

Bishop Burton College

Inspection report for further education college

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Information about the college

Bishop Burton College is a land based college that provides training in agriculture, and allied businesses. The college farm covers approximately 360 hectares and includes arable, dairy, sheep and beef enterprises as well as a high-welfare pig unit. The college is located a short distance from Beverley and Hull. Learners are aged from 16 years upwards and at the time of the inspection there were 142 residential learners under the age of 18. Residential learners are accommodated in 14 halls of residence situated on the college campus. The college provides a team of wardens who live on campus in close proximity to the halls of residence. A social centre known as The Meadows provides learners with a place to relax outside of teaching time. Meals are provided in two refectories, The Bishop's Table and at the Meadows and two other eating areas. These ensure a choice of meals is available to suit most preferences.

A doctor's surgery in Beverley provides medical treatment for residential learners. Practice nurses are also available to advise on personal medical problems.

The college was last inspected in March 2009.

The inspection judgements and what they mean

Outstanding: a service of exceptional quality that significantly exceeds minimum requirements

Good: a service of high quality that exceeds minimum requirements

Adequate: a service that only meets minimum requirements

Inadequate: a service that does not meet minimum requirements

Summary report

Overall effectiveness of the provision	outstanding
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Outcomes for young people	outstanding
Quality of service	outstanding
Leadership and management	outstanding
Safeguarding	outstanding

Overall effectiveness

The overall effectiveness is judged to be **outstanding**.

The residential provision is outstanding and the needs of learners are given the highest priority. Learners experience high quality care and support from the excellent pastoral service. The college recognises that for learners to develop socially, emotionally and academically they must experience a safe and supportive culture. The residential provision excels at providing this. There is robust evidence that living in the halls has a very positive impact on learners' progress, achievements and future opportunities.

Residential learners feel valued and very safe living on campus. There are excellent systems and processes in place to safeguard learners. Staff are highly effective in implementing these to ensure the welfare of learners is safeguarded and promoted. Residential learners enjoy access to a wide range of extra-curricular activities and the college's excellent sports facilities.

The college has robust quality assurance systems and senior managers are highly effective in ensuring actions are taken that lead to continuous improvement in the residential service. It is excellent that learners' views routinely inform this process. The residential provision was judged to be outstanding at the last inspection and there were no recommendations made. The residential provision continues to meet, and in many cases exceed the national minimum standards.

Equality and diversity is actively promoted throughout the college ensuring learners diverse needs are respected and addressed.

Outcomes for young people

Outcomes for young people are **outstanding**.

Overall outcomes for residential learners are outstanding. They live in a safe and nurturing environment and benefit from having access to good advice and support on health and welfare issues. Residential learners have excellent relationships with staff and each other. Within the college there is a very positive atmosphere and learners' behaviour is exceptionally good. It is evident they have embraced a key college value, 'Respect each other and our campus.' One student said, 'Living here is

like one big family.' Another said, 'There is a good atmosphere because of the people you live with.'

Residential learners benefit from the added value of living in the halls of residence. The experience and opportunities it provides has a significant and positive impact on their development and future opportunities. There has been a vast improvement in the confidence and self-esteem of some residential learners. One of the senior academic staff quoted employers as saying that the impact is most evident when residential learners go into employment, since they are more independent and self-assured than most other learners of their age. Overall, residential learners achieve higher academic grades than other learners of their age, and more move on into employment or higher education.

Residential learners have exceptional opportunities to take part in a very wide range of sports, social and leisure activities. They can also take advantage of the excellent sports facilities provided by the college. By participating in many of these extra-curricular activities learners develop important skills in leadership and team work that prepares them well for their future. Learners are also encouraged to try new activities and sports, which also helps build their self-esteem and confidence.

The college's strong commitment to contributing to the local community is shared by the learners. For example, all of the Year 1 learners have additional learning goals related to volunteering in the local community. This enables them to contribute to the local community and develop skills in, for example, coaching and mentoring.

Learners are actively involved in planning activities, outings and other events and they have a strong and committed Student Association to facilitate this. Learners also make a significant contribution to the operation and development of the college. They have a variety of forums where they can share their views and provide feedback about the service they receive. They are also represented at all levels in the college.

Quality of service

The quality of the service is **outstanding**.

The quality of service to residential learners is outstanding. The residential provision is excellent and there are exceptionally good pastoral arrangements. These are underpinned by the strong relationships between staff and learners which ensure learners diverse needs are addressed sensitively and confidentially. Residential learners emphasised how important it was to know that their right to privacy would be respected.

The college actively promotes the health and wellbeing of learners. The pastoral and warden teams ensure residential learners have excellent access to information, advice, support and treatment. For example, there is a dedicated team of counsellors who provide a full time service to learners. If learners prefer they can also access counselling from the college chaplain. Residential learners are registered with a local

doctors' surgery and block bookings of appointments helps ensure learners receive the advice and treatment they need quickly. The college provides transport to enable learners to attend.

The doctors' surgery also provides a number of clinics in the college about health related matters and two registered nurses also provide drop in sexual health clinics. The college also has very good links with external health and welfare agencies. The excellent communication and collaboration between teaching, residential and pastoral staff, means that any health needs of learners are identified and addressed quickly. The robust monitoring by the Student Welfare Group also helps ensure the college is highly effective in meeting the diverse health needs of learners.

The college's induction processes for learners are exceptional and tailored to meet their diverse needs. The excellent written information provided to learners prepares them well for life at the college. In particular it makes clear their roles and responsibilities and the high expectations the college has of them. This is reinforced during the induction weeks. There is also a strong emphasis throughout induction on the college's core values and these are central to the training all learners receive in safeguarding, health and safety and equality and diversity. This training helps learners respect each other and keep themselves and others safe. The college uses an external theatre company group on the first induction day for residential learners to provide activities specifically designed to make them feel at home in their new environment. Learners said this worked very well and helped them make friends and feel at ease quickly. This is excellent practice demonstrating the high priority the college gives to meeting residential learners' needs from the outset.

Learners have access to an excellent range of sports and extra-curricular activities provided by the college and students association. These are not only enjoyable but helps them develop skills they will need for later life. Learners said it is very good that the college provides free transport so they could go on outings in the local community and further afield.

There are clear and robust procedures for managing complaints supported by suitable records. There are relatively few complaints regarding the residential provision and these have been taken seriously and dealt with appropriately and promptly. Residential learners said if they have any issues or concerns they can talk to staff about them.

Residential learners are able to maintain good contact with their families and friends. Residential staff also maintain very good communication with learners' families. This helps ensure any issues or concerns are identified and dealt with quickly.

The college has excellent facilities and residential learners said they were happy with their accommodation and that it is comfortable and warm. Any repairs are carried out quickly. The college has a rolling programme of refurbishment for the halls of residence. The safety of learners is seen as paramount and this is promoted by the use of CCTV, perimeter fencing and good external lighting, as well as regular security patrols.

Four dining areas provide a wide range of meals and snacks for learners and staff. Meals are of good quality and the great majority of residential learners were very complimentary about the food. Learners with special dietary needs are very well catered for. The catering manager regularly seeks feedback from learners and uses this to improve the service. For example, there have been changes to the menus and the timing of evening meals.

Leadership and management

The leadership and management are **outstanding**.

The leadership and management of the college are outstanding. There is a clear management structure and managers provide strong, effective leadership to ensure the diverse needs of learners are given the highest priority. A key value of the college is, 'Striving for excellence in all that we do.' In line with this, there are robust systems for reviewing and monitoring practice in all areas across the campus to drive forward improvements. Learners' views are routinely sought by senior managers to inform this process. Surveys of learners demonstrate the positive impact of these improvements.

Equality and diversity is actively promoted within all areas of the college and there is a permanent committee that works to ensure this happens. The recent Difference and Diversity Week is an excellent example of how learners were supported to actively engage with people from different cultures and backgrounds.

Staff are highly committed to providing residential learners with an excellent service. The policies and procedures for the residential provision are comprehensive and robust. Senior wardens ensure that staff follow these consistently and provide high standards of care and supervision to residential learners. Clear lines of accountability help promote the excellent communication between staff across the campus. This ensures a highly effective and coordinated approach to the care and development of residential learners that meets their individual and diverse needs.

There are excellent systems to ensure staff are supported to carry out their duties to a high standard. These include a supervision and appraisal process that is linked to staff's individual developmental and training needs. The college places a high priority on staff training and, where appropriate, this includes training to meet the individual needs of some residential learners.

Very good staffing levels in the residential provision ensure there is appropriate adult support and supervision of learners at all times. There is also a 24 hour duty manager system providing additional support. Learners said the wardens are always there if you need them.

Staff ensure suitable records are kept in relation to residential learners. Where appropriate, these include risk management plans and care plans setting out how learners' individual needs should be met. These records are well maintained by staff

and stored securely to protect learners' right to privacy.

Safeguarding

Safeguarding arrangements are **outstanding**

There are excellent systems and processes in place to safeguard learners. Safeguarding policies and procedures are robust and the good quality training for all staff helps ensure they are implemented effectively and appropriately. A group of senior staff meets very regularly to review any incidents or issues. Risk management plans are completed for learners who are vulnerable or at risk. Key staff have the responsibility to ensure these are implemented.

All staff undergo rigorous recruitment and employment checks to ensure they are suitable to work with learners. Learners are involved in the staff selection process which is excellent practice that promotes their involvement in the operation of the college. All adults living in houses on campus undergo a Criminal Records Bureau (CRB) check, as do regular contractors. Contractors who do not are supervised at all times by college staff.

The college operates a curfew system for learners under the age of 18. They have to sign in and out and wardens carry out checks to confirm learners are in their halls when they should be. Learners said this monitoring is unobtrusive and understood it is for their safety.

Residential learners said they feel very safe living on campus. They understand and appreciate the college's rules and said they are fair. A learner said, 'The rules make living here an enjoyable experience, staff make it clear why they have them.' Learners are trained on safeguarding issues so they can be aware of the signs of abuse and how to report any concerns. This is excellent practice that helps ensure learners safeguard each other.

The college has an excellent approach to promoting positive behaviour and managing inappropriate behaviour. This is underpinned by a robust disciplinary policy and procedure. There are very few instances of poor behaviour and when disciplinary action is taken it is reasonable and proportionate. There is a clear anti-bullying policy that is implemented robustly. None of the learners felt bullying is an issue at the college.

There are extensive and robust risk assessments covering all activities on and off campus. These are regularly reviewed to make sure they are effective. Learners are trained in health and safety during their induction and are involved, where appropriate, in reviewing the college's risk assessments. This helps them develop a good understanding of managing risk and is excellent practice. Key staff are responsible for the continuous monitoring of health and safety to minimise the risk to learners and staff. The safety of learners is of the utmost priority to the college and all staff take their responsibilities very seriously.

About this 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.