

Wiltshire College

Further Education College residential provision

Inspection dates		10 to 12 May 2016
Overall effectiveness	This inspection:	Good
	Previous inspection:	Adequate
Outcomes for learners		Outstanding
Quality of service		Good
Safeguarding		Good
Effectiveness of leadership and management		Good

Summary of key findings

This college is good because:

- Residential learners are positive about their experiences of living on campus and in lodgings. They benefit from living on site because they have additional access to the facilities and support from staff.
- Residential learners feel safe at the college. They learn to keep themselves and others safe. The tutorial system is effective in this area, providing a forum for open discussion and learning. This includes work on bullying, extremism, core British values and the importance of good physical, mental and sexual health.
- Residential learners receive support and guidance from a variety of sources across the college campus. Staff are very committed to the learners in their care. Staff have high expectations for the learners and support them to achieve..
- Changes in the senior management team have had a positive effect on the college. The senior management team has a realistic view of the college and has plans in place to drive forward further improvements.

This is not yet an outstanding college because:

- The range of extra-curricular activities for residential learners requires further development.

- Complaint records need to identify consistently and clearly the complainant's views on the outcome of the investigation into their complaint.
- The refurbishment of residential accommodation is part of a rolling development programme. Currently, not all residential learners reside in accommodation that is of a high standard.
- Employment references are not consistently verified for all staff.

Full report

What does the college need to do to improve further?

- Ensure that references for all new employees' are verified and that records are maintained to evidence this verification.
- Ensure that staff continue to develop the range of activities that are available to learners.
- Continue with the refurbishment of the residential accommodation.
- Consider allowing residential learners under 18 years, to use the new kitchen facilities.
- Ensure that complaint records consistently and clearly identify the complainant's views on the outcome of the investigation into their complaint.
- Obtain consents from parents of learners under 18 years, to enable them to accept car lifts from their college peers.

Inspection judgements

Outcomes for learners	Outstanding
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- Residential learners benefit from living in an inclusive and supportive environment. They are able to take advantage of a wide range of opportunities and experience which enrich their educational and social development. Residential learners commented that the campus is 'like living in a big family'. There is a real sense of community. Residential students spoke of looking out for each other.
- Residential learners are proud of their college and of what they have achieved. Residential learners' academic achievements are higher than those of their non-residential peers. Of particular note are the achievements in mathematics and English in 2014–15. For non-residential learners the average mark achieved was 87.41%, and for residential learners it was 96.10%.
- Residential learners expressed the view that their improved achievements are linked to the additional support that they receive, particularly from their course tutors whom they hold in very high regard. Residential learners spoke of tutors who would 'go above and beyond' for them. One example was a tutor staying late so that residential students could carry out additional work on farm machinery.
- Residential learners are provided with an extensive number of opportunities to take on leadership roles within the college. These include being a representative for their accommodation block and/or course, student union representatives and student governors. Learners take these roles very

seriously to ensure that they act as effective advocates for the student body. Residential learners are well prepared for employment. The college runs a wide range of events to prepare the learners. The careers staff are very creative in the ways that they work with learners on their interview and employability skills. One example is a speed interview event in which learners had access to a large number of prospective employers.

- The college enables residential learners to be involved in their local and wider communities. The excellent tutorial programme covers areas such as British values – my place in the community, sexual health, employability skills, keeping safe and positive resilience. These sessions, although linked to an annual programme, are amended to be responsive to unfolding world events.
- For a significant number of residential learners, this is their first experience of living away from home. They learn independence skills which prepare them for the next stage of their lives. Many under-18 learners return to the college to continue their education. Learners have a very positive view of their future and feel that the support that they receive will enable them to attain the results that they need in their courses. Some students spoke of the additional help that they have received, which included support to change courses when required or support with their dyslexia.
- Healthcare arrangements are very well managed. Residential learners can access a general practitioner as required. A significant number remain registered with their own doctor as they return home at weekends. Student support services and work undertaken during tutorials enable learners to develop a clear understanding of a variety of health issues. These include sexual health, the importance of healthy eating and exercise and healthy relationships. This enables the learners to make informed choices and to keep themselves safe. The college provides a confidential on-site counselling service. The support staff develop effective working relationships with external support services and enable learners to access these.
- Residential learners are able to take part in a range of activities should they choose to do so.

Quality of service

Good

- Residential learners receive good-quality individual support to meet their needs and to promote their personal, social and academic development. Support plans are in place where required. Effective communication links between the accommodation team, student support services and the academic team ensure that residential learners' needs are identified and met.
- Learners benefit from undergoing a good-quality induction process. Residential learners said that they found this very helpful and that it prepared them for life at the college. Information shared with learners at induction is revisited through the tutor system.

- The college has an improvement programme for the refurbishment of the accommodation. Newly refurbished blocks provide residential learners with a well-presented kitchen/dining area. However, the under-18 residential learners cannot currently use the cooker and hobs as they have been disabled. Some residential learners said that there is an inconsistent approach to maintenance issues.
- A wide range of methods for consulting with residential learners is available. These include accommodation and course representatives, and the student union. The college also carries out surveys with residential learners and uses this feedback to improve its service. Residential students said that these methods of consultation are effective. One residential learner spoke about the bar area, which has been refurbished following a request from learners.
- Since the last inspection, the wi-fi service has been upgraded across the campus. Students from overseas said that they now have no issues in maintaining contact with home.
- Learners' input into catering services has recently increased. This includes a change in how meals are bought, and the portion size has increased.
- Residential learners understand the college's complaints procedure. The majority of those spoken with said that they would speak to their tutor if they had a complaint. Records of complaint are comprehensive, with the exception of a lack of consistency in quality when recording the complainant's views on the investigation outcome.
- Equality, tolerance and respect are woven throughout the work that the college undertakes. Special events to celebrate different cultures are held to help learners to understand diversity.

Safeguarding	Good
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- Residential learners said that they felt safe at the college and that they develop skills to keep themselves safe, including when online. Staff work with learners to develop their understanding of the risk of some behaviours, using the keep safe tutorial programme. This programme includes sessions on safe driving, cyber bullying, healthy relationships, sexual exploitation and radicalisation.
- Health and safety has a high priority. This is a key part of learners' courses, and they clearly understand their responsibilities for keeping themselves and others safe.
- The staff team demonstrates a good working knowledge of safeguarding issues and of how concerns should be dealt with. Team members are well trained and receive regular updates. The safeguarding lead has developed effective working relationships with local safeguarding external professionals. Safeguarding issues are well managed, and records of safeguarding events

demonstrate a clear, comprehensive approach to safeguarding, which protects learners.

- Tutors undertake work with learners on the Prevent duty and extremism. This provides learners with an opportunity for discussions, which are linked to world events. This tutorial programme also looks at bullying, harassment and other forms of discrimination. The college has created some powerful posters to support the messages that are delivered in these sessions.
- Due to the small size of the campus, staff know the learners well and are aware of their whereabouts. Accommodation entrances are secure as are learners' bedrooms. There is a signing in and out process, which is adhered to in practice. Accommodation staff respond appropriately if residential learners fail to follow these processes. Learners said that they are clear on what the college's expectations are regarding behaviour, and this is clearly detailed in the contract that they sign on arrival. They feel that any sanctions used are fair.
- Risk assessments are comprehensive and are frequently reviewed and updated. Fire records are complete, and residential learners understand what to do in the event of a fire.
- Not all staff references have been verified to ensure a robust recruitment system through which only suitable persons are employed at the college. All adults that live on the college campus have Disclosure and Barring Service (DBS) checks in place.
- The college has a small number of residential learners who stay in lodgings. Their well-being is safeguarded as the college carries out annual safety checks of the lodgings provided. Tutors meet at least termly to gather the views of the learners living in lodgings. All lodgings' providers have undergone the relevant checks including a DBS check.
- Some residential learners go off campus with peers who have passed their driving test. Currently, the college does not obtain permissions from parents for under-18 learners to do this.

The effectiveness of leadership and management

Good

- Since the last inspection in November 2013, there have been significant changes in the senior management team. Staff and learners commented that the senior management team is more involved and visible than it was in the past, they feel this is positive. Staff and learners are particularly happy with the new residential accommodation manager. The self-assessment carried out by the senior management team provides a very honest and realistic view of the college; this documents strengths and shortfalls. The plan is used effectively for further development.
- Leaders and managers at the college demonstrate a strong drive to improve and undertake swift and effective actions to address shortfalls identified during this inspection. Although the residential provision is a small part of the Wiltshire College provision, it is given a high profile and seen as a real asset of the college.
- The required policies and procedures are in place and reflect the changes and developments of related guidance and legislation. These support staff in delivering a good, consistent service to the learners.
- A handbook is in place for the accommodation team, which provides clear guidance on its role and responsibilities, as well as cross-referencing to college policies. All new staff undergo an extensive probationary period to ensure that they are equipped for their role. Existing staff are well supported by the senior management team and receive annual appraisals. Information from these meetings is used to develop the staff training provision. In addition, the staff team meets regularly, which provides a discussion forum for any concerns or issues.
- There are a number of effective monitoring systems across the college. Of particular note are the systems in place to monitor safeguarding and complaint. These systems scrutinise information to identify trends and/or themes. Information from the monitoring systems is used to improve practice.
- Records at the college are stored securely, and information is disseminated on a need-to-know basis. This respects learners' privacy and right to confidentiality while ensuring that they receive the help that they need.

COLLEGE DETAILS

Type of college	Further education college residential provision
Age range of learners	16 to 18
Approximate number of learners in residence	85
Principal/CEO	Amanda Burnside
Date of previous inspection	18 November 2013
Website address	www.wiltshire.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

Wiltshire College was founded in 2000, when the colleges in Chippenham, Trowbridge and Lackham merged. In 2008, Salisbury College joined the Wiltshire College group. Currently, residential provision is only available on the Lackham campus, but there is lodgings' provision for the Salisbury campus. The Lackham campus is a land-based college but also offers an expanding range of further and higher education courses in such areas as rural environmental management, animal science and management, equine management and agricultural engineering. Lackham has a working farm that provides learners with hands-on experience of the rural economy. At the time of inspection, the Lackham campus provided accommodation for 82 under-18 learners. In addition to this, three under-18 learners from the Salisbury campus were accommodated in local lodgings. The residential accommodation at Lackham was last inspected in November 2013.

Information about this inspection

Lead inspectors	Wendy Anderson SCRI
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Two Social Care Regulatory Inspectors (SCRIs) carried out the inspection at 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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