

# Derby College (Broomfield)

Inspection report for further education college

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## Information about the college

Broomfield Hall is part of Derby College. It is situated in Morley near Ilkeston, Derbyshire. It is mainly used by students following a range of courses in land-based industries such as agriculture, horticulture, equine studies and small animal care. The college was last inspected in September 2011.

### 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

<b>Overall effectiveness of the provision</b>	outstanding
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 overall effectiveness of the residential experience for learners is excellent and results in them developing the skills they require to achieve sustainable future careers. Learners live in a safe environment that promotes their education, independence, enables them to develop new social skills and broadens their interests. As a result, they mature into skilled, confident adults.

Professional staff proactively and sensitively address learners' individual needs. They effectively nurture and develop learners' confidence and sense of self and successfully prepare them for the next stage of their professional career.

The safety and well-being of learners are promoted at all times. Learners take responsibility for their actions and the impact of their actions on others. They develop close relationships and value the supportive college community. The college successfully promotes a positive ethos that fully embraces diversity and difference, valuing the individual.

Outstanding leadership and management have resulted in a high-quality nurturing environment in which all learners flourish. The college regularly reviews practice and systems to ensure the service it delivers continues to develop and meet learners' needs. The residential management team ensures in-depth scrutiny of learners' residential experience. Any shortfalls in these areas are identified and addressed. All national minimum standards are met.

### **Outcomes for young people**

Outcomes for young people are **outstanding**.

Outcomes for learners are outstanding. They value their residential experience. They receive excellent support from a professional team of staff who ensure targets are set and regularly reviewed. As a result, learners make outstanding personal progress.

Learners achieve positive personal and educational outcomes. Learners have the facilities and support to study effectively. The college provides a residential experience that increases learners' opportunities for gaining their qualifications. In the last two years, 100% of under-18-year-old residential learners completed their course with 100% achievement and success.

Learners lead healthy lifestyles. They have an extensive understanding of health issues because the college successfully integrates health promotion into their educational and residential learning. It also runs an enrichment programme across the four campuses. On a monthly basis these cover a wide range of topics which include subjects such as mental health and sexual health.

Learners are well informed on a wide range of social issues. This enables them to make well-informed decisions that ensure their safe welfare. For example, the enrichment programme also covers a wide range of safeguarding and social issues which include healthy relationships, forced marriage, female genital mutilation, transition and celebrating success. Some of the monthly topics use or promote campaigns; examples include, 'My Dangerous Lover Boy' which promotes internet safety, and 'Know Your Limits' which explores using alcohol responsibly.

Learners are resilient because they have access to a comprehensive support network. They have regular contact with wardens, coaches, course leaders and support services. At key stages of their learning they also have access to additional support such as student counselling and careers advice. Information on these services and a range of topics is also available through the college website, leaflets, flyers and informative notice boards.

Learners actively contribute to the running of the college and the residential provision. Their views and opinions are constantly sought and always valued. They have regular group and individual discussions and meetings where they express their views and influence change regarding courses, college and residential life. The learner voice is further promoted through face-to-face meetings, paper and online questionnaires, and a 'question time' session with college managers and governors. As a result, learners influence and develop their residential environment. They also learn effective communication skills and influence their individual learning experiences.

Learners demonstrate exemplary behaviour. They experience a safe learning environment where mistakes can be discussed and lessons learnt. There is a college code of conduct that is promoted through induction and throughout the learners' residence. The college takes a firm stance regarding the use of illegal substances and underage drinking while remaining supportive of learners whose behaviour may be of a temporary nature.

Learners participate in and take responsibility for activities and events, many of which are organised as a result of their own suggestions. They have access to excellent facilities and a programme of classes and clubs that run out of the college's new sports centre. As a result, many have their horizons broadened and develop new interests.

Learners are valued and confident members of the college, local and wider community. They are actively involved in fund-raising events for national and local charities. They also become volunteers and college representatives. They develop skills in running and supporting events within the college, such as welcome days and the antiques roadshow, in the local community such as the three day event at Chatsworth House, and at national events such as the Olympic Games and Commonwealth Games.

Learners successfully make the transition into higher education and employment. All students receive regular and formalised support from coaches and careers services. This is enhanced by wardens and learner support who successfully help learners access information about careers and universities.

## **Quality of service**

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

Residential learners receive an outstanding quality of service, and individual support is given a high priority. All staff are focused on each individual learner's success, needs and achievements. Learners state wardens are, 'top notch and outstanding'.

Staff are professional, sensitive and supportive. They know the learner group extremely well and work effectively in partnership with parents and other external agencies. Consequently the care, social opportunities and educational achievements of residential students are consistently outstanding. Learners have an extensive

network of staff, including a warden team, coaches and learner support where they can go for personal support. In addition, residential learners leaving for university are supported by a university peer mentoring scheme. Learners are very positive about the quality of support they receive.

The induction of residential learners is comprehensive. The annual feedback gathered from each cohort enables the college to continually develop the process to ensure it fully meets the needs of new learners. Significant information is shared and gathered prior to the beginning of term, both from parents and learners. This means learners are well informed before arriving. This allows them to focus on their courses when they first arrive. This process also ensures staff have a well-rounded picture of each new residential learner.

Accommodation consists of three small self-contained hostels. The quality of this accommodation is good. Learner accommodation continues to be developed by the college in an on-going refurbishment programme. For example, showers and bathrooms have been upgraded in each block. The learners state that these are now 'mint'. Major development work planned for 2015 includes the residential accommodation, with the aim of raising the quality and standards of accommodation to outstanding.

All accommodation is well equipped to meet the needs of learners. Learners express a good degree of satisfaction with the accommodation, believing it to provide the necessary facilities and equipment for their comfort. The grounds that surround the college are well maintained. They offer the learners a safe environment in which to relax or pursue hobbies, interests and sporting activities.

Residential learners are able to prepare or access healthy, nutritious food. The canteens provide hot food choices at breakfast, lunch and dinner, with vegetarian options and meals that meet cultural needs. Learners stated, 'the catering staff are lovely and go out of their way to look after you.' All hostels have cooking facilities and there is regular public transport that runs from outside the college to a local supermarket.

Evening activities are planned to facilitate accessibility to all students. Activities encourage mixing of students from different courses and with different interests. Staff lead by example and foster positive attitudes towards others regardless of race, gender or sexual orientation. The wardens organise a schedule of activities based on feedback and requests from students.

## **Leadership and management**

The leadership and management are **outstanding**.

The leadership and management of the residential provision are outstanding. Learners and parents are very positive about the quality of care delivered. Learners state: 'Being residential at the college is a very positive experience. I feel I have an advantage over those who have to travel home every day;' 'There is an excellent

support network and a real sense of community;' and, 'I am being able to really focus on my learning and career path.'

Managers and staff successfully eliminate discrimination through the implementation of their very effective policies and procedures, which make sure that all learners have an equal opportunity to enjoy all the experiences on offer.

Senior leaders and managers are very sharply focused on improving the performance of staff through rigorous training and checks on their work. The warden team and support network of staff are all professional and enthusiastic about their roles. All staff attend regular excellent quality training that covers a wide range of topics. There are comprehensive, regularly reviewed policies, procedures and guidance that promote equality, safeguarding, corporate parenting and the learner voice. As a result of this continual review, and good partnership work with parents and other professionals, learners develop into mature young adults.

Staff feel well supported by the college and senior managers. They have daily handovers, regular meetings and regular appraisal and performance review. The review identifies individual aims and objectives and training needs which then feed into the college development plan.

The college's management team and board of governors have excellent insight into the residential provision's strengths and areas for development. There is excellent use of both independent external and well as internal quality assurance systems that give robust focus to the residential aspect of the college. The college regularly interrogates well-maintained data that demonstrates consistently excellent learning, success and destination outcomes for residential learners. The residential provision's self-assessment is comprehensive and feeds into a detailed development plan. The college's management team continues to invest in and develop the service to ensure standards remain outstanding.

## **Safeguarding**

Safeguarding arrangements are **outstanding**

Robust safeguarding practice is at the forefront of college practice. The college has a proactive relationship with the local authority and police. All staff are comprehensively trained and supported by a team of staff who specialise in a wide range of safeguarding issues. Where relevant, individuals who lead in areas of expertise sit on partnership agencies' boards and committees. Examples include the local authority's safeguarding board and the local prevent board.

The college's safeguarding team meets on a regular basis. Team members ensure policies, procedures, staff practice and training continue to be reviewed and developed in line with societal trends and behaviours, changes to legislation and the needs of the learner group. This ensures their changing needs continue to be met.

Learners are protected from harm by excellent arrangements for personal safety.

Security of hostels and the college site is robust and continues to be monitored and systems updated. All learners take part in regular safeguarding surveys. The analysis of these is used to raise action points which result in improved standards. For example, photos on identification badges are checked robustly by college security staff.

Staff assess and reduce risk. They ensure learners take controlled risks in a safe, nurturing environment. This supports learners to know how to keep themselves safe in preparation for independence. Learners know and value the college rules and the learner charter. They know wardens will actively enforce the rules to ensure their safety. The wardens have good partnership arrangements with parents and will involve them where appropriate to support learners to achieve positive change. Learners are supported to relate the impact of their behaviours at college to their future places of employment.

Staff work hard to protect learners from the impact of bullying, anti-social or intimidating behaviour. Learners are clear about their right to feel safe from this. Staff are attuned to individual needs, and excellent staffing levels, vigilance and working practices reduce opportunities for bullying to occur. Learners have an excellent understanding of the diversity of their community and the importance of tolerance of others.

Learners demonstrate responsible, positive behaviour. This expectation is highlighted at interview, during induction and reinforced throughout the year. Open and honest discussion is valued as a way to address minor matters. Parents' involvement is also used to ensure learners stay focused and on the right track. There have been no major concerns relating to the behaviour of residential learners.

Learners are protected by a robust staff recruitment process. Learners also learn how to protect themselves in an emergency because they regularly practise the emergency escape drill and staff receive fire safety training. Safe procedures are in place to protect learners through tests on fire systems and other electrical equipment at appropriate intervals. Environmental risk assessments are in place to ensure the college is fully informed about potential hazards to reduce risks.



## 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.