

# College of West Anglia

Monitoring visit report

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<b>Name of lead inspector:</b>	Jules Steele, Senior Her Majesty's Inspector
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<b>Type of provider:</b>	General further education college
<b>Address:</b>	Tennyson Avenue King's Lynn Norfolk PE30 2QW

# 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 the safeguarding arrangements at subcontractor partners. It follows a serious safeguarding concern that was raised with Ofsted about a college subcontractor.

This visit 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.

## Themes

### **Do leaders and managers ensure the safeguarding and well-being of their subcontracted learners? Reasonable progress**

Senior leaders have established a strong culture to ensure that learners are safe. Staff at every level understand their role in safeguarding learners. Learners are clear about how to report any concerns they may have. Senior leaders take appropriate steps at the strategic level to ensure that learners at subcontracted partners are safe. However, they do not challenge sufficiently the actions that partners take on safeguarding referrals.

Managers' ongoing scrutiny of partners is frequent and comprehensive. Managers hold partners accountable for a range of contract and quality-related issues. The safeguarding of learners is a standing item for discussion. Partner staff feel able to disclose the challenges their learners' experience. However, college staff are not curious enough when discussing safeguarding referrals with partners. They are too ready to accept that the actions partners have taken are the correct ones. Managers are careful to check that partners' staff are suitably trained. Staff frequently scrutinise the updating of partners' staff safeguarding records. They deal swiftly with any omissions. Managers and staff at the college share their safeguarding resources and expertise with partners. Each year, managers choose a specific theme to focus on for staff and learners, for example the dangers posed by county lines gang activity. Partner and college staff are jointly trained to identify and respond to incidents appropriately.

Senior leaders' reporting of safeguarding to governors does not include subcontractor partners. Managers use safeguarding software to accurately record and analyse safeguarding referrals at college. They share this information with governors. However, they do not use this approach for partners' referrals. Managers do not ensure that partners' learners receive a sufficiently broad and rich tutorial programme, and they do not scrutinise or report on the quality or content of this provision. Managers do not

check that partners teach important safeguarding topics. Consequently, the range and depth of learners' understanding varies from good to limited.

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