

# Moulton College

## Further Education College residential provision

<b>Inspection dates</b>		10/11/2015 - 12/11/2015
<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good</b>
	Previous inspection:	Outstanding
Outcomes for learners		Good
Quality of service		Good
Safeguarding		Good
Effectiveness of leadership and management		Good

### Summary of key findings

#### This college is good because:

- Residential students make good progress academically compared to the non-resident student population. The residential service provides students with positive life experiences ensuring they are well prepared for future employment or higher education. The college provides a good level of individual support both academically and pastorally to students. Subsequently, the college has a high success rate for attendance and achievement for students who are accommodated compared to their peers using the day provision only.
- The college has good safeguarding practices. Safeguarding is at the heart of all practice in the college. Students are accommodated safely.
- Equality and diversity are embedded throughout all aspects of college life.
- There are clear and effective leadership and management arrangements of the residential provision. They have a good understanding of the strengths and weaknesses of the residential provision and have plans in place to address any shortfalls.

#### This is not yet an outstanding college because:

- Safeguarding processes and procedures require strengthening to help protect students.
- Consultation processes should be extended.
- Activities should involve greater social interaction and promote peer relationships.
- Mealtime arrangements should be reviewed.

## Full report

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

- Provide more information for residential students about building appropriate and responsible relationships.
- Consider providing students with appropriate equipment to make snacks within their residential blocks and ensuring hot meals are provided for residential students who are unable to make mealtimes due to duties or sporting events.
- Ensure records of complaints from students can easily be tracked and monitored.
- Strengthen procedures for safeguarding students when they are off-site.
- Embed and extend college consultation processes for residential students.
- Consider organising activities that involve greater social interaction and promote peer relationships to prevent cliques, and extend religious and cultural events into activity planning.

### Inspection judgements

<b>Outcomes for learners</b>	Good
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- Outcomes for students who access the residential provision are good because they make good progress academically. Subsequently, the college has a high success rate for attendance and achievement for students who are accommodated compared to their peers using the day provision only. The residential experience promotes students' independence which contributes to their self-esteem and emotional resilience. Residential students have good employment prospects.
- Residential students enjoy living at the college. They appreciate the opportunity to make new friends and get to their classes early. They have good relationships with residential support staff describing them as 'awesome'. They have good relationships with their peers and describe the atmosphere as being 'chilled' and 'friendly'.
- Residential students generally behave well and make good progress with their academic studies. The combination of group living and tutorials provide awareness and appreciation of difference. There is the potential, however, to extend religious and cultural events into activity planning as this is currently limited. Activities are well organised and the residential students appreciate the sporting events. However, more activities could be organised which involve greater social interaction to promote peer relationships and prevent cliques.
- New processes are in place for consulting with students. Therefore, college consultation processes are not yet fully embedded. Additionally, consultation is not extensive, for example, a recent food survey was for a random sample of students who attend the college and, therefore, the whole resident population has not been surveyed. Furthermore, the resident's committee does not yet include representatives from all residential blocks and therefore the views of only a limited number of students are taken account of at these meetings. Nevertheless, residential students report that some improvements have been made as a result of this committee, such as the Wi-Fi. The committee are currently planning the Winter Ball.
- Residential students are encouraged to participate in a variety of sporting events to keep themselves fit and healthy. They have access to a counsellor, chaplain and registered nurses who contribute to their physical, emotional and psychological well-being. In addition the nurses have a listening role when they meet with students to further support their emotional well-being. External support is also sought when required. Currently the college provide good information about sexual health and contraception. Residential students and parents identify

that further input from the college would be beneficial on subjects like; building positive relationships, saying no, abstaining from sex, and what constitutes rape. The chaplain is also interested in developing his role as a moral lead in this area.

- Some students who access the residential provision do smoke and consume alcohol. Staff take appropriate action to either support a student from their addiction or go through the disciplinary route if a student refuses to comply with college rules and expectations regarding the use of illegal substances.

## Quality of service

Good

- The quality of the service is good because residential students receive effective individual support from a dedicated staff team. There are effective induction and transitional arrangements. The implementation of a two-day induction for residential students has meant students settle quickly into residential life at the college. The induction process helps students to self-define their needs and stress what they hope to gain from their residential experience. They have an opportunity to highlight their interests which gives the college a sense of who they are as a person. They also have a chance to identify any concerns, specific religious and cultural needs a student may have, enabling them to plan for and address any presenting needs. Residential students feel able to go to staff with any problems or concerns they have.
- Residential students are accommodated on a half-board basis and so have their breakfast and evening meal provided. They are given a good choice of meals including vegetarian options and can request changes to the menu. Meat is locally sourced and caterers are well aware of student's allergies and any special diets that are required. Residential students have mixed views about the quality and quantity of food provided. However, meals appeared to be satisfactory. Staff monitor students' attendance at mealtimes and follow up with the student when they do not attend to ensure they are having a meal. Students do not have equipment to make hot snacks in their residential blocks. Additionally, students who are unable to make mealtimes due to other duties or sporting events are not provided with a hot meal. Students said that a microwave and sandwich toaster would alleviate these issues.
- The college helps to promote the equality and diversity agenda. It raises students' awareness of discrimination and personal safety. There is a good approach to equal opportunity. This helps to ensure students do not experience inappropriate discrimination.
- Complaints are dealt with promptly and appropriately. Complaints from students tend to be minor issues such as noise levels and therefore these have not been recorded in the same way as other complaints. Records of complaints from students are not discreet and cannot easily be tracked or monitored to ensure the college can continually improve the service it provides.
- Contact with parents is good. The introduction of a new database has proved to be a useful tool especially with regards to improving communication between welfare and teaching staff. This has enabled the residential support staff to effectively act on information provided by tutors to ensure students keep up with their studies.
- Students stated they enjoyed trips to Alton Towers, a fireworks display, self-defence classes, rock climbing and cookery classes. They also enjoy being in The Loft, which has sofas, televisions and games. Here they can play pool and table tennis watch a movie and relax. The recent employment of a sports maker has enhanced sporting activities. There tends to be less activities at weekends; some students said they have plenty to keep them occupied, others said the weekend is when they catch up on sleep and others felt they would like more put on to keep them entertained.
- Accommodation is of a reasonable standard. Students either have single or shared en-suite rooms within a block, which has a common room with some kitchen facilities such as a fridge. Students were proud to show us their rooms which they have highly personalised. A

group of students commented that theirs 'is the best block' demonstrating an investment in the residential provision. Residential students raised a number of issues relating to the accommodation but said these were minor issues and the positives outweigh the negatives.

## Safeguarding

Good

- Safeguarding at this college is good because the safety of students is at the heart of the college. Staff have a good knowledge of the safeguarding policy and know how to report safeguarding concerns. This includes a clear understanding of the procedures to follow should a residential student go missing. Staff say that students are their priority.
- The college has a designated safeguarding lead who takes responsibility for managing safeguarding concerns. The designated safeguarding lead has been trained to the appropriate level and are known by staff and students. Residential students say they feel safe in the residential provision. They feel able to talk to the residential staff about any issues they have. Staff receive appropriate training to ensure they are knowledgeable about safeguarding procedures.
- Staff are currently undertaking training in the Prevent strategy and are aware of the signs of extremism and risks of radicalisation. The college also plan to roll out training to students to ensure they are aware of risks associated with radicalisation and extremism.
- The college have good procedures to safeguard students when they are off-site however, these could be strengthened by working closely with parents and external agencies such as the police and the local safeguarding children board. This may help to prevent residential students putting themselves at risk by leaving the college after curfew time.
- Some residential students present with low level safeguarding concerns, which include bullying and mental health problems. These are managed well but not reported to the designated safeguarding person as a safeguarding concern. This means that records are not comprehensive as they do not provide a chronology of action and an outcome.
- Residential students are expected to sign in and out of student accommodation. If they are not where they are expected to be, residential staff will make appropriate enquiries to ascertain the student's whereabouts. The residential team have a good understanding of the procedures to follow if they believe a student is missing which helps to keep students safe.
- Behaviour of residential students is generally good. They understand the rules and appreciate the need for them. They understand the disciplinary procedures and say these are implemented fairly. There is a clear and fair policy regarding student conduct. Students who are accommodated do not report bullying as an issue at this college. Any issues of bullying or discrimination are taken seriously and addressed immediately and sensitively. Staff provide clear boundaries and appropriate responses to unacceptable behaviour. Staff are aware of students who may be at risk of misusing drugs or alcohol, self-harming or going missing. Staff take appropriate action to both monitor and support these students.
- There are generally good vetting procedures in place to ensure unsuitable adults do not work with residential students. Some issues were identified at the time of the inspection but these were rectified immediately.
- There are clear and effective health and safety procedures in place. Fire safety is taken seriously. Students who are accommodated know what to do in the event of the fire alarms sounding. There is a good approach to risk management in relation to activities, environmental hazards and fire safety. The monitoring of accidents contributes to further training in identified hazardous areas to minimise risk to residential students.

## The effectiveness of leadership and management

Good

- The leadership and management of the residential provision are good because all staff have a good knowledge of the students they are working with, ensuring their health and welfare needs are consistently met. Staff provide a good quality service where the ethos is centred on meeting the individual needs and aspirations of each student who is accommodated.
- There are clear and effective leadership and management arrangements of the residential provision. Policies and procedures provide effective guidance for staff and take into account the most up-to-date statutory guidance. Leaders and managers keep themselves up-to-date with current legislation and best practice. The college has external validation through numerous accreditations.
- The residential service is an important part of the college. The college has a satisfactory evaluation of its performance, which leads to the continuing improvement of the service. Improvements are well planned and benefit students who are accommodated. Staff are well trained in mandatory areas such as safeguarding, health and safety and first aid. Training helps to equip staff for their role. The residential team feel well supported by their line managers. This enables staff to reflect on practice and review their professional development.

## 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>	96
<b>Principal/CEO</b>	Stephen Davies
<b>Date of previous inspection</b>	21/03/2013
<b>Website address</b>	<a href="http://www.moulton.ac.uk">www.moulton.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

Moulton College is an independent Further Education College providing a wide range of education and training for adults and young people. Its operations are carried on from a number of sites, but its principal campus is in a rural village reasonably close to Northampton, with its main railway link and motorway access. The college admits some students, including those aged under 18, on a residential basis depending on their circumstances and to facilitate its open access policy. Male and female students under 18 are accommodated separately. Their accommodation provides single and twin bedrooms with en-suite facilities. At the time of inspection there were 96 resident students under 18 and a significant number of them contributed via the pre-inspection survey and formal and informal contact during the inspection visit.

## Information about this inspection

<b>Lead inspectors</b>	Jo Vyas SCRI, Jackie Graves Senior Practitioner, Sharon Payne SCRI
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Jo Vyas (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. Inspectors used group and individual interviews, telephone calls and online questionnaires 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>

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