

Bodyworks Company Performing Arts

Monitoring visit report

Unique reference number: 50009

Name of lead inspector: Jules Steele, SHMI

Inspection date: 25 November 2020

Type of provider: Dance and drama school

Address: 25–29 Glisson Rd
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Monitoring visit: main findings

Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out monitoring visits to providers in certain circumstances. This monitoring visit focused on safeguarding arrangements and was undertaken as outlined in the [interim phase operational note for further education and skills](#) and with reference to the further education and skills handbook.

This was an announced monitoring inspection, which focused on leaders' and managers' safeguarding procedures for learners, following safeguarding concerns that had been brought to Ofsted's attention.

Themes

Do leaders and managers ensure the safeguarding and well-being of their learners?

Insufficient progress

This inspection has highlighted very serious concerns about the inadequacy of safeguarding arrangements. Leaders are not proactive or rigorous. They do not ensure the safety and well-being of learners. This puts young people at risk of harm.

Leaders' arrangements to keep learners safe while at college are insufficient. Managers' risk assessment arrangements are limited. On occasion, staff do not adhere to these limited protocols. Consequently, staff allow visiting tutors unsupervised access to learners. Leaders do not check visiting tutors' suitability to work with learners. For example, they do not always take up references. They do not check that visiting tutors are security cleared to work unaccompanied.

Leaders' reporting to governors is weak. Leaders do not systematically analyse and report safeguarding issues to the board of governors. Consequently, governors are unaware of the breadth of safeguarding incidents which managers and staff deal with. Leaders did not involve governors in the recent appointment of a senior staff member. In the last month, the governing body has resigned.

Tutors do not systematically teach learners how to stay safe in the performing arts world. Learners' understanding of key dangers is shallow. Teachers do not cover in depth key topics, for example homophobia, or protecting themselves from sexual predators. Learners do, however, have a detailed understanding of preventing physical injuries to themselves.

Leaders' ongoing scrutiny of safeguarding arrangements is weak. They are not methodical or thorough. They do not act upon their own findings when they do review safeguarding. For example, when they audited their e-safety arrangements,

they found that staff did not know how to report and manage e-safety concerns. Managers identified that there was no process in place to monitor e-safety, and yet they have not taken corrective action.

Learners feel safe at college. They adopted the new COVID-19 safety measures quickly and adapted their practice. Learners are confident to take their concerns to staff. Staff's recording of the help and care they provide for learners is suitably detailed. Staff help learners to access appropriate specialist external advice when needed.

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