

Hadlow College

Further education college residential provision

Inspection dates		4-6 February 2015
Overall effectiveness	This inspection:	Outstanding-1
	Previous inspection:	Outstanding-1
Outcomes for learners		Outstanding-1
Quality of service		Outstanding-1
Safeguarding		Outstanding-1
Effectiveness of leadership and management		Outstanding-1

Summary of key findings

This college is outstanding because:

- Resident learner's success and achievements are higher than their non-resident peers.
- Retention rates are higher for resident learners than non-resident learners.
- Both non-resident and resident learners achieve higher success rates than the national average.
- Policies and procedures clearly focus on the safety and safeguarding of learners.
- The high standard of staff practice works in accordance with the college's policies and procedures.
- Resident learners feel safe and benefit from excellent guidance, education and support to keep themselves safe.
- Resident learner's academic and personal needs are at the forefront of decision making.
- Strong auditing and monitoring systems provide senior leaders and managers with excellent oversight. The college's self-evaluation is self-critical and a true reflection of the provision.
- Equality, diversity and inclusion are embedded throughout all aspects of college life. Individualism is celebrated and learners are taught to value and respect this. Learners feel fully included into college life.
- The senior leadership team promotes an open culture that embraces change.
- There is excellent communication between academic and resident staff which is supported by a bespoke information technology system.

Full report

Inspection judgements

Outcomes for learners	Outstanding
<ul style="list-style-type: none"> ▪ Resident learners experience a highly inclusive residential provision where they develop excellent relationships with academic and residential staff. Resident learners have very good understanding of equality and diversity that pro-actively celebrates awareness of being different. ▪ Resident learners achieve and succeed at a higher rate than their non-residential peers. Resident learners also have a higher retention rate than non- resident learners. Being resident at the college enables learners to access a wide range of learning opportunities; routine duties and work-related opportunities, such as the animal and farm management courses. As a result they improve their employability skills significantly. ▪ Academic and residential staff work collaboratively to support learners success and development. ▪ Resident learners are supported to develop excellent independence and life skills. They experience an excellent range of opportunities to develop social and personal skills. ▪ Learners behave extremely well and make outstanding progress socially though their residential experience. Resident learners experiencing difficult times are offered high levels of internal and external support that enables them to succeed. Excellent information and guidance on rules and polices ensures learners respect and understand community living. ▪ Resident learners develop a range of personal, social and employability skills such as communications, team work, leadership, taking responsibility, problem solving and commitment which they successfully transfer to the workplace and adult life. ▪ A high number of resident learners move on to further or higher education or employment, including in some cases self-employment. ▪ Learners are encouraged to maintain healthy lifestyles. Staff provide guidance on issues such as mental health, sexual health, smoking cessation and fitness. ▪ Learners participate in a full calendar of events that take place at the college, in the local community, nationally and internationally. They develop a greater awareness of the world which further supports their understanding of diversity. ▪ Learners enjoy their residential experience and the value it offers. They take every opportunity to participate in new and stimulating activities. Staff are aspirational and supportive; they seek to ensure each individual learner achieves their full potential. 	
Quality of service	Outstanding
<ul style="list-style-type: none"> ▪ The quality of the service is outstanding because resident learners receive excellent pastoral care and resources to support their academic and personal progress. Excellent and well-thought-out contracts and handbooks provide learners and parents with information about the support available to learners. ▪ Resident learners develop trusting relationships with the care staff, based on mutual trust and respect. Staff are positive role models. Learners value the fact that staff treat them like adults. ▪ Residential and academic staff work effectively to ensure support is consistently applied across both academic and residential time. A new and highly efficient electronic communication and recording system allows for all staff to know how learners are achieving and identifies areas 	

learners may require additional support with. This ensures learners are supported in a joined up way.

- The learner support services provide outstanding support in relation to sexual, emotional and physical health. A counselling service, visiting nurse and very active chaplaincy service are all very visible at the college with easy access for learners. In addition there are comprehensive and effective systems in place to meet the medical needs of learners. The promotion of well-being is excellent and learners are aware of, and do take up, the services and facilities provided.
- Individually identified needs are carefully assessed with plans in place that are shared with both academic and residential staff. The system in place assists the production of care plans supporting learners with their individual care requirements. Learners engage in the drawing up of care plans, discuss them with the care staff and may involve their parents, carers or guardians. Learners receive consistency of care as a result.
- Each learner is provided with all relevant information they require to enable a smooth induction. Clear pre-admission documentation prepares learners well for their time at the college. Residential learners contribute to and discuss residential living and benefit from a bespoke induction programme. The college uses learner friendly resources such as quizzes to give new resident learners the opportunity to share thoughts on residential living. Resident learners also contribute to an annual accommodation survey.
- Resident learners have access to extensive extra-curricular and leisure opportunities. The college provides a full calendar of events. Learners say they enjoy the many events that take place. Learners take part in a considerable amount of charity work, locally, nationally and internationally. This enables them to have a better understanding and appreciation of the wider community and world issues.
- Learners are given many opportunities to develop leadership and team roles, for example: residential block representative; student union representative; or participating in the 'learners voice' (a forum that has a high profile in the college). Learners are also represented on the governing body. Feedback from the college to learners is readily visible throughout the college, for example through 'you said, we did' displays.
- Residential houses meet the needs of learners. Accommodation facilities provide learners with a choice of living and social areas. Excellent security systems ensure learners are safe and secure at all times. Resident learners are given opportunities to discuss the premises and bring suggestions for improvements. Improvements have included: additional lighting; replacement of cookers; refurbishment of showers; redecoration of houses; and extensions to kitchens so that learners have a distinct eating area.
- Catering arrangements are clearly outlined in the information provided to learners and their families. Learners enjoy the wide range of healthy food on offer. Restaurant outlets are open at suitable times enabling learners to eat healthy and regularly. Resident houses have cooking facilities providing learners with the opportunities to develop their cooking skills. Drinks and snacks are available during the day and into the evening. Weekly shopping trips enable resident learners to plan, shop and cook. The college has excellent systems in place to monitor learner uptake of meals which ensure all learners eat regularly. Individual cultural needs and special diets are well catered for.
- Resident learners confirm they are able to keep in touch with their families and friends. All residential houses have upgraded WiFi access. Visits from family and friends are welcome and site safety is maintained by diligent signing in and out procedures.

Safeguarding

Outstanding

- Safeguarding at the college is outstanding because learner's safety is embedded throughout all areas of the college.
- Safeguarding policies and procedures are detailed, clear and work in accordance with local authority protocols. A strong and effective safeguarding team oversee all safeguarding areas. They provide exceptional leadership and management of all aspects of safeguarding and protection. All staff receive mandatory induction and refresher training on child protection and safeguarding.
- Resident learners are very well informed and provided with numerous opportunities to enhance their understanding of how to keep themselves safe, and how the staff fulfil their responsibilities towards them. Resident learners are provided with a wealth of information about, sexual exploitation, e-safety, forced marriages, trafficking, sexting, radicalisation, teenage relationships, gender based violence and faith abuse. They are very well informed, develop an in-depth understanding of issues that may affect them and know who to approach for support.
- Inappropriate behaviours are addressed quickly and effectively and discrimination is eliminated before incidents escalate. This allows learners to live in a safe environment. There are no trends of bullying, victimisation or harassment. Learners understand that their safety and well-being is a college priority. Learners said they have confidence in reporting incidents to staff and know they will be addressed immediately and effectively.
- Staff undertake a significant amount of work to inform learners of the dangers of cyber bullying and how to access the internet safely. This enhances learners growth and development.
- All learners are fully aware of expectations of behaviour and feel they are treated fairly and with respect. The main focus of behaviour is on positive reinforcement. The college rules are based on good community living, respect, valuing the individual and supporting each other. Staff undertake positive management training with college rules embedded into the induction programme for both staff and learners. This ensures behaviour is addressed consistently and effectively by all staff. All behavioural records are monitored and analysed and help inform future work and strategies.
- The college has a rigorous recruitment and vetting policy and procedure that is consistently followed. Staff with specialist knowledge on recruitment ensure the promotion of safeguarding throughout the recruitment and selection process. This ensures learners are protected from unsuitable adults.
- Results from the accommodation survey carried out by the college in December 2013 showed 95% of learners stated they felt safe, 99% stated the resources and information provided helped keep them safe and 99% stated they were given the opportunity to report or raise concerns. This correlates with the Ofsted survey results for 2013 to 2014.
- Staff supervision of learners is highly organised and commensurate with the age and gender mix of the resident learners. Learners stated they always know how to contact a warden. Learners agree that the use of external close circuit television, door security and vigilant signing in and out procedures help them feel safe.
- Health and safety procedures are robust. All checks undertaken ensure the residential accommodation is safe. Fire equipment is well maintained and learners experience regular fire drills so they know what to do in the case of a fire. Risk assessments are tailored to individual needs and the activities and courses they are undertaking. This approach to health and safety enhances learner's safety.

The effectiveness of leadership and management

Outstanding

- Leadership and management are outstanding. A highly effective and strong leadership team operate with a passion for the learners to succeed. Learners are at the heart of the residential provision and college. Learners benefit greatly from the support they receive from academic and residential staff.
- The college has a strong mission statement, a core value strategy and strategic and operational objectives. Managers and staff have a strong sense of ownership which permeates throughout the college.
- Senior staff monitor the quality of the provision regularly and rigorously and take actions that lead to continuous improvement.
- The college's self-evaluation is insightful and accurate and drives forward improvement. It identifies the areas that have improved since the last inspection and informs future improvement plans.
- A new and bespoke electronic system introduced in 2014 has resulted in improved communication links between academic and residential staff. This improved sharing of information supports the holistic development of the learners.
- The college stands out from its peers as it has an exceptional track record in the success, achievement and retention of learners, it has achieved the higher level award in Investors in People, and it continually evolves to provide an ever higher standard of provision. Extensive business and community partnerships assist in the innovative developments planned for the future.
- The residential provision is managed by a highly effective manager who works closely with a stable care team who are committed to supporting the resident learners. Residential staff receive excellent supervision, training and support. They are able to support all learners well.
- An excellent range of policies and procedures support the requirements of the care provision within the education residential setting. They are reviewed annually.
- Staff work collaboratively with other agencies to support learners with a wide range of needs and issues. Parents are kept well informed about the progress of their children. Staff quickly notify them if there are concerns about their progress.
- All national minimum standards are met in full.

COLLEGE DETAILS

Type of college	Further education college residential provision
Age range of learners	16-18
Approximate number of learners in residence	160
Principal/CEO	Mr P Hannan
Date of previous inspection	February 2012
Website address	www.hadlow.ac.uk

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

Hadlow College is a specialist land-based college, located on the edge of Hadlow village in Kent. It provides a range of Further, Higher and Adult Education Courses in subjects such as animal management, equine management, horticulture, agriculture and countryside, floristry and fisheries.

Residential accommodation is available for up to 180 further education students, aimed at those whose courses require early morning duties or who live too far away to make attendance practical.

The college has three other smaller sites in Kent. A majority of the accommodation is situated on the main site; all residential accommodation for young people under the age of 18 is found on the main site. The college has developed an extensive range of partnerships with other local educational providers as well as in the business community.

Information about this inspection

Lead inspector	Liz Driver SCRI
-----------------------	-----------------

Two Social Care Regulatory Inspectors carried out this inspection. The provider's most recent self-assessment report and development plans, and the previous inspection report were reviewed. The Inspector also used data on learners' achievements over the last three years to help them make judgements. Group and individual interviews, telephone calls and online questionnaires were used 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>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and provider inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2014

