

Chichester College

Chichester College, Avenue de Chartres, Chichester, West Sussex PO19 1SB

Inspection of residential provision

Inspected under the social care common inspection framework

Information about this further education college with residential accommodation

This is a further education college situated in Chichester in West Sussex. The college offers a diverse range of academic, vocational and land-based courses. The college is currently accommodating 69 students in the halls of residence on the main campus and a further 46 students with local families through its homestay provision.

Inspection dates 25 to 27 September 2018

Overall experiences and progress of young people, taking into account **outstanding**

How well young people are helped and protected outstanding

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: 11 February 2015

Key findings from this inspection

This college is outstanding because:

- Residential students thrive at the college. They mature and learn essential life skills, making them ready for employment or higher education. Their attendance and attainment are better than their non-resident peers.
- Students consistently say that they feel safe in the college. All students have staff they will go to if they are worried or upset and the inclusive wrap around service ensures that all students have a named member of staff as a point of contact, who is also monitoring their welfare and academic progress.
- The students' voices are threaded through all aspects of the college. Students are influential in all aspects of policy making and on-site developments. They feel that their opinions genuinely matter. This is exemplified by the inclusion of a student member in the senior management team.
- The senior management team is aspirational and consistently seeking new ways to ensure that the college remains a high-quality institution. They value the accommodation as an essential learning environment, seeking to make it a rewarding experience for residential students.

The college's areas for development:

- Provide training for all staff on child criminal exploitation.
- Clearly evidence the matching of students who share rooms in the halls of residence.

Inspection judgements

Overall experiences and progress of young people: outstanding

Students thrive and enjoy the opportunities available to them through being a residential student. No matter what their needs or abilities they are nurtured to reach their full potential. Students talk positively and fondly of the adults who care for them and support them across the college.

Students feel that their voice is valued and promoted in all aspects of the running of the college. A particular strength is that students genuinely have a central role influencing the operation and decisions made across the college. For example, having a student member on the senior management team, ensuring that students' views are heard and embedded.

Students make exceptional progress educationally, socially and emotionally through access to a multi-disciplinary team which provides bespoke wrap around support. The prompt response from support services once it is identified that a student requires additional help ensures that there are no delays in offering packages to meet their individual needs. Parents are highly complimentary about the support that their children receive and comment on how mature and independent their children have become through staying in the halls of residence.

Development of students' life experiences is more than just academic. The college views itself as taking an active role in developing students' confidence and life skills; it promotes diversity and community respect and responsibility. Excellent opportunities are provided, including supporting charities, membership of clubs in the local community and trips abroad for cultural experiences and environmental responsibility. Students share and enjoy each other's cultures and backgrounds. Community support services, such as LGBTQ+ groups, provide group and individual sessions to further promote acceptance of difference and the well-being of all.

Transitions into and on from the residential accommodation are thoughtfully prepared by identifying and responding to individual needs. Parents and carers roles are appreciated and suitably considered while advocating for students' aspirations and needs.

How well young people are helped and protected: outstanding

Unanimous feedback is that all students feel safe in the halls and around college. They have numerous avenues which they may use should they feel worried, anxious or concerned. The college is keen to learn, reflect and then develop its practice in response to known risk and is astute to potential risk, without being risk averse.

Innovative practice supports safety and well-being on-site through roles developed by the college such as college community support officer, with support and strong links to

the local police.

Students are protected from harm through effective systems for reporting safeguarding concerns. All staff are trained and know how to respond and who to refer on to should they be worried for students' welfare. Training is regular and effective, although it has not yet covered child criminal exploitation.

The fluid sharing of information between disciplines within the college is exemplary. This includes regular meetings and communication with support, health and emotional well-being services to ensure a swift response to any concerns. Partner mental health services are confident in the college's abilities to support students. The transition to accommodation is smooth, with excellent liaison with the college nurse.

There is a culture of safeguarding being the community's responsibility, including students. This further encourages students' resilience and confidence that staff will respond to incidents such as bullying. Approaches to safety are conscientious and leaders recognise the constantly changing cyberworld and threats that come with it. Active joint working with students strengthens their knowledge and understanding of the current risks.

Students' behaviour is excellent. Clear processes which stress support, guidance and restorative action enable students to reflect upon and improve their behaviour. This is well evidenced through the college's records.

Students' safety and well-being are at the centre of the college and the college particularly recognises the vulnerability of students living away from home. All students benefit from regular welfare reviews with a trained and trusted adult.

The effectiveness of leaders and managers: outstanding

Leaders expect high standards which are in turn achieved. Staff have high aspirations for all students they teach and care for. Students and staff are keen to engage with external organisations with a view to sharing good practice in addition to keeping abreast of positive changes across the sector.

Progress is monitored closely, and measures are implemented to enable annual progression and development. This includes acknowledgement of individual students' abilities and vulnerabilities, which results in bespoke programmes and clear pathways where needed.

Staff feel very well supported and trained and enjoy working in the college. Residential staff, including those who have been in post for many years, report enjoying their roles. Leaders will advocate strongly on behalf of students when needed. This includes challenging other professionals where necessary.

Regular review and analysis, actively including students' voices, scrutinise the college's

strengths, effectiveness and performance, with a view to continually improving the provision. This ensures that there is no complacency and that criticism is welcomed and recognised as an opportunity to improve.

Governors play an active role in the continued monitoring of the college and the services provided. The safeguarding governor is due to receive safeguarding training at an appropriate level.

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: SC042625

Principal/CEO: Andrew Green

Inspectors

Jennie Christopher: social care inspector

Paul Taylor: social care inspector

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