

# Hartpury College

## Further Education College residential provision

<b>Inspection dates</b>		01/03/2016 - 03/03/2016
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Outstanding</b>
	Previous inspection:	Outstanding
Outcomes for learners		Outstanding
Quality of service		Outstanding
Safeguarding		Outstanding
Effectiveness of leadership and management		Outstanding

### Summary of key findings

#### This college is outstanding because:

- Residential learners benefit from the outstanding quality of the facilities at this college that support them in succeeding in their chosen specialist subject. In addition to their studies, residential learners receive exceptional support to become well rounded individuals. Staff are committed to helping residential learners be prepared for adult life, employment and being good citizens.
- The safety and wellbeing of residential learners is paramount. A strength of this college is the pastoral care and support provided to those living away from home. The creation of the wellbeing centre offers a range of emotional and health care support from qualified and experienced practitioners. This outstanding provision can certainly deliver on the promotional leaflet that states, 'whatever life throws at you- there is someone at Hartpury to help'.
- The creation of Wellfest is an excellent initiative with external agencies to provide residential learners with key information on personal safety, wellbeing and sexual health. The one day annual event is supplemented throughout the year with workshops and promotions. A successful Drive for Life campaign has led to a decrease in traffic accidents involving student drivers.
- The leadership and management of this college focus on continual improvement. An extremely professional organisation that has the success and wellbeing of residential learners at the heart of its practice.
- Residential learners and their parents are very satisfied with this college.
- The national minimum standards are met and many exceeded.

Further Education college residential provision inspection report

Date published: Date month year

Inspection Number: 2458879

URN: SC046577



## Full report

### What does the college need to do to improve further?

## Inspection judgements

Outcomes for learners	Outstanding	
<ul style="list-style-type: none"> <li>■ Residential learners not only achieve well in their studies they are successfully prepared for their next step, as a young adult, into further learning or employment. Residential learners are supported to realistically prepare for their chosen vocation. They experience the demands of working and training during unsociable hours, and developing the self-discipline required to succeed in a competitive field. Leaders of the college promote their pursuit of sporting, academic and vocational excellence through their expectation of high standards from residential learners.</li> <li>■ The college promotes a strong work ethic with a strategic priority to enable learners to be the 'best they can become'. This is evident as reported by a residential learner who said, 'if you try here, you will succeed'. Residential status has a positive impact on learning. Success rates compare favourably to those who are non-resident. Analysis of these achievements led to the change in making all Level 3 equitation courses subject to being a residential learner, to ensure that all learners in this vocation had equal opportunity to succeed.</li> <li>■ Residential learners recognise in themselves how they have grown in confidence and maturity. They develop skills in independence, money management, socialising and relationship building. Parents report how the residential experience allows learners to take responsibility for themselves and develop self-organisation. A parent said, 'they give my daughter a safe but free environment for her to experience a sense of adulthood'.</li> <li>■ Residential learners have access to top quality resources for their learning and leisure interests. The sports facilities are available to all, ensuring that residential learners studying courses other than sport, can maintain a healthy lifestyle and enjoy physical activities. Similarly, residential learners do not have to be enrolled on the equine studies to enjoy riding the horses. The role of the College Sports Maker is to research what residential learners want in order to deliver purposeful activity programmes. For example, equine learners requested Pilates to strengthen their core when riding. There are many clubs and societies in response to residential learners' requests. A Student Union was established in September 2014 and provides an excellent platform for extra-curricular activities for personal and social development. These wide ranging opportunities provide new experiences for residential learners including fund raising events for charitable causes and volunteering.</li> <li>■ Residential learners enjoy being in a community that embraces difference and includes representation from many cultures. International learners are fully integrated into college life and contribute to its diversity. Residential learners report that bullying or discrimination is rare at this college.</li> <li>■ Residential learners have opportunities for leadership linked to their studies and more generally across the campus. Many are student representatives on the numerous committees for activities and events. A formal process of application and interviews provide experience for seeking employment after this college.</li> </ul>		

- A new initiative was launched in 2015 to support residential learners in gaining employability skills. This excellent study programme is in addition to their main qualification. It enhances progression to employment through their ability to evidence skills in areas such as, team work, time management, use of initiative and leadership. Successful completion of this additional programme helps residential learners to stand out from other applicants when competing for employment.
- Residential learners are encouraged to contribute to the development of the college. They are able to affect change and make a difference as their views and opinions are valued. For example, to promote healthy eating, the catering team were asked to reduce the cost of a salad bowl and add it to chips, making the salad the cheaper item. The creation of the student zone is in response to listening to the views of learners.

Quality of service	Outstanding
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| <ul style="list-style-type: none"> <li>■ This college provides excellent pastoral care for residential learners. Since the previous inspection, this area of residential provision has become stronger through the development of a student zone. Now in one location on the campus, the student zone offers a 'one stop shop' providing student services including an information technology (IT) help desk, student finance support and the Student Union.</li> <li>■ The student zone has been designed around a courtyard to include other services that contribute to this outstanding quality of residential provision. The Wellbeing Centre provides access to health and medical care, emotional support, the college chaplain and a room for quiet reflection or prayer. The Innovation, Careers and Enterprise hub offers careers advice, work placement management and promotes engagement with employers and educational establishments. By developing these services and locating them together, the residential learner's experience is significantly enhanced and contributes to their overall personal and academic progress.</li> <li>■ Prior to arriving at this college, residential learners receive a handbook and associated documents most of which are published on the website. A detailed induction informs residential learners of the facilities at this college and encourages them to take advantage of all that it has to offer. Residential and academic staff work effectively together and set high standards for residential learners with clear expectations communicated.</li> <li>■ Residential learners receive exceptional individual support from a range of staff; this can be support with their learning needs, emotional wellbeing or with English as an additional language. Personalised planning ensures that specific needs receive targeted resources, this may be formalised in a written document such as 'My plan' or a safety plan. All residential learners are asked to complete a profile once they have accepted a college place. This information ensures that staff are aware of any sensitive issues such as family relationships, bereavement or experiences of being bullied. An analysis of this information enables the college to be proactive and offer support to residential learners. This level of commitment enables staff to provide support in managing these issues thereby reducing the risk of academic and personal progress being hindered.</li> <li>■ The health and well-being of residential learners is at the forefront of practice. There are effective links with community health services and on site there is a team of professionally qualified staff for residential learners' medical needs, including a sports injury clinic. In addition there are counsellors, wellbeing officers and a chaplaincy service to support the</li> </ul> | Outstanding |
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emotional needs of residential learners. A sexual health clinic visits each week and a range of well-being workshops are provided throughout the year to look at risks associated with alcohol, drugs and increased stress. This comprehensive level of available information supports residential learners to make informed safe choices. In recognition of the commitment to improving the health and well-being of the college community, this FE college is the first in the county to receive a Healthy Living and Learning Award.

- The accommodation meets the needs of residential learners and offers a choice of living and social areas. Limited kitchen facilities enable snacks to be prepared, this is sufficient as all residential learners are required to take meals in the college catering outlets. A rolling programme of refurbishment ensures the accommodation is maintained to a suitable standard.
- The catering services offer an extensive range of meals and snacks, recognising the different nutritional needs of residential learners. For example, the dietary needs of athletes compared to those working in agriculture are provided. In addition, cultural needs and specific diets are well catered for. The online system allows parents and staff to monitor what each residential learner is purchasing to eat, this enables the adults to intervene if healthy eating is not being adopted.
- Senior staff effectively manage complaints about the college, taking prompt action to address issues raised. The leadership of the college strives for best practice and consequently identifies any lessons to be learnt in their commitment to getting things right.

## Safeguarding

Outstanding

- A significant strength of this college is how safeguarding is embedded in all aspects of the residential provision, the curriculum and college life. College staff, regardless of their role, have a good understanding of their responsibility to provide a safe environment across the campus. The policy is clear and up to date. Effective training has increased staff awareness of the vulnerabilities of residential learners. They are aware of the risks of radicalisation, sexual exploitation, bullying, self-harm and the use of social media.
- Residential learners receive information through online training, workshops and class based activities on how to keep themselves safe on, and off, campus. Survey responses are very positive from residential learners with 95 out of 97 in agreement with the statement 'I feel safe in the residential accommodation'. Partnership working with the police promotes student safety. For example, after an incident of assault in the nearby city, this information was shared to alert residential learners not to visit the city alone. Working together with a local nightclub ensures that only learners over the age of 18 years are permitted entry. To raise awareness of current affairs across the world, residential learners have completed training on the Prevent agenda to inform them of the risks posed to young people from terrorist organisations
- Staff with a key role in safeguarding at the college are skilled to deliver training to all other staff. They maintain their knowledge and expertise in the field of safeguarding through membership of the local safeguarding children's board. Records of any concerns are of good quality, enabling decision making for the safety and protection of residential learners. Key senior staff meet weekly as a safeguarding team. Concerns are shared and actions set on who is going to provide what support to residential learners. A review each week ensures that actions are managed promptly. All off-site trips are assessed by the safeguarding team, this robust approach ensures that every aspect of safety and wellbeing is considered before the trip takes place.

- Wellfest and workshops throughout the year provide residential learners with information on how to cope with the pressures of becoming a young adult. The college has a realistic view of the difficulties residential learners may have to face and consequently prepares them well to take responsibility for their decisions. This college is not risk adverse, it provides the education and opportunity for safe choices to enable residential learners to enter their chosen industry. The college holds events with the local road safety partnership to raise awareness of safe driving.
- The conduct and behaviour of residential learners is good. The handbook includes clear expectations and a tariff of consequences for any misbehaviour. Residential learners report that this system is fair. The college demands high standards from residential learners to assist with their studies and prepare them for employment. Behavioural incidents may involve a sanction in addition to offers of support to avoid any repetition.
- The college has rigorous procedures for the recruitment and vetting of staff.
- Health and safety procedures are robust. Residential learners and staff are familiar with the procedures for fire safety, and evacuation, as a result of regular tests. Health and safety legislation is delivered to residential learners through their studies as their chosen vocations can be hazardous environments in agriculture, equine and sport.

<b>The effectiveness of leadership and management</b>	Outstanding	
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- Excellent leadership of the residential provision promotes a clear vision of delivering an outstanding service. Leaders and managers understand the needs their residential learners well, and strive to provide the best opportunities and outcomes for them. The head of residential services effectively manages the staff who are responsible for the safety and welfare of residential learners. Senior leaders inject enthusiasm into the staff and learners, embracing a 'can do' attitude.
- Self-evaluation is extensive, accurate and insightful. Regular reviews look for patterns and trends and explores how they have been created. Findings are not only used to drive forward improvement but to challenge practice and be curious. For example, improvements by residential learners to be in their accommodation by 23:00 was explored to ensure the registration system was working correctly instead of being content with the record of compliance. Once a new initiative is embedded, leaders and managers are delivering the next.
- Leaders and managers have embraced the use of technology to improve this provision and promote safety. Examples are found in the electronic registration of residential learners throughout the day, CCTV, catering transactions, online reporting of maintenance matters, a personal safety application (app) for mobile telephones and tablet computers for wardens to have remote access to information systems. There are plans to increase the use of apps to benefit residential learners, parents and staff.
- Publications, the college website and a promotional film provide a real insight into what it's like to be a residential learner at this college. Courses are popular as residential learners recommend their highly valued experience to others. Regular feedback is sought from residential learners, and parents, to contribute to the development of the college.

- Residential staff receive effective training and support. Team meetings provide an opportunity to share best practice and review incidents to consider any learning points. Staff know the residential learners well, enabling them to respond to their individual needs throughout the 24 hours. Communication is strong across the college with academic and welfare staff, this ensures a collaborative approach in supporting residential learners.
- Leaders in the residential provision share and promote best practice with other FE colleges. For example, by delivering a presentation on British Values and the Prevent agenda, and membership of local forum for FE colleges. Strong links with community services generate participation in pilot projects and initiatives.

## COLLEGE DETAILS

<b>Type of college</b>	Further education college residential provision
<b>Age range of learners</b>	16-18
<b>Approximate number of learners in residence</b>	504
<b>Principal</b>	Russell Marchant
<b>Date of previous inspection</b>	02/10/2012
<b>Website address</b>	<a href="http://www.hartpury.ac.uk">www.hartpury.ac.uk</a>



## 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

Hartpury College is based on a single campus, within a 360 hectare estate some five miles north west of the city of Gloucester. The college is designated as a specialist land-based college. The campus includes a farm, equestrian centre, animal management centre and sports facilities. There are currently 504 residential learners aged 16-17 years amongst a larger population of learners who are over 18 years and attend the college daily. Residential accommodation is arranged over 20 buildings with sufficient separation from accommodation for those over 18 years of age. Hartpury College has developed an extensive range of partnerships with employers, education providers and services in the local community.

## Information about this inspection

<b>Lead inspectors</b>	Clare Davies SCRI Wendy Anderson SCRI Christina Maddison SCRI Paula Lahey SCRI (Manager)
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Four Social Care Regulatory Inspectors (SCRIs), carried out the inspection after three hours' 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 to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners, parents and staff; 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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