

Chichester College

Further education college residential provision

Inspection dates		11-13 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:

- Residential learners achieve their qualifications at a higher rate than their non-residential peers. They make excellent progress and as a result develop their employability skills to a significant degree.
- Residential learners' safety and well-being are treated as paramount and robust effective systems ensure that their well-being is promoted to an excellent standard. Residential learners report that there is no bullying and that the whole residential facility is welcoming and inclusive.
- A committed, conscientious and very well-led leadership team ensures that high standards and aspirations are expected from everyone; members of staff and residential learners alike. This encourages an ethos of reflective practice and self appraisal and ensures there is no complacency.
- Residential learners are enthusiastic and positive about their experience of living at the college. 'There's always someone to look out for you, it's like being part of a big family,' was a typical comment from a learner.
- Residential learners feel strongly that they have a valued voice in the running of the residential facility as well as the wider college. They feel that they have an investment in the residential facility and that they have a meaningful role to play. This develops their sense of belonging, increases their opportunities to develop life and social skills and enhances their organisational and employment skills.

Full report

What does the college need to do to improve further?

- Further strengthen the recruitment process of home-stay families by obtaining telephone verification of their references.
- Continue to review the timing of the evening meal.

Inspection judgements

Outcomes for learners	Outstanding
------------------------------	-------------

- Residential learners achieve their qualifications at a higher rate than their non-resident peers. Being resident provides the learners with opportunities to develop their employability skills and ensures that they benefit from an embedded culture and routine of development and study. They are able to experience work placed practice where this is needed, for example in the care of animals and farming on the college farm based away from the main site.
- Residential learners come from a variety of backgrounds and cultures. This means that difference is celebrated and the cosmopolitan nature of the residential population lends itself to being an inclusive and welcoming setting.
- Residential learners unanimously report that they enjoy the residential experience at the college and would recommend it to prospective learners. They feel actively involved in the running of the residential provision and wider college and enjoy the mutual support they receive from being part of the residential community.
- Residential learners report that their independence and self-management skills have developed to a huge degree as a result of their residential experience at the college.
- Residential learners feel strongly that their chances of a successful move on to their chosen destinations, such as employment, apprenticeships and higher education, are vastly increased due to the support they receive while they are resident.
- Behaviour is seen to be excellent and respectful. Bespoke support packages are put in place for residential learners who require this and this ensures that all residential learners benefit from living in a caring and enabling environment. 'Wrap around' support for residential learners who need specific support is very sensitively delivered and is of a particularly high standard.
- Residential learners report that they live in an establishment where healthy living and lifestyles are embedded in the culture and routine. They are appreciative and full of praise of about the levels of emotional support and advice they receive when they need it.

Quality of service	Outstanding
---------------------------	-------------

- Excellent pastoral arrangements and bespoke 'wrap around' services for those residential learners who need it, ensure that progress made is excellent.
- Close communication between both academic and residential staff ensure that learners' needs for support can be swiftly and effectively put in place. Multi-disciplinary working and cohesion is a significant strength of the college. Residential learners' well-being and safety are central to

practice and residential learners clearly have trust in the members of staff who provide this support.

- Residential learners have excellent opportunities to develop their responsibilities and leadership and team working skills. They are able to take an active role in the running of the residential facility as well as being able to take part in wider community initiatives such as charity fundraising and community projects. This develops their self-esteem, personal growth and confidence to an excellent standard.
- Communication between residential learners, their parents and members of staff throughout the organisation is of a high standard. Feedback from parents about the quality of care and support to residential learners is unanimously positive.
- Support for residential learners' psychological and emotional well-being is excellent. Specialist health professionals are available to residential learners and to advise members of staff responsible for their care. This means that bespoke support packages can be put in place. The plans for support are detailed and reviewed regularly to ensure they are up to date and relevant. This ensures that the support provided is effective and has a beneficial impact on the residential learners.
- Enrichment activities receive a high profile across the whole campus. This means that all residential learners have access and opportunities to take part in exciting, meaningful and stimulating activities. These activities are underpinned by other activities such as board games and access to music and games consoles as well as time-tabled study times. The organisation of these areas ensures that residential learners live in an environment which supports their interests and drives forward their success.
- Residential accommodation is clean and comfortable and very well maintained. There has been significant improvement of the residential facilities and this has been welcomed by the residential learners. For example, bathing areas have been refurbished and upgraded and kitchens now have more equipment in them so the learners can prepare more varieties of food.
- Learners have a wide choice of food available to them during the day. They can supplement this by buying food from the shops on campus and in the locality. They can also prepare food in their kitchens in the residential areas. Some learners think that the evening meal finishing at 6 p.m. is too early and this is being reviewed by the college and catering company.

Safeguarding

Outstanding

- All members of staff as well as home-stay providers are trained in safeguarding matters and know what to do if they have concerns about a learner's safety and well-being. Communication with other professionals off-site as well as those on-site ensures that promoting the safety of learners is central to practice. Conscientious following of any plans to address specific issues means that learners have their well-being promoted and protected to an excellent degree.
- Embedded and effective risk assessment monitoring ensures that residential learners are protected from all risks. Risk assessments are reviewed regularly to ensure they are relevant and up to date. Both the living environment and activities are subject to robust risk assessments. Clear protocols ensure that risk assessments are reviewed by those members of staff responsible and who have been trained in this process. Risk assessments of high risk activities, such as operating chain saws, are detailed and clear and understood by everyone concerned, including the learners. Fire drills are undertaken regularly to ensure that all residential learners are familiar with emergency evacuation procedures.
- Residential learners unanimously report that they feel safe living at the college. They identify numerous members of staff to whom they can address concerns. There is an effective e-safety program which ensures that members of staff and residential learners alike are aware of the risks associated with the use of the internet and social media sites. The model implemented by the college has been used as an exemplar by other learning institutions. The well-being of all is

seen as everyone's responsibility and concern. This encourages a community spirit and a culture of looking out for each other, particularly in the residential provision.

- Recruitment of all members of staff is thorough and in line with government guidance. This ensures that all necessary checks are carried out on adults who work with the residential learners. While references are in place for providers who supply home-stay services, not all have had their references verified. Although this has had no impact on the safety of learners, obtaining verification of these references could strengthen the recruitment practice related to home-stay providers.
- There are clear procedures in place for the staff to follow if a residential learner is not on site at the times they are meant to be. This is followed effectively and ensures that the residential learners' safety is monitored. While no learners have been reported as missing, the effective following of the procedure to monitor signing in and out combined with members of staff being aware of who is on the premises, ensures that there is no complacency in this area.

The effectiveness of leadership and management

Outstanding

- The leadership and management of the residential provision are outstanding. Residential learners are highly valued and benefit to a significant degree from the quality of support they receive.
- Liaison between residential and academic staff is fluid and very effective. This means any concerns or issues can be swiftly addressed and responded to.
- Reflection on performance is embedded in the operation of the college. This means that self-assessment is continuous and that there is a desire to improve the service to residential learners. Senior leaders drive the monitoring and evaluation of the service rigorously to ensure that high standards are maintained.
- All residential members of staff have their performance assessed and appraised. This identifies areas for development and action plans are put in place so that the members of staff achieve the targets set, for example by ensuring that they have completed up-to-date safeguarding training. Appraisals are underpinned by all members of staff having regular supervisions with managers to ensure that their practice is of a high standard and that they are operating in an effective manner.
- All policies and procedures are scrutinised to ensure that members of staff and residential learners have clear and up-to-date guidance and advice readily available.
- Communication between the college, parents and external agencies is of an excellent standard. This ensures that information is shared effectively and that key individuals collaborate seamlessly so that residential learners receive a high standard of support. This ensures that there are swift responses to any identified concerns.
- The views of residential learners are valued and promoted. It is clear that they have an influence and investment in the running of the residential provision and that this promotes their sense of belonging and being listened to. Residential learners feel confident that their views are taken seriously and have a number of forums in which they can voice their thoughts and opinions. This means that they have an influence on issues such as menus, social events and the quality of accommodation.
- All the National Minimum Standards are met or exceeded.

COLLEGE DETAILS

Type of college	Further Education College Residential Provision
Age range of learners	16-18
Approximate number of learners in residence	115
Principal/CEO	Shelagh Legrave
Date of previous inspection	November 2011
Website address	www.chichester.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

Chichester College is a College of Further Education located in the city of Chichester, West Sussex. The college operates from a number of sites in and around Chichester and one on the outskirts of Pulborough, known as the Brinsbury. Accommodation for 16 to 18-year-old students is available in halls of residence on the main Chichester campus and with host families.

Information about this inspection

Lead inspector	Paul Taylor SCRI
-----------------------	------------------

Two Social Care Regulatory Inspectors (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 as well as group and individual interviews and telephone calls and 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

