

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 college offers a diverse range of academic, vocational and land-based courses. The college is currently accommodating 58 students in the halls of residence on the main campus and a further 43 students with local families through its homestay provision.

Inspection dates: 20 to 22 September 2022

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.

Date of last inspection: 25 September 2018

Overall judgement at last inspection: outstanding

Inspection judgements

Overall experiences and progress of young people: outstanding

Residential students make exceptional progress in their education and social skills while living on site. A highly individualised approach to support is detailed in the well-being and education plans. This has helped staff to thoughtfully support a student who had been struggling socially and educationally in their home country. As a result, the student was able to make a fresh start at the college and is now succeeding in their studies and making positive friendships. Enrichment activities offer a wide range of enjoyable and cultural experiences that are adapted each year to suit the needs of the student cohort. These include charity work in the UK and abroad. Close links with international agents mean that students' needs are catered for prior to their arrival. The college induction for residential students is well coordinated and closely links to the study routes they are following.

Students have access to a wide range of healthy food options, and the free access to the on-site gym and sports classes has been well received. Students also use this as an ideal opportunity to get to know each other and form new friendships. The well-being centre is a welcoming environment for students to relax and discuss any issues with staff. The college nurse is also available and can help students with specialist appointments and to access local health resources. International students are a visible part of college life. They describe a college campus where differences are valued and embraced.

Individualised well-being and safeguarding plans ensure that the staff are aware of students' needs. When students need additional support, all those working with them are clear on what to monitor and how to best support them. The staff respond quickly to emerging needs and adapt support plans as students grow and develop or their needs change. Frequent reviews of plans and a one-team approach ensure that students' needs are met consistently across campus. This enables all staff to monitor and support students with individual needs and to overcome any barriers to their engagement. Students can seek support from a variety of safe adults according to their wishes. For example, some students have not wanted to take up formal support but regularly seek guidance from other staff.

Students say that staff are friendly, approachable and available at all times. They are clear on who to contact 24 hours a day and describe feeling well supported when they have concerns or worries. They enjoy the residential environment and love to hear the stories and experiences of those who live in other countries. Students were supported well during the COVID-19 pandemic lockdown periods, which has been a motivating factor for new students to choose this college.

Residential students have various opportunities to be actively involved in the development of the college. There are various avenues for student feedback. Student voice is not only heard but acted on. The students value the opportunity to

engage in the development of the college and have succeeded in negotiating changes to various elements from term to term. Examples include changes to the food available and the activities on offer or changing rooms if they would rather share with their peers.

How well young people are helped and protected: outstanding

Students say they feel safe in the campus and that staff support them to understand any risks in the local community and how to keep safe. They are helped to understand the risks relating to them, due to living in a foreign country. Students' introductions make clear the various avenues available to them for support.

All staff are fully aware of the college's safeguarding approach. The online system allows for swift reporting of all concerns. The safeguarding team responds effectively to low-level concerns and monitors these closely to support children to stay safe. Joint working with partner agencies is a strength. Staff know the clear protocol for the assessment and management of risk. Information is shared across campus to ensure that everyone is aware of the safety plans for all children.

If students have additional or emerging needs, there are frequent meetings to discuss strategies to support students and to ensure that there is consistency across all departments. Effective interagency working with police and civilian support staff ensures that all are aware of issues in the local community and students are advised accordingly. Examples include additional support for a student who had been excluded from school and moved into care in their home country being supported to attend college and make a fresh start in his education. In another example, staff intervened to protect a child who had been exploited by a gang.

Students access the support systems available to them. They have been able to access help in relation to worries about online safety and community issues. In these instances, staff have responded immediately to keep children safe. There are on-site support officers available for all students on campus, who provide an effective presence on the campus. Students are comfortable in approaching them with any concerns about themselves or their friends and peers.

Staff across the college are actively involved in training on how best to support children whose behaviour may be disruptive in lessons or a concern across the site. The whole-college approach of understanding that behaviours are form of a communication and striving for better ways to respond has been a success, particularly in the residential provision. Students say they can sort issues between themselves, or staff will mediate where needed. A staged approach to behaviour support allows for learning and development at each stage, with formal consequences used as the last resort.

Bullying is tackled immediately on campus with thorough investigation into any concerns or incidents. The boundaries and expectations of students are consistent. Students are supported to reflect and develop socially acceptable behaviours in line

with British values. Safer recruitment is followed with a range of appropriate checks undertaken for residential staff and host families.

The effectiveness of leaders and managers: outstanding

The senior leadership team's incredibly ambitious vision filters through to staff and ultimately to students in the college. There is a high expectation for all students to succeed to the best abilities, and this is reflected in not only their grades but their engagement in enjoyment activities. Effective monitoring of the residential provision is reflective and aspirational. The senior leaders are not resting on their laurels and strive for continued improvement.

The college has an inclusive approach to all applications and is creative in finding ways to support students with a wide range of needs to access the residential accommodation. Regular reviews and collation of this data mean that leaders are aware of students' progress. Where support is needed, this is made available. The senior leadership team is student focused and seeks their input on a variety of issues. However, it was noted that there are no non-gender specific rooms in the accommodation.

Residential staff are complimentary of the support they receive from leaders. Appraisals, as well as regular review meetings, mean that staff know how they are performing and where they can continue to develop. Many staff have other roles within the college, which provides an excellent all-college approach to residential students' experience. Training is clear and focused on the skills staff need to support students, including at least annual refreshers of safeguarding and upcoming behaviour support training. Those with specific roles, such as behaviour support and well-being, have the additional training they need to fulfil these.

The governing body is strong, although many members are in new roles. The wider college has used the acquisition of other colleges to bolster its governance, making sure that it is still a reflective learning environment.

What does the college need to do to improve?

Points for improvement

- Provide some non-gender specific accommodation.

Information about this inspection

Inspectors have looked closely at the experiences and progress of young people, 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

Sarah Olliver, Social Care Inspector

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