

John Leggott College

Further education college residential provision

Inspection dates		23/02/2016–25/02/2016
Overall effectiveness	This inspection:	Good
	Previous inspection:	Good
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:

- International students make significant progress both academically and socially. The college provides a good level of academic and pastoral support. Subsequently, the college can demonstrate very high levels of attendance and achievement for students who are accommodated.
- The safety of students is important at this college. There are strong strategic relationships across a range of safeguarding agencies, which helps to keep students safe.
- Equality and diversity are embedded throughout all aspects of college life.
- Management of the homestay provision is strong. Managers have a good understanding of the strengths and weaknesses of the homestay provision, and have plans in place to address any shortfalls.

This is not yet an outstanding college because:

- Information for students is not comprehensive, which means that students may feel anxious before meeting the host family or do not always know what resources the college has available for them.
- Host families are not consistently provided with regular safeguarding refresher training or other information that may be useful to them.
- Some policies require updating. Records are not currently streamlined, which means that staff do not always have a holistic view of each student.
- Current self-assessment does not set clear timescales for improvement or record the outcomes of completed actions.

Full report

What does the college need to do to improve further?

- Provide clearer information for international students to ensure that they know and understand what is available to them at college. Consider having better and earlier information about host families prior to students arriving. This may include photos and contact details to alleviate anxiety and promote positive relationships prior to arrival.
- Provide regular updates and refresher training to host families with regard to safeguarding, and other information they may require to be effective as a host.
- Ensure that the health and safety policy takes into account how students living in off-site, college-organised accommodation are to be safeguarded. Review the safeguarding policy to ensure that references to statutory guidance are up to date. Ensure that there is an appropriate policy or procedure that relates to current statutory guidance for students who go missing. Review recording systems to ensure a more streamlined and holistic view of each student. This will also aid communication between staff.
- Consider a more robust self-assessment of the residential provision against the current framework to ensure that clear timescales are set, and outcomes of completed actions are recorded.

Inspection judgements

Outcomes for learners	Good
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- Outcomes for students who access the homestay provision are good because they make significant progress academically and socially. Students benefit from the A*spire programme for gifted and talented students. This gives them strong presentation skills and opportunities to teach other students about their language and culture.
- Students say that host families are welcoming. A student said he is 'happy, warm and safe'. He said his host family is 'really good, fantastic'. They are well supported to develop personally, which results in increased confidence and self-esteem. They develop good social and independence skills.
- The college encourages and facilitates full participation in student democratic forums, such as the student leadership team. International students have been well integrated into the student voice initiatives, including one student who became president of the student leadership team. International students also meet regularly to discuss activities and trips, universities and subjects, as well as to complete a safety workshop delivered by the local police. The college healthcare arrangements are good. Students have access to a nurse, counsellors and other healthcare agencies as required. Students keep themselves fit and healthy by participating in sporting activities alongside their UK peers. All staff demonstrate a commitment to promoting the physical, social and emotional health of students.
- Students are very well prepared for higher education, employment and adult life. There is a strong emphasis on leadership, excellence and personal fulfilment. A high

proportion of international students go on to higher education, compared to their UK peers. A student said: 'They are very helpful with UCAS applications.'

Quality of service	Good
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- The quality of the service is good because homestay students receive effective individual support from a dedicated team of staff. There are effective induction and transitional arrangements. During the induction period, students are able to talk to teachers and make informed decisions about subject choices. Information available for students enables them to become familiar with life at the college and settle in quickly. However, information about host families that is sent to students can be delayed and is not detailed, for example it does not include photographs or an email address. This would alleviate anxiety and promote positive relationships prior to arrival.
- The college provides good support and pastoral care. Students said that teachers provide a lot of support, as do their mentors and the international support officer. Pastoral support is being further strengthened. There are good resources to support academic and personal progress. There is good cooperative working between academic and pastoral staff. This ensures that students get the help that they need. A student said, 'they provide opportunities like access to the foundation class to help out. We can also do The Duke of Edinburgh's Award. This is good for our CV.'
- The college is a diverse community, which fully embraces the individuality of each student. In particular, there is good support for students with regards to their gender, disability, sexuality and family background.
- Students are offered a number of enrichment activities, such as basketball, football, choir, music and orchestra. Such activities help students to integrate with their UK peers, make friends, gain confidence and build on their resilience. Students are, however, unclear about the opening times of study areas, such as the library and The Arc and thought these areas should be open after college. The college principal confirmed that these areas are open when college finishes and this message will be reiterated to students to ensure that they are aware.
- There is good partnership working with parents and host families. Host families appreciate the support they are given. They say that they never have any concerns about their students. Homestay students are very well behaved. Homestay accommodation is of a high standard. It is homely, comfortable, warm and welcoming. A host said: 'We treat them as though they are ours. Unconditional.'

Safeguarding	Good
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- Safeguarding practice is good because there are strong strategic relationships across a range of safeguarding agencies. These help to keep students safe. Safeguarding partners describe the college's individual contribution as outstanding: 'They are the most present and visible partner from an education setting at the local safeguarding children board meetings. They give more, so they get more back from people.'
- Early welfare concerns are swiftly identified and resolved competently. There are effective lines of communication and these ensure that students get help early, preventing any escalation of concerns. There is good communication with students and their parents about any issues that arise.
- Students have a good range of trusted adults who they can talk to about any concerns they may have. However, dispersed records do not make it easy to track student welfare concerns and outcomes.
- Written plans to protect vulnerable students are very good.
- Students rarely go missing and when they do, swift action ensures that they are located quickly and kept safe. However, the college's procedure for missing students does not link to the current statutory guidance.
- Staff understand potential risks posed by adults. Staff and students are given good information about online safety, extremism, radicalisation and bullying. There is a culture of respect, tolerance and anti-discriminatory practice.
- The health and safety policy does not incorporate host families and the students who are accommodated there. However, the college completes an annual accommodation check and, in practice, host families appear safe. Host families are very protective of their lodgers and treat them as a child of the family.
- Vetting procedures for staff and host families help to protect students from unsuitable adults. Appropriate disclosure and barring checks are carried out on all adults living within the accommodation.
- The safeguarding policy has been updated but still refers to outdated guidance. Staff receive regular safeguarding updates and have completed 'Prevent' training to help them identify early signs of radicalisation. The college has invested in designated safeguarding training to ensure that a range of staff are trained at a high level. However, records are unclear about which host families have received refresher training for safeguarding and other information that would be useful to them. This was also a point for improvement at the previous inspection, but the situation appears unchanged.

The effectiveness of leadership and management

Good

- There is good leadership and management of the homestay provision. The principal has a good understanding of the needs and cultures of international students because he visits their countries and some of their families. This demonstrates that the college values homestay students and is committed to their success, recognising their diverse needs.
- Strengths and weaknesses are known and action is being taken to address identified shortfalls. For example, pastoral support is being strengthened through a mentoring scheme. There is not, however, a clear and accurate evaluation of performance against the current Ofsted framework. The evaluation of the provision is against national minimum standards and does not provide clear timescales for actions to be completed. The outcomes of any actions taken are also not recorded.
- All staff have a good knowledge of the students they are working with, ensuring that their health, safety 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. Host families take their responsibilities very seriously and students are satisfied with the arrangements. The international support officer is experienced and receives regular training appropriate to her role. She is well thought of by students and host families alike. She receives regular supervision, with good peer and management support.
- Information about extra-curricular activities is not clear, so students do not know what is available to them at college. Dispersed recording systems could be improved to ensure a more streamlined and holistic view for each student. This will also aid communication between staff.
- Established monitoring systems of homestay provision means accommodation is safe and secure.

COLLEGE DETAILS

Type of college	Further education college residential provision
Age range of learners	16–18
Approximate number of learners in residence	91
Principal/CEO	David Vasse
Date of previous inspection	20/01/2012
Website address	www.leggott.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

John Leggott College is a sixth form college offering a range of academic and vocational courses. The majority of students are aged 16 to 18 years and study subjects at the General Certificate of Education, Advanced, and Advanced Subsidiary levels.

The college has a cohort of overseas students. The college arranges accommodation for its international students with host families in the Scunthorpe area.

Information about this inspection

Lead inspectors	Joanne Vyas SCRI Christy Wannop SCRI
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Social Care Regulatory Inspectors 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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