

Bishop Burton College

Bishop Burton College, York Road, Bishop Burton, Beverley, East Riding of Yorkshire
HU17 8QG

Inspection of residential provision

Inspected under the social care common inspection framework

Information about this further education college with residential accommodation

Bishop Burton College is a specialist land-based college. There is a main campus in the village of Bishop Burton and another, smaller, campus at Riseholme in Lincolnshire. The college offers students courses in key sectors of land-based work including agriculture, animal care, horticulture and equine studies. The college also has specialisms in sport and there are good partnerships with well-known regional sports teams.

Inspection dates 25 to 27 September 2018

Overall experiences and progress of young people, taking in account **Outstanding**

How well young people are helped and protected Good

The effectiveness of leaders and managers Outstanding

The college provides highly effective services that consistently exceed the standards of good. The actions of the college contribute to significantly improved outcomes and positive experiences for young people.

Overall judgement at last inspection: outstanding

Date of last inspection: 5 March 2013

Key findings from this inspection

This college is outstanding because:

- The residential experience has a big impact on the students' all-round development.
- Students have excellent relationships with the staff and each other. The college is a friendly, safe and secure place to be.
- The professional practice of staff is outstanding. The staff are a cohesive team that nurtures, encourages and advises students in many different ways to help them succeed.
- Student behaviour is exemplary. The college's ethos and values promote the students' maturity, responsibility and motivation.
- Residential students achieve more than their non-residential peers, year on year. They make significant and sustained progress.
- Safeguarding arrangements are good and contribute to students' sense of personal safety.
- The leadership is exceptional. The staff are passionate and ambitious for students to achieve well. The welfare and development of students is a priority.
- There is a proactive and well-organised approach to continuous improvement.
- Partnerships with industry and employers are innovative, research based and provide students with excellent employability skills.

The college's areas for development:

- The designated safeguarding lead should ensure there are detailed, accurate, secure written records of concerns and referrals to any local authority children's social care and or the Channel programme. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing in an individual child's child protection file. ('Keeping children safe in education, statutory guidance for schools and colleges', Department for Education 2018)
- Leaders should develop their professional relationships with the local authority, Local Safeguarding Children Board (LSCB) and designated officers. The aim of which is to improve the knowledge and experience of all staff in safeguarding matters, such as, criminal child exploitation, county lines, and the recording and monitoring of safeguarding concerns. (NMS 11)

Inspection judgements

Overall experiences and progress of young people: outstanding

Students benefit significantly from their residential experience and from the exceptional levels of professional practice of the staff. The students are happy, dedicated to their courses, make excellent progress and are full of praise for the college and staff.

A resourceful and imaginative induction helps students to settle into college life quickly. Students and their parents meet all the staff. The Cragrats theatre group and workshops help break down barriers and students make friends quickly. Parents are reassured that their children will be looked after.

The staff know the students well and are tuned into their individual needs; as a consequence, the provision of additional support is accurately targeted. Staff are nurturing and sensitively persistent in supporting students. When necessary, staff will include students' parents to set up a triangle of support ensuring a strong safety net.

The high quality of support is not just for students' academic learning. Staff prioritise the students' physical health, emotional well-being and instil positive values. Students experience a cohesive and motivated staff team that is committed to providing them with the best all-round support. Students benefit from accessible and effective support with their mental health needs.

There are high expectations for students to fulfil their potential. Students become more independent, develop their social skills and become self-disciplined. Students talk frequently about how the help and advice of staff supports them to make sensible choices and enjoy their age-appropriate freedom responsibly.

The college is a very inclusive environment that promotes tolerance and diversity and puts all the students' welfare first. The staff are approachable, act with integrity and there is always someone who students can turn to for support. The relationships between students and staff are highly beneficial for students' well-being and their achievements. Students know that they matter. Students make long-lasting friendships and there are high levels of student satisfaction.

Students enjoy an excellent range of activities, such as pool, shooting, golf range, young farmers' club, social nights and trips out. Their views are sought about what they want to do, and these range from small groups going out to larger group activities such as bowling. Given the rural position of the college, these activities are important as transport links are quite limited. Students benefit from the college hosting national and international sporting events. Students take part in these elite competitions, which is a boost to their skills and confidence.

The staff are proactive at canvassing student views and acting on these. There are regular student forums and surveys. The students are well informed about how their views make a difference.

Students access excellent learning facilities and state of the art equipment. There is a

modern equine centre and a range of partnerships with industry leaders. This means that students can take part in innovative research projects and learn business skills directly related to their studies. For example, students in the pig farm learn about the whole cycle of production through to the selling of pork products.

The extensive links with industry partners support students to pursue exceptional career paths. Employers are involved in curriculum development, provide valuable work experience and students develop substantial employability skills as a result. Students are ready for the next stage of their lives because of their experiences, values and learning. This is borne out in student destination data and their progression into employment and further studies. For example, students have gone on to teach horse riding in the USA, set up their own businesses, and secured positions in well-known sports clubs.

How well young people are helped and protected: good

Students state that they feel safe and that the college campus is a friendly environment. The advice that the staff give to students and the clear expectations about standards of behaviour help create an amicable and good-natured atmosphere.

Leaders and managers have developed wide-ranging systems that ensure the physical health and safety of students, and keep the campus secure from unwanted intrusion. This is particularly so in relation to the safe use of machinery and in hosting successful sporting events. There are effective arrangements with emergency services so that students experience a quick and safe response to any sporting injuries.

Student accommodation is segregated on the basis of age and gender to reduce risks and students are good at sticking to the rules. Risk management is in place from the point of admission. Any concerns, such as mental health needs and learning disabilities, are assessed when students enrol. The staff will follow up any concerns and make contact with students' previous schools to gather necessary information.

Identified risks to students' welfare and learning are addressed through individual support plans. The staff are thorough in monitoring these plans to the benefit of students. In addition, there is a comprehensive network of staff that includes cleaners, residential wardens, catering staff, health, welfare and learning support staff, tutors and curriculum leaders who are alert for any emerging issues. There are clear lines of communication between staff that ensure that the risks and support plans are under regular review. Staff have a significant impact in helping students to manage their vulnerabilities, to develop coping strategies and keep them on track with their learning and progress.

The risks to students from going missing, substance and alcohol misuse and offending behaviour are minimal. Staff are non-judgemental and their promotion of the college's values and of the students' responsibilities works considerably well. The students' behaviour is a credit to themselves and the college. When surveyed, the vast majority of students understood the behavioural expectations and stated that they have learned about British values and risks of extremism.

Leaders responsible for safeguarding have not yet built strong links with the local authority and the LSCB. This compromises how well the college keeps abreast with best

practice in relation to safeguarding.

The designated safeguarding lead ensures that there are appropriate referrals to partner agencies when there are concerns that any student is at risk of harm. Management oversight of these concerns is hampered by the current way that referrals, follow-up contact with partner agencies and support to students is recorded. This potentially risks students not receiving all the help that they need to be safe.

The effectiveness of leaders and managers: outstanding

The principal has been in post for almost a year. He was previously the vice-principal and he has established excellent leadership of the college. At all levels, staff are passionate about the students' learning, achievements and welfare.

The staff are professional and highly ambitious for the students to excel. The staff genuinely care and want to do their best for the students. Everyone is committed to promoting the college's values, which include: 'striving for excellence', 'respect for each other' and 'a first-class education'.

The principal continues to develop links with other land-based colleges and is part of a small group that aims to promote evidence-based best practice. The college has exceptional links with partners in industry, who are potential employers of the students.

The staff feel there are high levels of support from their managers. The staff know what is expected of them, through induction, ongoing training, regular briefings and thorough communication about students' individual needs. This ensures that students experience comprehensive support from the college.

Leaders ensure that there are accurate and extensive tracking systems to oversee students' progress and welfare. This is used proactively across the college by tutors, residential wardens, learning support staff and the health and welfare officer. Consequently, even students who have very complex needs succeed well.

The leadership team is always looking to improve what the college provides to students. For example, there is a trial of a new tutorial system, there are planned improvements for the college's IT system, and staff use new e-technology to communicate safely and effectively with students.

Thorough monitoring and oversight of students' and the college's performance means that leaders and the governing body have an extensive understanding of the college's strengths and weaknesses. They can demonstrate that the residential experience has a significant positive difference on student retention and achievement compared to day students.

Information about this inspection

Inspectors have looked closely at the experiences and progress of young people. Inspectors considered the quality of work and the differences made to the lives of young people. They watched how professional staff work with young people and each other

and discussed the effectiveness of help and care provided. Wherever possible, they talked to young people and their families. In addition, the inspectors have tried to understand what the college knows about how well it is performing, how well it is doing and what difference it is making for the young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

Further education college with residential accommodation details

Social care unique reference number: SC055268

Principal/CEO: Mr Bill Meredith

Inspector(s)

Simon Morley, social care inspector

Tina Ruffles, social care inspector

Jamie Richardson, social care inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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