

# Short inspection of The Fortune Centre of Riding Therapy

Inspection dates:

1 and 2 March 2023

## **Outcome**

The Fortune Centre of Riding Therapy continues to be a good provider.

## **Information about this provider**

The Fortune Centre of Riding Therapy (FCRT) is an independent specialist college based in the New Forest, Dorset. The college provides education for young people who have special educational needs and/or disabilities aged 16-to-25 years old. Students study individually tailored programmes which help them to develop their independent life and/or employability skills. Students study the Further Education Through Horsemastership course, as well as English and mathematics qualifications. At the time of the inspection visit, there were 36 students at the college, nine of which were in year one, 15 in year two and the remainder being in their final year. All students who attend the college have education and health care plans (EHCPs). Most students are boarders at the college.

## **What does the provider do well and what does it need to do better?**

Students benefit from a carefully structured, flexible curriculum which is individualised to meet each students' needs. All students follow a programme of learning which develops their knowledge, skills, and behaviours effectively through caring for and riding horses. Students develop their literacy and numeracy skills well. Students benefit from carefully chosen qualifications in work-based horse care and the British Horse Society Challenge Awards if they have an interest in working in this sector when they leave. Almost all students achieve their chosen qualifications, and most students move on to their chosen destinations.

Leaders have innovatively incorporated classroom learning, practical learning, work experience and continue this learning in the residential settings. For example, students learn about the health and care needs of the horses which help them identify their own health and care needs and put these in place on a daily basis. As a result, the vast majority of students successfully apply their learning in real-life contexts and to their own lives outside of college time. Leaders recognise the need to extend the amount of time that students receive for external work experience to mirror more realistic timescales.

Teaching staff plan and deliver individualised learning plans so that students make swift progress in achieving the outcomes agreed on their EHCPs. Teachers use repetition and application extremely well to support students to learn more and remember more over time. They use questioning expertly to promote independent use of their learning and encourage students to take risks, make mistakes and grow in confidence as a result. However, a very small minority of teachers do not contextualise learning effectively so that students are able to understand and apply their knowledge outside of the classroom.

Leaders and staff have greatly improved the way they monitor and record students' progress so that they can continually update targets to support students to continue to improve. They monitor students' academic progress closely and intervene swiftly to ensure students develop independence and are ready for employment. Students benefit from clear, meaningful targets which they understand and know well.

Leaders have ensured that students benefit from an effective careers programme from the start of their time at the college. Staff identify students' aspirations and interests and provide them with weekly sessions with transition coaches throughout their time at the college to ensure that they receive useful preparation activities for their next steps. For example, students preparing to work learn how to write CVs and letters of application. In year 3, students benefit from an increased transition curriculum to help them prepare for their individual living and/or work lives. For example, transition coaches support students to build relationships with their adult social care team so that they are better prepared to manage their own needs in the future.

Leaders use robust quality assurance processes and so have a firm understanding of the quality of the curriculum. They put in place meaningful and effective actions which have a positive impact on the students' experiences, progress and outcomes. Trustees, leaders, and managers monitor the quality of the provision successfully and in a timely manner. Trustees have a very strong oversight of the college and provide useful support, guidance and challenge to ensure that senior leaders continue to put the students' first.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Appropriately qualified designated safeguarding leads (DSLs) and the registered manager are vigilant in monitoring changes to students' behaviour that may be a sign of a more significant concern. The DSLs keep effective records, monitor low-level concerns, and have clear reporting mechanisms in place to keep students safe.

Leaders complete thorough risk assessments to check that students are safe on the yard. They ensure that staff and students understand how to work safely with horses and equipment.

Leaders have appropriate policies and procedures in place for safeguarding and the 'Prevent' duty. However, leaders recognise the need to review and update the Prevent duty risk assessment more regularly and with oversight of the trustees and the education and care committee.

Students feel safe when at the college and recall useful training to help them stay safe. They know how to report concerns and feel that they would be heard and dealt with swiftly and appropriately.

### **What does the provider need to do to improve?**

- Leaders should ensure that all students are supported to relate learning to their practical environment.
- Leaders should increase the hours that students spend on work experience placements so that more students experience more realistic expectations, such as longer days.
- Leaders and trustees must ensure that the Prevent risk is up to date so that they can mitigate risks and ensure that they prevent any extremism or radicalisation.

## Provider details

<b>Unique reference number</b>	131891
<b>Address</b>	Avon Tyrrell Bransgore Christchurch Dorset BH23 8EE
<b>Contact number</b>	01425 673297
<b>Website</b>	<a href="http://www.fortune.ac.uk">www.fortune.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Jane Delves
<b>Provider type</b>	Independent specialist college
<b>Date of previous inspection</b>	18 and 19 May 2016
<b>Main subcontractors</b>	n/a

## Information about this inspection

The inspection was the first short inspection carried out since The Fortune Centre of Riding Therapy was judged to be good in May 2016.

The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff, and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Emma Leavey, lead inspector

His Majesty's Inspector

Joyce Deere

Ofsted Inspector

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M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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