What Ofsted said:

98%
of our schools are rated good or outstanding.

Our recent outstanding schools include: **“”**

Red Moor School

“The school’s curriculum has an understanding of pupils’ trauma and barriers to learning at its heart. Pupils benefit greatly from the tailored provision they receive”

Heath Farm School

“Pupils thrive at Heath Farm School. The exceptional quality of care and education makes a positive and pivotal difference to their lives.”

Mountfield Heath School

“Attending Mountfield Heath School is a life-changing experience for its pupils. This remarkable place provides an inspirational, safe and nurturing environment in which pupils thrive.”

Smallbrook School

“Care, nurture and a sense of belonging permeate every aspect of the school. Leaders sharply focus on pupils’ well-being. The curriculum to promote pupils’ personal and character development is highly effective. As a result, pupils re-engage in their education and learn to trust again.”



Celebrating Achievements

OptionsAutism

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

Options pupils achieved a total of 298 GCSEs in a wide variety of subjects with some of the highest grades being achieved including two Grades 8 in Religious Studies, a Grade 8 in Fine Art, a Grade 7 in Physics and a Grade 7 in Psychology.

An additional total of 350 Functional Skills Qualifications were achieved (an increase from 200 last year) – predominantly in English and Maths, but also including ICT and Science. There were also an additional 267 other qualifications at levels 1 and 2.

In addition, 68 entry level qualifications and an astounding 640 pre-entry qualifications in a wide range of academic, vocational and life-skills subjects were achieved with most schools reporting a 100% Pass Rate.

There was also success at A-level with two AS levels in Science, one in English Literature and one in History, plus an A level in Computer Science and an A level in History.

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.



What is Options Autism?

Options Autism is a leading provider of education for neurodivergent children and young adults.

Our schools are located across the country, providing inclusive environments for pupils to thrive and access the world.



A total of 99 Scottish qualifications were achieved this year, including 11 'L2-5's, 39 National 3 Awards, 37 National 4 Awards and 12 National 5 Awards.

A huge thank you to all the teams involved in supporting our students so they can thrive – not only academically but also in achieving their personal goals.



Acorn Education

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

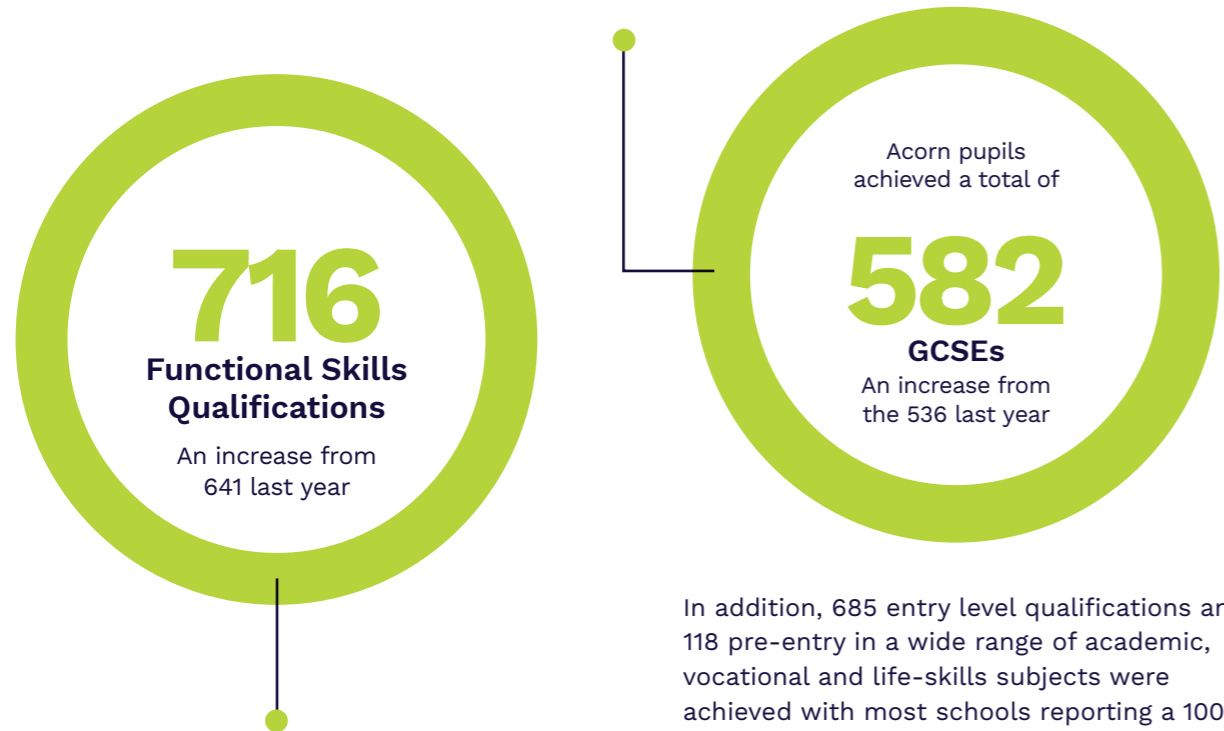
Acorn pupils achieved a total of 582 GCSEs in a wide variety of subjects. Some highlights include grade 7s achieved in Art, Computer Science, Maths and Music.



What is Acorn Education?

Acorn Education is the UK's leading education provider for children and young people with special educational needs.

We are committed to delivering outstanding education for those who experience trauma or adversity.



An additional total of 716 Functional Skills Qualifications were achieved (an increase from 641 last year) – predominantly in English and Maths, but also including ICT and Science. There were also an additional 308 other qualifications at levels 1 and 2.

In addition, 685 entry level qualifications and 118 pre-entry in a wide range of academic, vocational and life-skills subjects were achieved with most schools reporting a 100% pass rate. This is a huge increase from previous years.

There was also an incredible success at A-level with a Grade B in Maths and an Arts Award Gold.

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

Duke of Edinburgh Award (DofE)

Over the last year, 100 students across our schools have achieved either a Bronze or Silver award.* This is a 20% increase on the previous year. It is expected that we will see the first students achieve a Gold award in 2025.



*September 2023 – August 2024

Awards Started		Awards Achieved			
187	36	10	70	30	0

“”

We are in complete awe as we have been away so many times in so many different ways and they have always been extremely stressful. You are all amazing for signing up to this and providing this amazing opportunity.

Thank you for providing an incredible experience, he really enjoyed it.”

The Grange Parents



Ski Trip 2024

In March 2024 22 pupils set off on a coach journey to the resort of Pila, in the Aosta valley region of the Italian Alps for a week of skiing and après ski activities delivered through Interski. This is the first time schools across both Options and Acorn have come together for a trip.

The ski party was made up of 22 pupils and 16 supporting adults from Underley Garden, Wenlock, The Grange and Bramfield House schools. By way of preparation, all of the students had taken part in dry ski slope or snowdome skiing sessions.

The group travelled by coach and a ferry journey from Dover to Calais, which was a first for some of the pupils. By late morning on day two, excitement started to build as we closed in on the Alps, seeing the snow topped mountains for the first time.

On arrival at our destination the Interski team took over, settling us into our hotel in the village of Villeneuve. In addition to the skiing, a pizza night was organised in a traditional pizzeria, a tour of the historic town of Aosta was arranged which culminated in a delicious Italian ice cream stop and also an evening of competitive fun in ten-pin bowling. Some of the pupils also took the opportunity to try tubing (sliding down slopes on rubber rings) towards the end of the week.

Pila had seen one of the best days of snow fall of the season and on our first day of skiing we were greeted by sunshine, blue skies and perfect ski conditions.

A week of
adventure, challenge,
progress, laughter,
confidence building
and pride.

The ski instructors were brilliant in their teaching and interaction with the pupils. It was agreed that the initial ski groups would be formed based on their schools, however as some pupils, inevitably progressed quicker than others, the school groups started to mix and new friendships were formed. Skiing sledges were also provided as an alternative to skiing all day.

The pupils were well mannered and on their best behaviour throughout the week - they were a credit to their respective schools. It was a week of adventure, challenge, progress, laughter, confidence building and pride which was described as awesome, incredible, fantastic and a lot of fun.

One of the many benefits from the trip was to see the strengthening relationships between colleagues and the pupils, several of them embarking on their first residential trip supporting pupils.

A further benefit of a combined ski trip is that several pupils have now completed the residential section of their DofE Gold award.

Darren Evans,
Pedagogy and Curriculum Lead –
Outdoor Education



Wenlock Staff

“““

What an experience! My first time taking a group of students abroad couldn't have gone any better. It was so nice to be able to give pupils experiences they may never get again.

“““

I have had nothing but positive feedback from parents.

**Underley Garden School
Ski Trip Leader**

A few of the comments raised by the school ski trip leaders, parents and pupils are captured below:

Bramfield School Ski Trip Leader

“I have seen the pupils grow socially, develop new skills and showed determination in attempting not just a new sport, but also being away from home and traveling a long distance away on a coach with pupils they have never met before. I have had nothing but positive feedback from parents. I feel that this trip will only have a positive impact on their learning and behaviour in the future here at Bramfield school.”

Underley Garden School Ski Trip Leader

“This trip clearly met the pupils EHCP and personal targets. The social interaction was of note as at times our pupils don't seek social interaction but they did on the trip and a few made friends with other pupils from the different schools. One pupil could recall everyone's name and would greet us on a daily basis.”

Underley Garden Parent

“I just want to say a huge thank you to the ski trip staff for looking after her and keeping her safe in Italy. It's such a big achievement for her to go overseas and try new experiences. Thanks so much for all the organising and preparing her for the trip. She looks like she had a fab time.”

Wenlock Parent

“I would like to say a big thank you to you and the team for taking him on a skiing trip. He's never stopped talking about it since he's been back. He's had a fantastic time thoroughly enjoyed it, he's talking about going again so a big thank you.”

Bramfield School Parent

“He has had an amazing time skiing. He's come home talking all about it. He seems so more grown up in one week. Thank you all for taking him, such an amazing time for him, achieving new things and making new friendships.”

The Grange Pupils

“I've really enjoyed the freedom this trip has allowed me to have, I feel like I've been really trusted on this trip and given a great opportunity.”

Futures Team

Over the last year the Futures Team has supported all schools across the group without any external advisor support.

Having carefully crafted a bespoke approach with our own qualified and apprentice advisors to support pupils, our learners receive unlimited support when they need it, and our schools have a professional on hand to guide them through their careers provision.



Oliver Masters Apprentice Regional Futures Advisor

Oli joined the futures team a year ago moving from within Greater Horseshoe school. Oli has a diagnosis of Autism and a great passion for providing others with the careers guidance he did not receive.

““”

“At 11 years old I received an autism diagnosis. Mainstream education was challenging and when I left school I had no idea about a career path or what life had to offer. After bouncing around jobs, unaware of the skills I had and the roles I was suited for, I was inspired by a careers advisor on a Job Centre course and decided I wanted that advisor’s job.

I now support eight of our schools in the south of England. The schools have between 20-150 pupils, and once they reach Year 8, they meet with me 1-2-1 for careers advice sessions at least every year until they leave school. I love the variety of settings and how the schools and the pupils have different approaches to learning. It makes for an interesting and diverse job.”



The destinations data for successful transitions has gradually increased over the years as the central team has grown which is testament to the success of the approach and the team and something that has been recognised outside the sector as something to benchmark against.



What is our Futures Team?

Our Futures Team is made up of highly-trained Regional Futures Advisors. Each of them has a Level 6/7 qualification in Careers Guidance or is a supported apprentice, complemented by specialist expertise in working with young people who have additional or complex needs.

The team has created a bespoke Special Educational Needs (SEND) Careers curriculum, which offers pupils the opportunity to achieve a qualification whilst preparing for their future.



Aiden Longdon Park School

Aiden left Longdon Park in July 2023 and is progressing to the next level at college. In September, and The College is really happy with his progress. He is now walking to college by himself, which he loves, and goes to the burger van by himself every Wednesday.

Aiden goes hiking every weekend now, and to Birdland nearly every month. He has also been going to the library by himself and is active in a few groups on Discord.

Fantastic news Aiden – keep it up.



Kieran Waterloo Lodge School

Since leaving Waterloo Lodge Keiran has received an unconditional offer from his chosen university and will be studying for a BA Hons in Music.

Keiran spent three years at Waterloo Lodge School before being admitted to two colleges and gaining recognition for his live performances. The team couldn’t be prouder of his achievements.

Congratulations to Keiran on this fantastic accomplishment.

Our learners receive unlimited support when they need it

Clinical Strategies

Our two clinical strategies are firmly embedded in our schools. They support employees and our pupils by creating environments where our pupils can learn and thrive.

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.

AAD Accreditation across schools



Ask, Accept and Develop

The foundation of the Neurodiversity Strategy is based upon the principles of Ask, Accept and Develop. Ask - hearing the autistic voice, Accept - embracing the autistic individual, Develop - new skills, abilities and confidence.

We have developed an accreditation programme for our services to achieve bronze, silver or gold level of practice.

This is embedded with regular reviews and sharing of best practice and knowledge.

Trauma Informed Practice

The strategy promotes a standardised practice, to build relationships and focus on trauma recovery, through the lens of the three Cs Model of Trauma Informed Practice: Connect, Co-Regulate and Co-Reflect.

TIP accreditation across schools

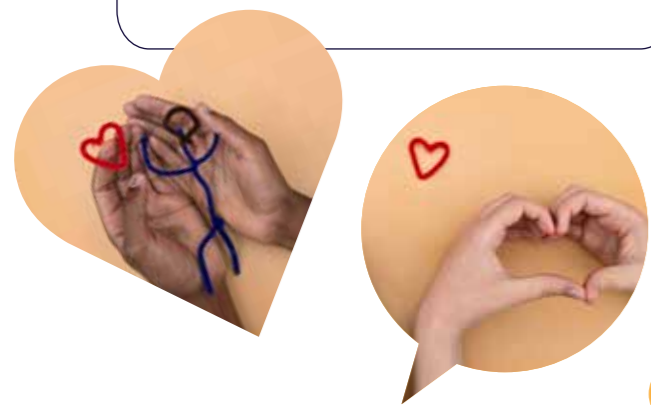


Trauma Informed Practice

Our Trauma Informed Practice Strategy aims to educate and support individuals in understanding the impact of trauma on a child's early experiences, the subsequent internal world they have developed, and how this relates to the survival skills or behaviour they have developed.

We have developed an accreditation programme for schools to achieve bronze, silver or gold level of practice.

We embed practice through connecting regularly as a whole group with nominated champions.



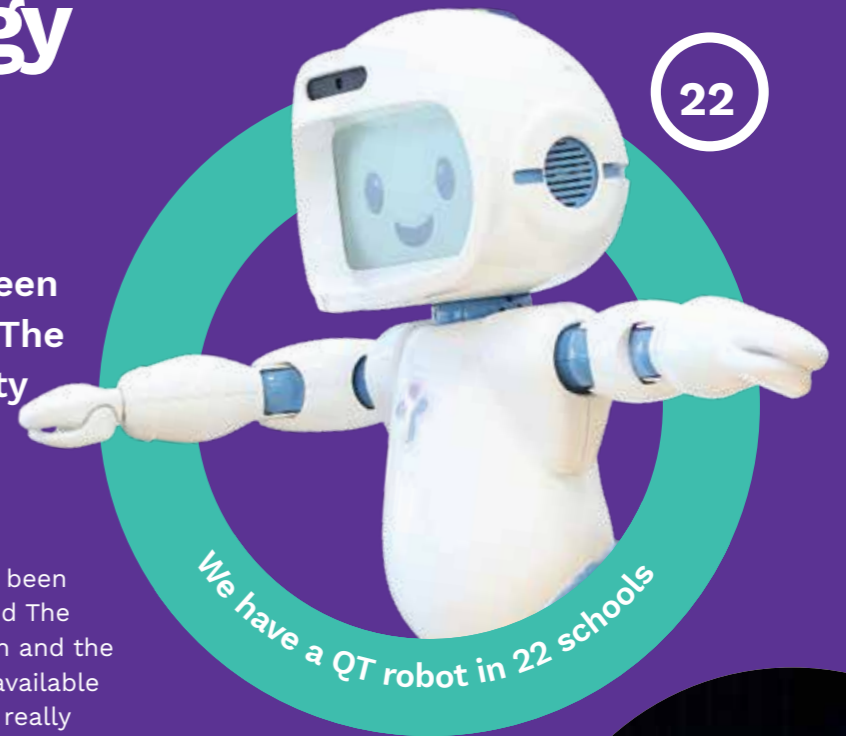
Embracing Technology

22

Feedback from pupils and colleagues about new technology has been positive. Andy Moore, The Wenlock School Deputy Head Teacher said:

“““

“The pupils in lower school have been basing reading and writing around The Gruffalo Story by Julia Donaldson and the interactive scenes for the story available within the immersive room have really excited and engaged this cohort of pupils. The ability for the children to enter the story setting interactively has been amazing.”



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A number of schools have successfully integrated Esports within ICT curriculum and pupils are actively engaging with their learning through use and development of Esports.

Students in Year 9 upwards are enrolled on Esports Level 1 BTEC.

“““

“This course enables our pupils to build strengths in problem solving, teamwork and communication, as well as STEAM skills. Students get to explore video and sound editing, graphic design, broadcasting, and event planning. They create their own Esports brand and work on the image portrayal throughout the Level 1 qualification.”

Esports

This year we have been testing Esports with the view to offer the package to our schools. An Esports Suite Package will include hardware equipment, tables, chairs and of course the relevant software and support with this and a relevant curriculum.



Sustainability

Our Commitment to Sustainability

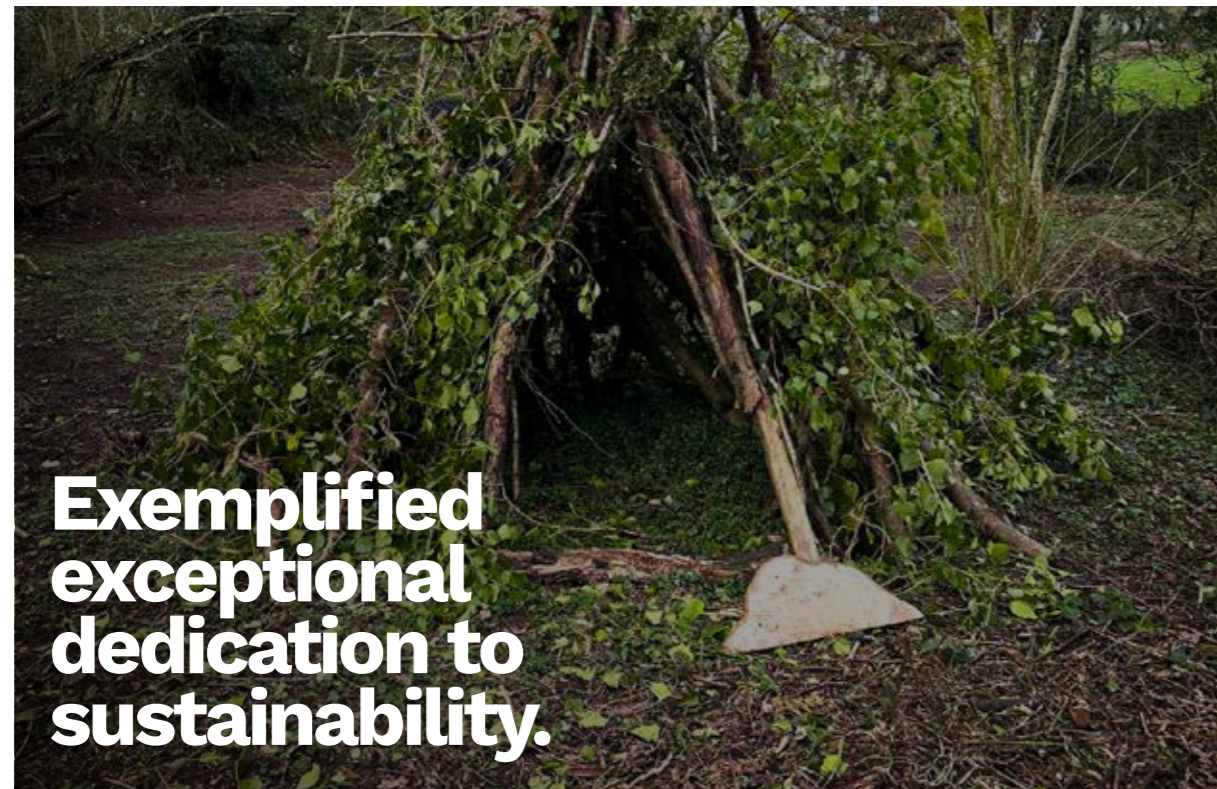
We are dedicated to embedding sustainability in our operations, aligning with the United Nations Sustainable Development Goals (UN SDGs) to equip pupils with the skills to tackle pressing environmental, social, and economic challenges. Our focus is on reducing our carbon footprint, embracing sustainable sourcing, and promoting environmental awareness, while fostering a culture of sustainability across our schools and communities.

Sustainability is integral to our mission and how we conduct business, guiding us to make a lasting positive impact on society and the planet.

Alignment with the UN Sustainable Development Goals (UN SDGs)

Our projects and activities reflect these global goals, creating a learning environment where pupils engage in meaningful, accessible, and practical sustainability practices. From school gardens and recycling programs to energy-saving initiatives and community projects, our efforts support the UN SDGs and provide opportunities for pupils to participate in sustainability. These initiatives empower our pupils, foster a sense of responsibility, and inspire them to become proactive contributors to positive change in their everyday lives and communities.

Our goal is to nurture a generation that is not only academically skilled but also proactive in making the world a better place for everyone.



Exemplified exceptional dedication to sustainability.



UN SDGs Related Activities

Through our Green Initiatives Committee we have funded a wide range of projects across our schools and homes, focusing on creating greener, healthier, and more sustainable environments for our pupils. Below are some of our outstanding projects and their impact on the UN SDGs.



Students at **Falkland House School** with their Polycrubby Initiative where they created a sustainable garden, growing produce for school meals while learning about agriculture and environmental stewardship.



PIC•COLLAGE

Students at **The Greater Horseshoe School** with their “GHS Green Up” initiative for planting fruit trees, native plants, and installing water butts to enhance biodiversity and sustainability on school grounds.



Maple Grove students in the Gardening and Eco Club have developed a vibrant garden, nature pond, and wildlife habitats, enhancing biodiversity at their school.



Barton School's Grow and Cook Project: Through this initiative, the school grows its own vegetables in the garden, which are then used to create fresh recipes in the school kitchen for the students.

Green Mark Accreditation

The Green Mark Accreditation represents a significant achievement in our sustainability efforts, with eight of our sites successfully attaining Level 1 certification. This initiative has played a crucial role in embedding sustainability within our culture, prompting the development of environmental action plans and driving measurable improvements at the accredited sites. Building on this success, we plan to expand the programme across more locations, reaffirming our commitment to environmental responsibility and continuous improvement in sustainability practices.

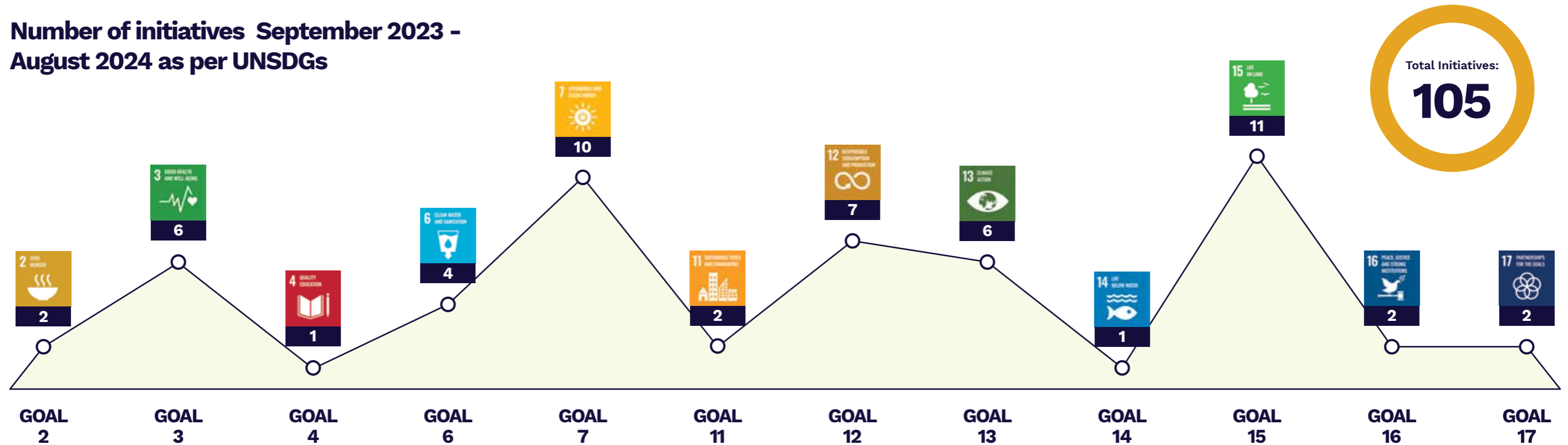


Repurposing Tech for Good Initiative

In collaboration with the Dream Big Trust we launched the Repurposing Tech for Good initiative, turning surplus electronic devices into impactful support for vulnerable communities. By selling repurposed devices on eBay, we have raised over £25,000, which funds the Trust's grant-giving efforts, including book giveaways, food vouchers, skills workshops, and educational programs. Environmentally, this initiative has diverted 1.5 tonnes of e-waste from landfills and avoided 15,000 kg of CO2 emissions, demonstrating our commitment to sustainability and social responsibility while fostering community well-being.

Reduction of **15,000kg** CO₂ emissions

Number of initiatives September 2023 - August 2024 as per UNSDGs





A new chapter in specialist education begins as the doors of Hazel Cottage School officially open, ready to inspire future generations.

New Schools

We are delighted to be able to increase the number of pupils we can educate. Over the last year we have opened nine new schools.

Schools

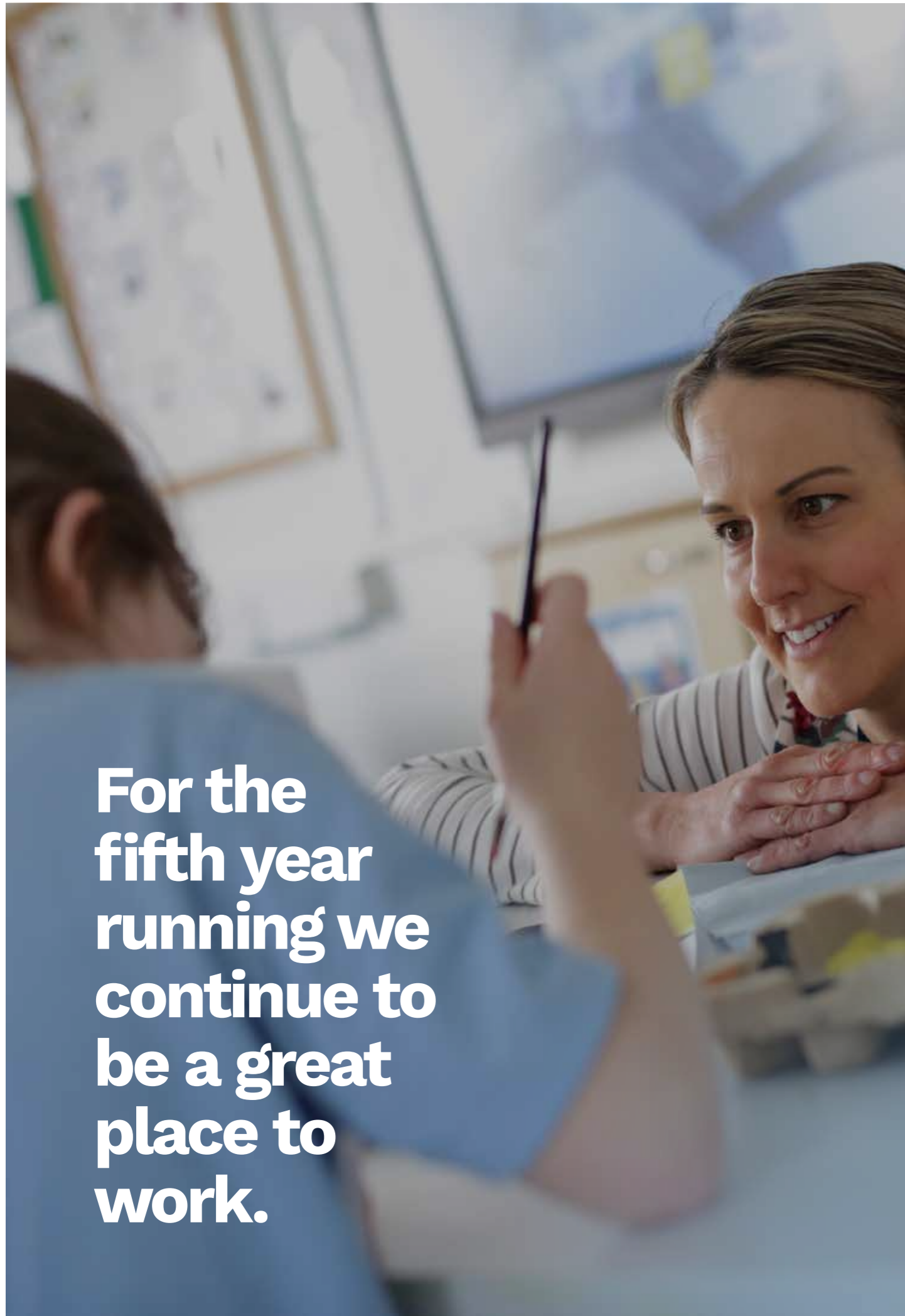
- Ashley Park School
- Bankside School
- Castle Garden School
- Dibden Park School
- Hambrook School
- Hazel Cottage School
- Napier School
- PAPWORTH HALL School
- Willow Park School

The map shows the following school locations:

- 1. Ashley Park School (London)
- 2. Bankside School (London)
- 3. Castle Garden School (London)
- 4. Dibden Park School (Aberdeen)
- 5. Hambrook School (London)
- 6. Hazel Cottage School (London)
- 7. Napier School (London)
- 8. PAPWORTH HALL School (London)
- 9. Willow Park School (London)

Bankside School Reception

www.outcomesfirstgroup.co.uk/school-finder/



For the fifth year running we continue to be a great place to work.

Great Place to Work Survey



We are proud to be a great place to work. Some of our highest scoring statements in the recent survey are shown here:

As well as being certified we have been recognised throughout the year in the following categories.

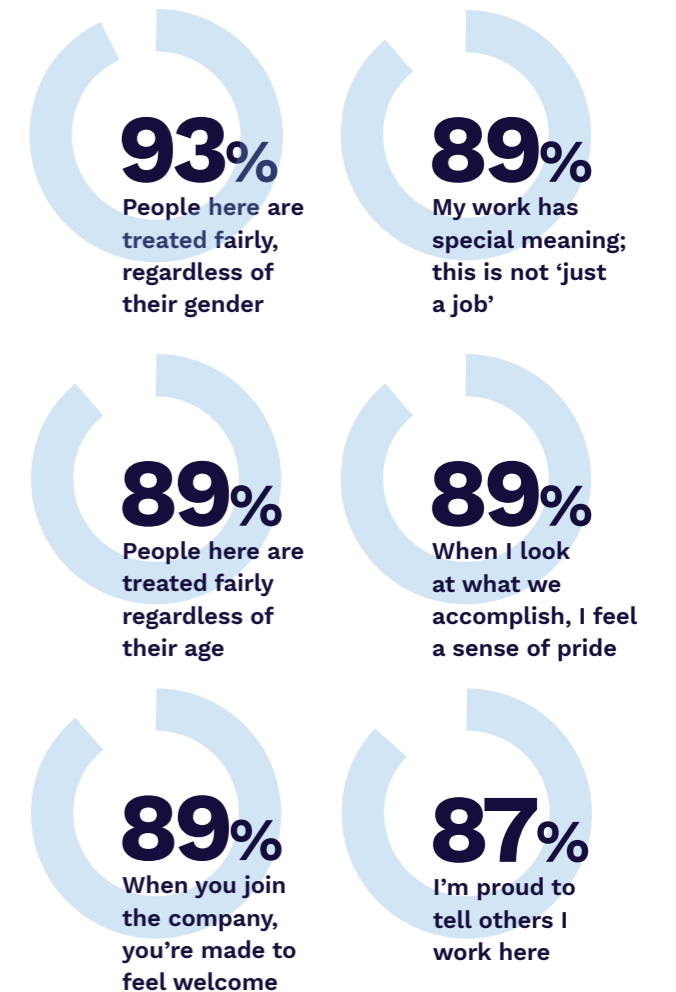
UK's Best Workplaces for Wellbeing™ 2024

The Best Workplaces for Wellbeing award recognises the commitment to supporting staff wellbeing, with the four day week initiative being rolled out across the organisation, as just one of the reasons why our employees believe it's a great place to work.

UK's Best Workplaces for Development™ 2024

The brand new UK's Best Workplaces for Development List recognises companies making employee development a key part of company culture.

Underpinning all of our policies and procedures is Our Promise, our commitment to each other.



Our Promise



The leading provider of specialist education in the UK.



outcomesfirstgroup.co.uk