

Inspection of Q+

Inspection dates:

28 to 30 November 2023

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Provision for learners with high needs

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Q+, trading as Queensmill College, is an independent specialist college based in the London Borough of Hammersmith and Fulham. It is part of the Queensmill Trust. Queensmill College works closely with Queensmill School but is a separate organisation. The college runs specialist post-19 provision for young people diagnosed with autism through two distinct pathway programmes. All learners have an education, health and care (EHC) plan, and most learners require a high level of one-to-one support. A few learners also have complex health needs such as epilepsy.

At the time of the inspection, 16 learners were studying portfolio-based accredited study programmes which follow the preparation for adulthood pathways in employment, independent living, health, and community. In addition, learners study English and mathematics skills and take part in a range of leisure and fitness activities.

A further six learners were on a supported internship programme based across three local hospital sites within the Chelsea and Westminster hospital trust.

What is it like to be a learner with this provider?

Learners who are new to the college benefit from a smooth transition from school. This is because staff take the time to get to know learners well before they start. Consequently, learners quickly settle into the college.

Learners understand very well how they feel and how to cope with their own changes in moods and emotions. This is because staff provide them with highly effective support which helps them to regulate their behaviour when they become anxious and agitated. Over time, learners' levels of concentration and attention in lessons improve significantly from their starting points.

Learners gain valuable work experience, both in the college and in the community. On the internship programme, learners appreciate the additional adjustments teachers and staff make to help them feel included and comfortable on their work placements. For example, staff take the time to ask learners how the lighting and noise levels may affect them. Learners receive particularly useful opportunities to try out job roles in a range of hospital departments. They help to fulfil important roles, such as helping to transfer paper-based patient files onto a database. Most learners who complete their internships secure employment in the hospital or elsewhere.

Learners behave exceptionally well when they visit community venues. They join in happily alongside other members of the community in activities such as completing circuit training at the gym. Learners become increasingly confident to independently follow their gym routine with minimum supervision.

Learners say that it feels nice to be a learner at the college. They value the highly positive, nurturing and inclusive learning environment that staff create. Learners feel safe. They know what to do and whom to tell if they have any concerns about their safety.

What does the provider do well and what does it need to do better?

Leaders carefully consider what curriculum is appropriate to each learner based on their EHC plan outcomes and their prior learning. They work highly effectively with their partners to create a purposeful supported internship programme.

On study programmes, leaders plan and teach an appropriate curriculum that prepares learners effectively for their next steps into adulthood and employment. Learners study useful subjects such as healthy lifestyles, independent living and how to regulate their emotions. However, leaders have not planned the curriculum to include enough opportunities for learners to develop their information and communication technology (ICT) skills.

Teachers assess learners' starting points thoroughly. They use information from these assessments effectively to set personalised learning goals for learners. Teachers relate these targets suitably to learners' outcomes in their EHC plans.

Teachers skilfully make sure that learners contribute to group tasks. They make good use of adaptive technologies to help non-verbal learners communicate in group discussions. Teachers give useful demonstrations with simple instructions to set learners tasks. For example, in practical lessons, learners improve their fine motor skills to decorate glass jars.

On study programmes, in a minority of instances, teachers give learners tasks to do that do not challenge them sufficiently. Teachers do not check thoroughly that learners have understood what they need to do to correct their mistakes before they move on, too quickly, to a new topic.

On internships, teachers and job coaches helpfully repeat topics and tasks to make sure that learners retain new knowledge. This helps learners competently remember important aspects of their jobs, such as the sequence of checks on water coolers. At work, learners become proficient at carrying out tasks independently. For example, they can check stock and catalogue items without prompting.

On study programmes, in most instances, teachers track learners' progress carefully. They record in detail the small steps learners make to achieve their targets. Most learners consistently make good progress towards their learning goals. In a few cases, teachers do not record precisely enough the progress learners make in aspects of English and mathematics.

Staff monitor learners' progress on internships frequently and very effectively. Twice each term, learners, their parent or carer, and job coaches reflect on what learners have achieved. Consequently, learners receive the tailored support they need to further develop their knowledge, skills and behaviours for work.

Leaders support staff appropriately to develop their knowledge and skills to work with learners with autism. They make sure that staff complete extensive training in autism awareness, as well as in medical conditions such as epilepsy. This means that teachers and support staff know and understand the needs of learners very well. They respond appropriately to learners' vocal noises or eye movements because they understand what these gestures mean.

Teachers promote fundamental British values very effectively. They encourage learners to be respectful and tolerant of others in the classroom and on visits in the community. Learners follow rules and regulations consistently well in public places. They learn about democracy through making their voices heard in group decision-making exercises. They vote on the trips they want to go on, such as to a theme park or to the theatre.

Leaders provide an extensive range of opportunities for learners to broaden their experiences in the community. For example, learners take part in activities that help promote a healthy lifestyle such as yoga, forest bathing and walks along the river.

Leaders provide effective careers advice and guidance across study programmes and internships. Leaders work closely with parents to set appropriately ambitious and

realistic next steps for their young person. On study programmes, learners benefit from guest speakers who talk about the range of options open to them when they finish their course. They benefit from purposeful work experience opportunities in furniture restoration workshops and local cafés. Learners on internships have a clear idea about their next steps and progress successfully into employment.

Leaders communicate very effectively with parents and carers. Most parents and carers are unfailingly positive about the teaching and support their young person receives. They appreciate the helpful messages they get about learners' progress and achievements in the daily books. They use this information to reinforce learning at home. Parents and carers notice the progress their young person makes at home and when socialising in groups. For example, learners become more self-assured in their speech and language. They make great strides in using their electronic devices to let parents know when they do not feel well.

Experienced governors provide sound oversight of the internship programme. Leaders have set up a governing body for study programmes. At the time of this inspection, new governors had recently held the first meeting. Until the new governing body becomes fully established, former trustees, who know the provision very well, continue to provide leaders with appropriate support.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Improve teachers' skills so that they check learners' understanding of topics thoroughly and set tasks that consistently challenge learners.
- Develop the curriculum so that learners increase their ICT skills.

Provider details

Unique reference number	147463
Address	50 Ellerslie Road Shepherd's Bush London W12 7BN
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Website	https://www.queensmill-college.co.uk/
Executive Headteacher	Freddie Adu
Provider type	Independent Specialist College
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the head of college, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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