

LOUGHBOROUGH COLLEGE

Further Education College residential provision

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| Inspection dates | | 20-22 May 2015 |
| Overall effectiveness | This inspection: | Good |
| | Previous inspection: | Adequate |
| Outcomes for learners | | Good |
| Quality of service | | Good |
| Safeguarding | | Good |
| Effectiveness of leadership and management | | Good |

Summary of key findings

This college is good because:

- Students who are accommodated make good progress in terms of their independence and maturity. They feel safe as staff treat them with respect. Students describe living in accommodation as like being in one big family.
- This service provides students who are accommodated with invaluable and positive life experiences ensuring they are well prepared for future employment or higher education. The college provides a good level of individual support both academically and pastorally to students. Subsequently, the college has a high success rate for attendance and achievement for students who are accommodated compared to their peers using the day provision only.
- The college has good safeguarding practices. Safeguarding is at the heart of all practice in the college and students who are accommodated fully understand their role in ensuring their own and others safety. The college is diligent in managing all levels of concern for all age groups. Students are accommodated safely.
- Equality and diversity are embedded throughout all aspects of college life.

This is not yet an outstanding college because:

- Residential accommodation is of a good standard but some areas require refurbishment. The college plans to review the accommodation and produce a five-year action plan to ensure all accommodation is provided to a high standard.
- Recruitment practice falls short of the highest standard.

Full report

What does the college need to do to improve further?

- Ensure the college's recruitment policy is consistently implemented to reduce the risk of unsuitable adults working with students. All staff references need to be verified and gaps in employment histories should always be explored.
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 - Continue to roll out the new appraisal system to ensure the accommodation team are provided with good guidance and support in their roles.
 - Consider the programmes students are participating in when allocating bedrooms with shared bathrooms.
 - Consider having fire drills at different times during the day and night so students in accommodation cannot predict whether it is a drill or a real fire.
 - Provide the accommodation team with drug awareness training to ensure they are competent in identifying when students in accommodation are potentially misusing illegal substances.

Inspection judgements

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| Outcomes for learners | Good |
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- Outcomes for students who are accommodated are good because they make good progress both socially and academically. Subsequently, the college has a high success rate for attendance and achievement for students who are accommodated compared to their peers using the day provision only. Students describe living in accommodation as being like one big family. Students who are accommodated get on well with others including those from different backgrounds and cultures. Students have respect for each other, and their different cultures and beliefs.
- Students like staying in the college accommodation saying that they particularly like the staff and how close it is to the college. Students report that activities organised by the accommodation staff team have improved this year. They have been to a theme park and had a barbeque. They also have access to common rooms, table tennis and games consoles which they say they enjoy. A large number of accommodated students are sports students and spend much of their evenings and weekends either training or competing. They aspire to be part of future Olympic events.
- Students acquire good independent living skills while residing at the college. Students cook their own evening and weekend meals, do their own laundry and are expected to keep their flats clean and tidy. Students who are accommodated receive good guidance from the accommodation staff team.
- Students who are accommodated make a good contribution to life within the college's residential community as well as the local community. They are encouraged to carry out voluntary work and raise money for charities. The student voice is important at this college and their views are both sought and acted upon. Accommodated students are actively encouraged to contribute to the running of the residential provision. Their views and opinions are valued, which provides social cohesion and a strong college identity. Accommodated students are actively involved in

the running of the residential provision and any developments or changes to residential life. For example, they are asked their views on activities for the forthcoming academic year.

- Students who are accommodated understand how to lead a healthy life and many are involved in sports as part of their programme. They are looked after well when they are ill or have an accident. The promotion of a healthy lifestyle is successfully integrated into how the college operates. Students are educated on how to live a healthy lifestyle through enrichment sessions that cover healthy eating, exercise, sexual health and drug and alcohol awareness.
- Students who have mental health problems are provided with good support both internally from well-being advisors and counsellors or externally via college referrals. External support is also sought when required. Students, therefore, are supported well to carry on with their studies and complete exams.
- Some students who are accommodated may take illegal substances, smoke or consume alcohol. Staff take appropriate action to either support a student from their addiction or go through the disciplinary route if a student refuses to comply with college's rules and expectations.

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| Quality of service | Good |
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- The quality of the service is good because students who are accommodated receive effective individual support from a dedicated staff team. The college has effective induction procedures for students who are accommodated. These help students to settle into college life quickly. Students who are accommodated have strong relationships with each other and the accommodation team. They talk about the staff as being part of their family. Accommodated students feel able to go to staff with any problems or concerns they have.
- Students who are accommodated have access to good resources to support them with their social and academic progress. For example, the college has recently upgraded the wifi system to ensure students have good access and this continues to be improved further. Additionally, all study bedrooms have access to the college network which helps students with their studies. Appropriate safeguards are in place to ensure students who are accommodated under the age of 18 cannot access inappropriate websites. Electronic systems ensure staff across the college can communicate effectively with each other to ensure a supportive service for students.
- Students who are accommodated are asked what events they would enjoy over the forthcoming academic year. This means there has been a better uptake of activities this year and students have said how much they have enjoyed the activities. Furthermore, students who are accommodated also have access to activities run by the Loughborough Student Union. This provides students with an extensive range of activities they can participate in.
- Complaints are dealt with quickly and effectively. Students who are accommodated are informed of the outcome of any complaint investigation. Complaints have meant that the quality of the service has improved for students. For example, students complained about poor connectivity to wifi which has now been improved.
- Students who are accommodated can easily contact family and friends. Most have their own mobile phones and others have easy access to pay phones.
- Students who are accommodated have good arrangements in place for healthcare. This includes good emotional support through the college counsellors should they require this service. Accommodated students are encouraged and supported to register with the local doctor's surgery but can also use the local walk-in centre and accident and emergency facilities if required.
- Accommodation is organised by age. Students under 18 are accommodated separately to those who are 18 or over. Accommodation is of a good standard. Some areas are looking a little worn, for example, the furniture within the EAPC common room. Plans are in place to review the accommodation and refurbish where required over the next five years. Students who are accommodated report that the accommodation is safe and well maintained. They mostly enjoy

en-suite single rooms arranged in flats of five or six bedrooms. Each flat has its own kitchen which is adequately equipped to enable students to cook their own meals. Students who are accommodated who share bathroom facilities complained that they need to use the facilities at the same time as they are on the same programme.

- Some students stay in 'homestay' accommodation which is organised and monitored by the accommodation team. 'Homestay' hosts are provided with good information which includes keeping students safe. They are also able to attend meetings at the college where they can get together with other 'homestay' hosts and accommodation staff to discuss challenges and solutions to offering this type of accommodation.

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| Safeguarding | Good |
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- Safeguarding at this college is good because the safety of students is at the heart of the college. Staff have a good knowledge of the safeguarding policy and know how to report safeguarding concerns. This includes a clear understanding of the procedures to follow should an accommodated student go missing. Staff say that students are their priority. The college has a designated safeguarding lead who takes responsibility for managing safeguarding concerns within a safeguarding team. The designated safeguarding lead has been trained to the appropriate level and is known by staff and students.
- Staff are currently undertaking training in the Prevent strategy and are aware of the signs of extremism and risks of radicalisation. They are competent in the action to take should they identify students at risk. The college also plans to roll out training to students to ensure they are fully aware of risks associated with radicalisation and extremism.
- Students who are accommodated are expected to sign in and out of student accommodation. If they are not where they are expected to be, accommodation staff will make appropriate enquiries to ascertain their whereabouts. The accommodation team have a good understanding of the procedures to follow if they believe a student is missing which ensures the safety of students who are accommodated.
- Behaviour of students who are accommodated is generally very good. They understand the rules and appreciate the need for them. They understand the disciplinary procedures and say these are implemented fairly. The student discipline policy and procedures are comprehensive and robust. Students who are accommodated do not report bullying as an issue at this college. They say everyone gets on with everyone. Any issues of bullying or discrimination are taken seriously and addressed immediately and sensitively. Staff provide clear boundaries and appropriate responses to unacceptable behaviour. Staff are aware of students who are at risk of offending, misusing drugs or alcohol, self-harming, going missing or being sexually exploited. Staff take appropriate action to both monitor and support these students.
- There are clear and effective health and safety procedures in place. Fire safety is taken seriously. Students who are accommodated know what to do in the event of the fire alarms sounding. However, students who are accommodated believe that fire drills are predictable. This is because fire drills are always around the same time. Most students, however, evacuate in a timely manner although there have been a few students who have refused to leave a flat until the accommodation staff have told them to leave, believing that it is only a fire drill. Students themselves say that fire drills should be more random to ensure they take the drill seriously and evacuate promptly.
- There are good vetting procedures in place to ensure unsuitable people do not work with students who are accommodated. However, these procedures are inconsistently implemented. For example, not all staff references are verified and gaps in employment histories are not always explored. All other checks are rigorous and therefore there has been no known impact of these inconsistencies.

The effectiveness of leadership and management

Good

- The leadership and management of the college accommodation are good because accommodated students receive an individual service, which is designed to meet their personal needs. All staff have a good knowledge of the students they are working with, ensuring their health and welfare needs are consistently met. Staff ensure a high quality service where the ethos is centred around meeting the individual needs and aspirations of each student who is accommodated.
- The accommodation service is an important part of the college. The college has a clear and accurate evaluation of its performance. Improvements are well planned and benefit students who are accommodated. Staff are well trained in mandatory areas such as safeguarding, health and safety, first aid and equality and diversity. However, some accommodation staff have not yet received training in drug awareness. This would be useful to ensure they are accurately able to identify students who are misusing drugs.
- The accommodation team feel well supported by their line managers but are not yet participating in the appraisal system currently being rolled out across the college. This system is hoped to be fully implemented by September 2015. This will enable staff to reflect on practice and review their professional development.
- Students who are accommodated benefit from the support of a small but professional and competent staff team. Staff have access to good policies, procedures and guidance that promote the strong values and ethos of the service. They are clear about their roles and responsibilities.
- All staff are aware of their responsibilities for promoting a highly inclusive culture which recognises the value of staff and students. Staff have a good understanding of the differing needs of students and are flexible in adapting the delivery of services to meet those needs. For example, assessments are completed prior to students being accommodated which inform staff of any additional support the student may require.
- The college can demonstrate strong self-assessment leading to its capacity for continuing improvement to ensure the residential experience offered to students continues to be of a high standard.

COLLEGE DETAILS

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| Type of college | Further education college residential provision |
| Age range of learners | 16-18yrs |
| Approximate number of learners in residence | 72 16-18yrs |
| Principal/CEO | Ms Esme Winch |
| Date of previous inspection | June 2012 |
| Website address | http://www.loucoll.ac.uk |
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Purpose and Scope of inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the inspection framework and the evaluation schedule for the inspection of accommodation in further education colleges.

Contextual information

Word limit – 150 words

Information about this inspection

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| Lead inspectors | Joanne Vyas SCRI |
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Joanne Vyas Social Care Regulatory Inspector (SCRI), carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report.

What inspection judgements mean

| Grade | Judgement |
|---------|----------------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate |

Detailed grade characteristics can be viewed in the *Evaluation schedule for inspection of residential provision in further education colleges 2014*

<http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-residential-provision-further-education-colleges>

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