

# Evaluation schedule for the inspection of residential provision in further education colleges

For use from September 2012

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Guidance and grade descriptors for inspecting residential provision in further education colleges from September 2012.

**Age group:** 16–18

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## Introduction

1. This is the evaluation schedule for use in Ofsted's inspections of residential provision for learners – aged under 18 – in further education colleges, sixth form colleges and independent specialist colleges that are not registered with the Care Quality Commission as care homes. This may include full- or part-time provision, including work-based learning, where learners are in college accommodation or in accommodation arranged by the college.
2. The evaluation schedule describes the evidence that inspectors will consider and sets out the grade descriptors they will use to make their principal judgements from September 2012.
3. 'Learners' or 'young people' refers to people aged under 18 who are living either in accommodation provided directly by a college or with host families arranged by a college.

## The purpose of inspection

4. Inspections have two main purposes: to check whether a college meets the national minimum standards,<sup>1</sup> and to make qualitative judgements about the quality of the college's provision and outcomes in the principal areas.
5. Colleges are expected to meet all the national minimum standards, having regard to any associated government guidelines. Each principal judgement covers those national minimum standards that are relevant to it.
6. Inspectors will use the grade descriptors set out under each of the principal areas to guide their judgements about the quality of the college's provision and outcomes for learners. They will also reach a summative judgement about the overall effectiveness of the residential experience.

## Equality and diversity

7. Inspectors will not make a separate judgement on equality and diversity. Instead they will fully consider issues of equality and diversity in reaching their judgement on each aspect of the residential provision and outcomes. Where particular learners or groups of learners are unhappy, feel unsafe or are failing to thrive, and the college is unaware of this and/or ineffective in addressing the issues, that college is likely to be inadequate in one or all of the principal judgement areas.

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<sup>1</sup> Accommodation of students under eighteen by further education colleges, national minimum standards, Department of Health, 2002;  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4005629](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4005629).

8. Inspectors will look at the experiences of learners or groups of learners of a particular heritage, culture, faith, ethnicity, economic background, gender, age, disability or sexual orientation, and consider how well each aspect of the residential provision meets their particular needs and impacts on their development, happiness and well-being.
9. Inspectors will thread evidence of the college's practice with regard to matters of equality and diversity throughout their report.

## **The principal judgements and Overall effectiveness**

10. The principal judgements to be made in all inspections of learners' welfare in residential colleges are:
  - Outcomes for young people
  - Quality of service
  - Safeguarding
  - Leadership and management.
11. Together, these will lead to a judgement on the provision's Overall effectiveness.

## **Using the grade descriptors**

12. The grade descriptors provide guidance for inspectors and colleges for consistency in judging all types of colleges with residential provision. The examples used to illustrate practice have been drawn from further education colleges, sixth form colleges and independent specialist colleges; not all the examples will be relevant for each inspection.
13. Inspectors will consider the inspection evidence, its importance, robustness, reliability and the extent to which it is supported by other evidence. They must use their professional judgement to determine what the evidence collected indicates about the experience of learners in the residential context and its impact on them. Inspectors must then consider which of the four grade descriptors best matches their evaluation of each aspect of the college's work. Judgements must not be made using a rigid formulaic approach or as a check list.
14. Failure to meet any of the national minimum standards will not necessarily result in a judgement of inadequate. In reaching a judgement, inspectors should consider carefully the seriousness of the failure and its potential impact on the learners in residence.
15. In reaching their final judgement, inspectors should consider the grade descriptor for each of the four grades and select the grade where the descriptor best fits the inspection findings.

## Overall effectiveness

16. In reaching a judgement about Overall effectiveness, inspectors will consider evidence and judgements from the four principal judgements in the evaluation schedule, and consider their impact on the young people in residence. They will take into account:
- the impact of the residential experience and the quality of care on all learners' personal development and well-being
  - the effectiveness with which the college safeguards its learners and promotes their welfare
  - the effectiveness with which residential provision is organised and managed in the college, ensuring that there is a continual focus on improvement and on the progress made since the last inspection
  - what learners feel about their residential experience, and what parents and carers, staff and placing authorities say about it
  - the extent to which the national minimum standards are met.

### Overall effectiveness: grade descriptors

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Overall effectiveness is likely to be outstanding where residential provision is an area of excellence, the quality of residential provision and care stands out from that of other colleges, and where all aspects have been judged outstanding. There should be examples of excellent practice that are worthy of wider dissemination. The college can demonstrate that it has gone well beyond the requirements of the national minimum standards. As a result, learners are having an exceptional experience at the college, which supports their learning and prepares them for later life.</li> <li>■ There are substantial strengths in the quality of provision and care for learners that have made an exceptional impact on the quality of their lives and opportunities in life. The residential experience clearly enables learners to make excellent progress in their educational, personal, social and cultural development. Most of them grow in confidence and independence and all are very well equipped to make a success of their future lives. There are excellent relationships between the young people themselves and with the staff.</li> <li>■ There is a consistently high quality of care that has embedded the promotion of equality and diversity, ensuring that all aspects of planning and practice are highly personalised to meet the individual needs of each young person. The college offers an extensive choice of high quality activities and events that meet the needs of all learners, enabling them to develop their knowledge, skills and interests. There are very good facilities and high quality accommodation that is very well furnished and maintained.</li> </ul>
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	<ul style="list-style-type: none"> <li>■ The safety and well-being of learners is of paramount importance. Young people feel extremely safe and well supported. Bullying, including cyber-bullying, homophobia and other prejudice-based bullying, and other instances of poor behaviour are very well managed. Safeguarding practices are outstanding and there is excellent work with key agencies.</li> <li>■ The residential provision is very well led and managed and is organised to meet learners' needs first and foremost. Senior staff routinely monitor practice and use the information to drive forward continuous improvement. Learners' needs and views are central to all aspects of how the college operates and develops its practice.</li> <li>■ There are consistently very positive views from learners/parents/carers/placing authorities about the quality of the residential experience. Communication between staff and with the parents/carers and placing authorities is excellent.</li> <li>■ All key national minimum standards are fully met.</li> </ul>
<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>■ Overall effectiveness is likely to be good where the quality of provision and care for learners is good and has made a positive impact on the quality of their lives and opportunities in life. The residential experience clearly enhances learners' personal, social, cultural and educational development. Relationships at all levels are good. Learners are well prepared for adult life.</li> <li>■ There is a consistently good quality of care that meets the needs of each young person. The varied programme of activities and events meets the needs and interests of all learners and promotes strong development. There is a good standard of care overall and learners receive effective support that is suited to individual needs. There are good facilities and comfortable accommodation that is well furnished and well maintained.</li> <li>■ The safety of learners is given high priority and there are effective procedures for safeguarding their welfare and promoting their good health. Staff are proactive in working with key agencies to reduce the risk of harm to learners. The links between care and teaching staff support learners' enjoyment and achievement well. Behaviour is well managed. Any reported bullying, including homophobia and other prejudice-based bullying, is dealt with effectively and learners say they feel safe.</li> <li>■ The residential facilities are well organised and run for the benefit of the learners. The provision of care is always managed in the best interests of the learner. Communication with the parents/carers/placing authorities is clear and regular.</li> <li>■ The views of learners and other interested parties are positive. There is a clear process by which learners can contribute their views and see that they have made a difference in improving the residential experience.</li> <li>■ All key national minimum standards are met. There may be a few minor weaknesses in parts of the national minimum</li> </ul>

	<p>standards, but these do not diminish the overall good quality of care and provision and have minimal impact on the experience of learners.</p> <ul style="list-style-type: none"> <li>■ There are a number of strengths in the provision and there are no significant weaknesses that have a direct impact on outcomes for learners.</li> </ul>
<p><b>Adequate</b></p>	<ul style="list-style-type: none"> <li>■ Overall effectiveness is likely to be judged adequate where the quality of provision and care for learners has made a positive impact on the quality of their lives and encouraged their educational, personal, social and cultural development. Relationships are positive. Learners are suitably prepared for adult life.</li> <li>■ The college provides an adequate quality of care that is not inadequate in any major respect and may well be good in some respects. Where necessary, there are appropriate care plans for each learner that focus on helping them make progress in their personal and social development. There is adequate provision for recreational activities, including at evenings and weekends (if appropriate). The facilities and accommodation for learners are adequate and do not compromise their health and safety.</li> <li>■ The college meets its duty to safeguard learners. Child protection procedures are clear and effective. Bullying, including homophobia and other prejudice-based bullying, is dealt with effectively and learners are supervised appropriately so that they feel safe.</li> <li>■ The residential facilities are organised appropriately for the learners. Care is managed in the best interests of the learner. Communication with the parents/carers/placing authorities is adequate.</li> <li>■ Most learners and other interested parties have positive views about the quality of care and relationships in the college and feel the college will take account of their suggestions for improvement.</li> <li>■ There may be shortfalls against aspects of the national minimum standards or inconsistencies in provision but these do not significantly affect the safety and well-being of learners.</li> </ul>
<p><b>Inadequate</b></p>	<p>Overall effectiveness is likely to be inadequate if one or more of the following apply.</p> <ul style="list-style-type: none"> <li>■ The residential experience does not help young people to make progress in their personal, social or educational development.</li> <li>■ The provision and care for some or all learners is weak. There is not enough for them to do that meets their needs and interests.</li> <li>■ The college fails in its duty to adequately safeguard the welfare, health or safety of young people in its care, so that they feel or are unsafe and/or unhappy. Behaviour is poor; homophobia and/or other types of prejudice-based bullying are too common and not tackled effectively.</li> <li>■ Learners and other interested parties express justified concerns</li> </ul>



	<p>that the college has not taken effective action about.</p> <ul style="list-style-type: none"> <li>■ There are significant weaknesses and failures against national minimum standards that have a negative impact on welfare provision and the outcomes and experience for learners.</li> </ul>
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## Outcomes for young people

17. Inspectors must: spend time talking to learners and the staff who care for them; look at records, case studies or other evidence the college may offer; and consider the progress learners make in their personal and social development, taking into account the starting points of the young people when they joined the college.
18. This section of the evaluation schedule does not directly reference the national minimum standards, but the impact of meeting or not meeting the standards will be evident in learners' outcomes.

Independent specialist colleges that cater for young people whose needs and disabilities mean that they cannot match the outstanding outcomes in the grade descriptors may be judged as outstanding if there is clear evidence of the college's extensive work to help these young people achieve their full potential in working towards these outcomes.

19. Inspectors should consider:
  - learners' social development, including the extent to which they enjoy positive and constructive relationships with staff and with each other, and are tolerant of people from different races, religions and sexual orientations
  - learners' personal development, including their self-esteem, independence and confidence
  - the behaviour of learners and how well they respect the rights of others in the college community to be treated with care, respect and understanding
  - learners' happiness and enjoyment of the residential experience, including the extent to which they take advantage of what is on offer by developing new or specific talents, skills and interests
  - their contribution to the residential community and how their views have made a difference to it
  - learners' health (including physical, emotional, and psychological health) and fitness as a result of the residential experience at the college

- learners' awareness of the consequences of smoking, alcohol abuse and drugs, and the impact this has on their behaviour
- how well learners are prepared for a successful transition to independence and adult life or for the next stage of education.

## Outcomes for young people: grade descriptors

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Outcomes for young people is likely to be outstanding in a highly inclusive residential provision where there are exceptionally good quality relationships. Learners establish excellent quality relationships, encourage and support one another, and feel safe and relaxed in the residential environment. They have a strong affiliation to their residential environment.</li> <li>■ Learners behave very well and/or have made outstanding progress socially through their residential experience, including, where appropriate, by overcoming or learning to manage difficulties; for example, residential learners with behavioural, emotional and social difficulties have made outstanding improvements to their behaviour. All learners, irrespective of their differences, feel valued and respect one another.</li> <li>■ Learners demonstrate a range of personal skills such as communications, teamwork, leadership, taking responsibility, problem-solving and commitment, which prepares them well for the future. Their experiences at the college have helped them to develop these skills.</li> <li>■ Learners develop a strong sense of their own value and self-worth and develop a tolerant approach to others. Through their residential experience they have grown substantially in independence and confidence and have a clear sense of responsibility.</li> <li>■ Learners thoroughly enjoy their residential experience and take every opportunity to participate in the new and/or stimulating opportunities and activities it offers. They feel able to achieve their full potential.</li> <li>■ Learners readily take on roles and responsibilities within the college and make a significant contribution to its operation and development. They can readily demonstrate how their views have made a difference. Where appropriate, they are actively and positively involved in a wide range of activities that reach out into the wider community.</li> <li>■ Learners are active participants in keeping themselves as fit and healthy as possible. They report that the college's healthcare arrangements are highly effective in promoting and maintaining their physical, emotional and psychological health.</li> <li>■ All learners, irrespective of their differences, feel valued and show respect for one another.</li> <li>■ Learners are extremely well prepared for the next stage of life</li> </ul>
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	<p>after college. Most young people who have moved on have made a successful transition, are as independent as possible, and have sustained engagement in education, employment or training.</p>
<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>■ Outcomes for young people is likely to be good where there are harmonious and positive relationships among residential learners and with staff. Learners establish positive relationships, encourage one another and feel relaxed, safe and included in the residential environment. They clearly benefit from their residential environment.</li> <li>■ Learners behave well and/or make good progress with overcoming any difficulties such as a lack of confidence. They demonstrate consideration and respect for others' views, however different their circumstances. They develop good social skills through their residential experience and learn to compromise and get on well with others from different backgrounds and life experiences.</li> <li>■ Learners participate in activities to develop a range of personal skills such as communications, teamwork, leadership, taking responsibility, problem-solving and commitment, which prepares them well for the future. Through their residential experience learners have made good progress in developing self-esteem and emotional resilience.</li> <li>■ The young people enjoy the residential experience at the college. They acquire strong interests and practical and life skills as a result of being a resident that add significantly to their enjoyment of life.</li> <li>■ Learners make a positive contribution to their college residential community, know how they can influence its direction and accept responsibility for their part in its function. They are involved actively and positively in activities in the wider community.</li> <li>■ Learners are active participants in keeping themselves fit and healthy. The college's healthcare arrangements promote their physical, emotional and psychological health, and they feel well cared for at college when they are injured or fall ill.</li> <li>■ Their residential experience helps to ensure learners are well-prepared for further education and/or adult life.</li> </ul>
<p><b>Adequate</b></p>	<ul style="list-style-type: none"> <li>■ Outcomes for young people is likely to be adequate if relationships are productive and harmonious. Learners have friends and feel relaxed and safe in the residential environment. Young people generally get on well together and feel included.</li> <li>■ Learners know the difference between right and wrong. They are generally able to interact with other learners and adults appropriately, considering and respecting their views. During their time in college, residential learners make adequate progress in overcoming difficulties such as improving self-confidence.</li> <li>■ Learners occasionally participate in activities to develop a range</li> </ul>

	<p>of personal skills such as communications, teamwork, leadership, taking responsibility, problem-solving and commitment, which prepares them well for the future.</p> <ul style="list-style-type: none"> <li>■ Learners make adequate progress in developing self-esteem, emotional resilience and independence through their residential experience.</li> <li>■ Learners understand how to keep themselves fit and healthy. They acknowledge that the college cares for and promotes their physical, emotional and psychological health.</li> <li>■ Learners enjoy their residential experience and acquire practical, social and life skills to prepare them for adult life. They can make informed choices about their future and feel they are equipped to cope appropriately when they leave the college.</li> </ul>
<p><b>Inadequate</b></p>	<p>Outcomes for young people is likely to be inadequate where one or more of the following apply.</p> <ul style="list-style-type: none"> <li>■ Learners make insufficient progress with their personal or social development over time in the residential environment, acquire few social skills and are ill-prepared to make informed choices or cope adequately in the world after college.</li> <li>■ Relationships are poor; individuals or groups of learners feel excluded from participating in college life.</li> <li>■ Behaviour during 'residential time' is poor and at times young people feel afraid, unsafe or suspicious of one another or of the staff who care for them.</li> <li>■ Learners actively dislike being in the residential environment and spend the minimum amount of time there. They are afraid of putting forward their views and feel that to do so is pointless.</li> <li>■ Learners' healthcare needs have not been met, which has had a negative impact on their health.</li> </ul>

## Quality of service

20. The quality of the college's provision for residential learners includes: the physical environment for learners; the quality of care for their health and physical, mental and emotional well-being; and the guidance and support provided to learners.

21. To evaluate the quality of the residential provision and care for young people, inspectors will consider the following matters and their impact on learners' development and support:

- the quality of pastoral support for learners, including the impact of induction for new learners, the effectiveness of links between pastoral and academic staff in supporting the learners' personal and academic development, and the impact of experienced staff on duty in providing young people with care and support at all times

- the availability, uptake and quality of support for learners on personal issues
- the quality and appropriateness of care plans for individuals, where relevant, and their effective implementation
- the range and appropriateness of purposeful and enjoyable activities available to learners
- the quality and effectiveness of the college's arrangements for promoting and caring for learners' health and well-being, including their mental and emotional health
- the quality, availability and uptake of the college catering arrangements and how these contribute to healthy lifestyles
- the quality of the residential accommodation, premises and facilities, including the arrangements for making learners comfortable and keeping their possessions safe
- the procedures for ensuring that the welfare of students placed by the college in host families is safeguarded and promoted
- the appropriateness of arrangements for learners to keep in touch with families and friends
- the extent to which national minimum standards are met.

### Quality of service: grade descriptors

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Quality of service is likely to be outstanding if there are excellent pastoral arrangements and resources to support all learners' academic and personal progress. There is a highly effective and well-designed induction process that is tailored to the needs of individual learners. Residential and academic staff work very effectively together to coordinate provision and have consistently high aspirations for all learners.</li> <li>■ There is a range of excellent quality extra-curricular and leisure opportunities, which learners enjoy and are appropriate to their ages, interests and needs. These provide excellent opportunities for personal development and fulfilment.</li> <li>■ There are excellent opportunities for learners to develop leadership and/or team working skills through taking on roles and responsibilities that will aid their personal growth. Where possible, they are actively involved in the running of their residential accommodation, pastoral support and social activities.</li> <li>■ There are few complaints and these are dealt with promptly and effectively and contribute to the improvement of the service.</li> <li>■ Learners have good contact with parents, carers and friends. Staff maintain good relationships with parents or carers and keep them well informed about learners' progress.</li> <li>■ Staff place the well-being of individual learners at the centre of their practice within the college and ensure that learners'</li> </ul>
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	<p>achievements are celebrated. They are proactive and imaginative in finding ways to support new and existing learners to make excellent progress in every aspect of their lives.</p> <ul style="list-style-type: none"> <li>■ Placement and care plans, where appropriate, are well focused, detailed, rigorously implemented, and reviewed frequently. These plans have a highly beneficial impact on outcomes. Young people are consistently and centrally involved in the planning and review of the residential provision (wherever possible).</li> <li>■ There are excellent facilities to care for learners who are sick or injured and to promote and maintain good health. The arrangements for the administration of medication are an example of good practice.</li> <li>■ Residential accommodation and facilities are of a high standard and are safe and very well-maintained. Learners can relax and feel warm and comfortable. The accommodation and facilities strongly support learning and personal development.</li> <li>■ Learners are always provided with a good choice of nourishing meals that they enjoy. The food is plentiful and of high quality. The college caters unobtrusively and very well for special diets.</li> <li>■ All key national minimum standards are fully met.</li> <li>■ Residential provision is an area of excellence in the college and there are no weaknesses that have a direct impact on outcomes for learners.</li> </ul>
<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>■ Quality of service is likely to be good if the residential staff provide for learners' individual needs and offer them good support and pastoral care. There are good resources to support learners' academic and personal progress. Academic and residential staff work closely and cooperatively to ensure good support for learners. Learners have access to the help and resources they need. There are effective induction procedures.</li> <li>■ There are good facilities for learners to enjoy outside of the college day, and the college actively encourages learners to participate in a broad range of interesting extra-curricular or leisure activities, suitable for the ages and interests of the young people and leading to good personal development.</li> <li>■ There are good opportunities for learners to express their views, and to take responsibility for the operation of their residential accommodation, pastoral support and social activities.</li> <li>■ Complaints are dealt with promptly and appropriately and learners are informed of the outcomes.</li> <li>■ Learners can contact parents, carers and friends easily. Staff maintain contact with parents or carers.</li> <li>■ Where applicable, care plans are detailed and thorough. They meet the needs of placements, are implemented carefully and reviewed regularly. Equality and diversity issues are positively addressed in both daily living and planning for care.</li> </ul>

	<ul style="list-style-type: none"> <li>■ There are good arrangements for healthcare, including access to outside services and support, and there is active encouragement for learners to take responsibility for their own health and fitness. Arrangements for dealing with medication are safe and effective.</li> <li>■ Accommodation is of a generally good standard, safe and well maintained, so that learners can feel warm and comfortable. It supports their learning and relaxation well.</li> <li>■ Food is of good quality and plentiful and there is a good amount of choice. Special diets are well catered for.</li> <li>■ There are a number of strengths in the provision. The college mostly fulfils the national minimum standards and any standards that are not met do not have a significant impact on learners' welfare.</li> </ul>
<b>Adequate</b>	<ul style="list-style-type: none"> <li>■ Quality of service is likely to be adequate if staff provide learners with appropriate pastoral care and support for personal and academic development. There are adequate induction procedures. Communication between academic and residential staff works well, so that concerns about learners are passed on appropriately.</li> <li>■ There is a reasonable range of leisure activities that are suitable for the ages and interests of the young people and which they participate in, enjoy and benefit from.</li> <li>■ The views, wishes and feelings of learners are taken into account in the running of the residential facility. Any complaints are dealt with promptly and appropriately.</li> <li>■ Learners can contact parents, carers and friends. Staff maintain contact with parents or carers.</li> <li>■ Care plans meet the needs of placements and are implemented appropriately.</li> <li>■ The arrangements for healthcare are appropriate and do not pose a risk to learners so that they stay safe, fit and well.</li> <li>■ All learners have accommodation that meets the national minimum standards and is safe and suitably maintained.</li> <li>■ Food is of appropriate quality and quantity. Special diets are catered for as required. There are appropriate arrangements for keeping learners' clothes and bedding clean.</li> <li>■ Provision may still be judged as adequate even if some aspects of the national minimum standards are not met, but the failures must not be so significant as to compromise learners' health, safety or well-being, and the college must be able to correct failures swiftly.</li> </ul>
<b>Inadequate</b>	<p>Quality of service is likely to be inadequate if one or more of the following criteria are met.</p> <ul style="list-style-type: none"> <li>■ There are significant failures to meet the national minimum standards so that the health, safety or welfare of residential learners is not adequately safeguarded.</li> <li>■ The reasonable needs of individuals are not being met.</li> </ul>

	<p>Accommodation and/or premises are of an inadequate standard; learners do not get enough food to eat, or the food is constantly unhealthy or of poor quality. This has a detrimental impact on learners' health and well-being.</p>
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## Safeguarding

22. Safeguarding includes the college's arrangements for keeping learners in their care safe and protected from harm, and the effectiveness of the college's arrangements for promoting good behaviour, child protection, and countering bullying and poor behaviour.
23. Inspectors will consider:
- the effectiveness with which staff take action to identify and respond appropriately to any concerns young people have about their welfare
  - the procedures for safe recruitment and monitoring of staff and volunteers working with young people at the college to help prevent unsuitable people from having the opportunity to harm young people
  - the effectiveness of policies and procedures for: child protection; countering bullying, including racism, homophobic and cyber-bullying; promoting good behaviour, health and safety; and for young people missing from college
  - whether learners feel safe and protected from harm, abuse, exploitation and accident
  - whether learners go absent without authority and, if they do, whether they return quickly and are responded to positively on return
  - how well positive behaviour is promoted and poor behaviour managed, in strict accordance with the legislative framework, and whether there is accurate and clear recording of any actions taken
  - whether investigations into allegations or suspicions of harm are handled fairly, quickly and consistently in a way that provides effective protection for young people, and for the person making the allegation, and, at the same time, supports the person who is the subject of the allegation
  - whether the environment is physically safe and appropriately secure, taking account of the needs and characteristics of the learners
  - the extent to which the national minimum standards are met.



## Safeguarding: grade descriptors

<p><b>Outstanding</b></p>	<ul style="list-style-type: none"> <li>■ Safeguarding is likely to be outstanding if learners' safety is at the very heart of the college and the college is proactive in implementing and sustaining excellent practice. Policies and procedures are robust and implemented consistently and to a high standard. These include thorough vetting procedures for recruiting staff and ensuring that only suitable people have contact with learners. There is excellent practice in safeguarding and child protection that makes this college stand out from others, and is worthy of wider dissemination.</li> <li>■ All staff are fully trained in child protection at the appropriate level, are proactive and alert to possible concerns, and champion learners' welfare and safety.</li> <li>■ There are positive and proactive behaviour management strategies that are consistently applied. Any serious behavioural incident is sensitively and appropriately followed up in discussion and reflection with the young person concerned. Behavioural problems are monitored to bring about sustained improvement.</li> <li>■ There is a clear and robust policy for countering bullying that includes racism, homophobic and cyber-bullying. This is consistently implemented by all residential staff. Learners feel safe. They are comfortable about reporting any concern and have confidence that it will be tackled promptly and effectively. As a result, bullying is rare, but the college is still vigilant and proactive in its prevention. There is a very clear and robust culture of anti-bullying and all staff are fully alert to all the different forms bullying might take.</li> <li>■ The college assesses and manages risks to protect learners while enabling them, as appropriate to their age, to take reasonable risks as part of their growth and development. Care plans, where appropriate, identify very clearly the risks and protective factors for individual learners and are comprehensive in planning to address them. Regular monitoring and review feeds into constant improvement. The frequency with which learners are absent without authority is minimised.</li> <li>■ The college provides a secure and very safe environment for young people. Managers have considered all potential hazards and run regular and exhaustive checks, for example on electrical, gas and fire safety equipment. There is an exceptional record of prompt and effective maintenance. All learners are aware of escape routes, risks and how to manage them.</li> <li>■ All national minimum standards covering safety and safeguarding are fully met.</li> </ul>
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<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>■ Safeguarding is likely to be good if there are robust procedures for child protection and the recruitment and vetting of staff. All staff have received appropriate training and all know how to refer or deal with problems, so that young people are not at risk.</li> <li>■ The college gives a high priority to the safety of its learners and teaches them how to look after their own and others' safety. Learners report that they feel safe at college and that there are a range of adults with whom they would be comfortable to talk if they felt unsafe.</li> <li>■ Staff consistently implement the positive behaviour strategies to support residential learners developing skills in managing conflict and developing positive relationships, irrespective of any barriers they might experience.</li> <li>■ There is a clear policy for countering bullying that includes racism, homophobic and cyber-bullying. This is consistently implemented by all residential staff. Learners feel safe to report any concerns about bullying, and have confidence in the college to tackle it promptly and effectively. As a result, incidents of bullying are minimised and learners generally feel they can learn in safety and without fear.</li> <li>■ Positive behaviour management strategies are consistently applied. Any serious behavioural incident is sensitively and appropriately followed up in discussion and reflection with the young person concerned. Behavioural problems are monitored to bring about sustained improvement.</li> <li>■ Care plans, where appropriate, clearly identify risks and protective factors for individual learners. There are clear plans to address these risks, which are regularly monitored and reviewed. The frequency with which learners are absent without authority is minimised.</li> <li>■ All regulations and national minimum standards covering safety and safeguarding are met.</li> </ul>
<p><b>Adequate</b></p>	<ul style="list-style-type: none"> <li>■ Safeguarding is likely to be adequate if learners report that they generally feel safe in the college and outside it, and can identify an adult they would talk to if they felt unsafe.</li> <li>■ The college meets government requirements with regard to the safeguarding of children aged up to 18. It has risk assessed where the most vulnerable young people are and taken steps to safeguard all young people in its care.</li> <li>■ The college operates safe recruitment procedures for staff and all investigations into allegations or suspicions of harm are handled fairly and quickly.</li> <li>■ Staff are consistent in managing instances of poor behaviour and encouraging learners to behave well and develop positive relationships, irrespective of any barriers they might experience.</li> <li>■ There is a clear policy for countering bullying that includes</li> </ul>

	<p>racism, homophobic and cyber-bullying, which staff operate consistently. Staff tackle bullying effectively and learners do not regard it as a serious issue in the college.</p> <ul style="list-style-type: none"> <li>■ There is a policy to promote good behaviour, with suitable sanctions, and this works. Any serious behavioural incidents are sensitively and appropriately followed up in discussion and reflection with the young person concerned, and all incidents are accurately recorded and monitored.</li> <li>■ Staff are aware of the factors that may trigger young people going missing and take action to minimise the risk. The incidences of young people absent without authority from the college are minimised, and there are clear practices, and agreed arrangements with the local police, which support effective action when young people go missing and ensure that they are protected as far as possible and responded to positively on their return.</li> <li>■ There is a clear policy for child protection that is understood by all staff so that learners are protected from harm.</li> <li>■ If a minor detail of the national minimum standards is not met, the provision could still be judged adequate, provided that this does not have a significant impact on learners' safety and can be corrected in the course of the inspection.</li> </ul>
<p><b>Inadequate</b></p>	<p>Safeguarding is likely to be inadequate if either of the following criteria apply.</p> <ul style="list-style-type: none"> <li>■ The learners are unsafe, or feel unsafe. They have reported being bullied but the college has not dealt with it.</li> <li>■ The college fails to meet the national minimum standards covering safety and, as a result, the welfare and safety of learners is inadequately safeguarded so that learners could be harmed or put at risk.</li> </ul>

## Leadership and management

24. Leadership and management includes how effectively the residential environment is led and managed for the benefit of the young people in the college's care.
25. Inspectors will evaluate the extent to which:
- leaders promote very high standards in a positive and supportive culture that aspires to excellence
  - there is a clear statement of principles and practice, which is translated into practice
  - the residential provision is effectively and efficiently managed as an integral part of the college; routines and procedures are clear, well-established and operate consistently to provide an orderly and safe community

- managers have ensured that there is a sufficient number of staff on duty at all times to supervise learners, and that they are deployed and supervised effectively and have received high-quality training, development and support for their roles
- the college assesses the quality of its residential provision and its impact on young people, and can demonstrate capacity for continuing improvement based on its track record, performance since its previous inspection and evidence of the impact of improvements on learners' experience
- all required policies, documents and records are in place and meet requirements; senior care staff actively and regularly monitor the quality of care provided
- the college manages complaints and takes account of learners' views to improve the quality of their residential experience and care
- diversity and individual needs are recognised in planning and caring for learners, and they are accorded equality of opportunity
- there is good communication with parents and carers and placing authorities (where relevant)
- the colleges ensures that any provision it provides with host families is appropriate for learners
- records are comprehensive and securely stored
- the national minimum standards are met.

## Leadership and management: grade descriptors

<b>Outstanding</b>	<ul style="list-style-type: none"> <li>■ Leadership and management is likely to be outstanding if the needs of the residents are a high priority for the college. All residential staff are fully committed to and enthusiastic about the value of the provision and its contribution to learners' personal and social development. There are consistently high expectations to provide the very best for the learners. All routines run smoothly, so that learners are extremely well cared for and fully supported in all respects.</li> <li>■ The college has an accurate and insightful evaluation of its performance and uses the findings to constantly drive forward improvement in pursuit of excellence for its learners. Forward planning is detailed and thorough; it includes challenging targets that are achievable and sustained over a period of time.</li> <li>■ Senior staff monitor the quality of provision regularly and rigorously, and take actions that lead to continuous improvement.</li> <li>■ Senior staff ensure that there are always enough well trained, experienced and suitable staff on duty. Residential staff at all levels are fully trained and experienced and well supervised to meet the needs of the young people in their care. There is an excellent and proactive programme of professional development</li> </ul>
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	<p>for staff and they are up-to-date with all developments.</p> <ul style="list-style-type: none"> <li>■ All required policies are in place and are implemented fully and effectively. Records are comprehensive, detailed and helpful to the support of learners. They are stored securely.</li> <li>■ The college is fully aware of the diverse nature and needs of its learners and ensures that they all have the opportunity to achieve their maximum potential while resident at the college.</li> <li>■ There is excellent communication with parents, carers and placing authorities, if appropriate, who all work together in the best interests of the learner. Parents report that contact with the college is easy and welcome.</li> <li>■ Learners' views and ideas are actively sought, and changes have been made to the residential routines and/or environment as a result, so that learners have a strong ownership of their community and feel that they can make a difference to it. The college consults learners fully before making changes that affect their experience.</li> <li>■ All recommendations from the previous inspection have been successfully addressed and there is substantial improvement since the last inspection, or outstanding practice has been sustained. In residential special colleges, excellent use is made of independent visitors' reports to drive forward improvement.</li> <li>■ All key national minimum standards are fully met.</li> </ul>
<p><b>Good</b></p>	<ul style="list-style-type: none"> <li>■ There is good leadership and management of the residential provision, so that aims are well understood, routines run smoothly, learners are well supported and cared for, and any weaknesses are identified and action is taken to improve.</li> <li>■ The college has a clear and accurate evaluation of its performance. Improvements are well planned and implemented, and benefit the learners.</li> <li>■ Senior staff ensure that there are enough well trained, experienced and suitable staff on duty at all times to offer good support and care to individual learners whenever they need it.</li> <li>■ Residential staff receive good support, are well supervised and their individual training needs are proactively identified and met. Senior staff keep up-to-date with new legislation and developments and share good practice with staff to improve the quality of service.</li> <li>■ All required policies are in place and are implemented effectively. Records are detailed and helpful to the support of learners. They are stored securely.</li> <li>■ Residential provision is an important part of the college, and residential staff are committed to its success. Residential staff recognise the diverse needs of learners and plan for them, so that each learner is enabled to develop and achieve well.</li> <li>■ The college can demonstrate strong self-assessment procedures and capacity for continuing improvement in the residential experience offered to young people, based on its track record,</li> </ul>

	<p>and performance since its previous inspection, and can provide evidence of the impact of improvements.</p> <ul style="list-style-type: none"> <li>■ Senior staff monitor the quality of provision and take action that leads to improvement.</li> <li>■ There are good relationships with parents, carers, placing authorities and the local community. It is easy for them to contact the college.</li> <li>■ Learners' views are regularly asked for, and young people feel that their ideas are given due consideration and they can contribute to the running and improvement of the residential provision.</li> <li>■ Improvement since the last inspection has been good, and good practice has been sustained.</li> <li>■ There are a number of strengths in the management of residential provision.</li> <li>■ There might be one or two small aspects of the national minimum standards that do not fully meet requirements, but they do not have a significant impact on outcomes for learners and can be swiftly rectified.</li> </ul>
<p><b>Adequate</b></p>	<ul style="list-style-type: none"> <li>■ Leadership and management is likely to be adequate if the aims of the college and the services and facilities it provides are understood by staff and learners.</li> <li>■ The college knows most of its strengths and weaknesses and makes improvements that benefit the learners.</li> <li>■ There are appropriate arrangements for senior staff to monitor the quality of the provision.</li> <li>■ Senior staff ensure that there are a sufficient number of residential staff on duty to care for learners safely. Staff receive appropriate training and support to fulfil their roles. They are supervised appropriately, so that routines run smoothly and health and safety requirements are met.</li> <li>■ Nearly all required policies are in place and are implemented effectively. There are positive relationships with other agencies, including the police, health services, and local authorities. All significant events relating to the protection of young people accommodated by the college are notified by the college management to the appropriate authorities, and appropriate action is taken following the incident. Parents and carers are informed of any incidents.</li> <li>■ There are effective mechanisms for learners to contribute their views, which result in improvements to the residential provision.</li> <li>■ The college has acted appropriately on the requirements from the previous inspection.</li> <li>■ Provision could still be judged adequate even if some aspects of the national minimum standards are not met, provided that this does not have a significantly detrimental impact on learners' safety and well-being and any shortfall is able to be swiftly corrected.</li> </ul>

<p><b>Inadequate</b></p>	<p>Leadership and management is likely to be inadequate where one or more of the following criteria apply.</p> <ul style="list-style-type: none"> <li>■ The college fails to comply with national minimum standards so that learners' welfare is at risk and they get a poor residential experience. Learners or significant groups of learners are not benefitting or are unhappy. They do not have a voice in the running of the residential provision; the college ignores their views and wishes.</li> <li>■ The residential provision does not receive appropriate prominence in the college. There are not enough well-trained and experienced staff on duty, or they are poorly supervised, so that the residential provision does not run smoothly. Policies are unknown to staff, or not implemented, and morale is low.</li> <li>■ The college has insufficient knowledge of its strengths and weaknesses, so consequently does not address the latter.</li> <li>■ The college has not made sufficient improvement since the last inspection.</li> </ul>
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