

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

For use from January 2015

Guidance and grade descriptors for inspecting residential provision in further education colleges from January 2015.

Age group: 16–18

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Introduction

This is the evaluation schedule for use in Ofsted's inspections of residential provision for learners – aged under 18 – in further education colleges and sixth form colleges. This may include full- or part-time provision, including work-based learning, where learners are in college accommodation or in accommodation not on the college's premises but arranged by the college.

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 January 2015.

'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

Inspections have two main purposes: to check whether a college meets the national minimum standards and to make qualitative judgements about the quality of the college's provision and outcomes in the principal areas.¹

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.

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

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 achieve their qualifications 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.

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.

Inspectors will thread evidence of the college's practice with regard to matters of equality and diversity throughout their report.

¹ *Accommodation of students under eighteen by further education colleges, national minimum standards*, Department of Health, 2002;
http://webarchive.nationalarchives.gov.uk/20071001175105/dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4005629.

The principal judgements and overall effectiveness

The principal judgements to be made in all inspections of learners' welfare and development in residential colleges are:

- Outcomes for young people
- Quality of service
- Safeguarding
- Effectiveness of Leadership and management.

Together, these will lead to a judgement on the provision's overall effectiveness.

Using the grade descriptors

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 and sixth form colleges; not all the examples will be relevant for each inspection.

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 checklist.

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.

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

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' academic progress, personal development and well-being
- the effectiveness with which the college safeguards and protects 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

Outstanding	<ul style="list-style-type: none"> ■ Overall effectiveness is likely to be outstanding where residential provision is an area of excellence, the quality of residential provision, care and support 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, progress, and develops their employability, personal and social skills, preparing them for later life highly effectively. ■ 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. The overwhelming majority of them grow in confidence and independence and all are very well equipped to make a success of their future lives. Learners have formed excellent relationships with each other and with staff. ■ There is a consistently high quality of care and support from both residential and academic staff that has embedded the promotion of equality and understanding of diversity. This ensures that all aspects of planning and practice are highly personalised to meet the individual development needs of each young person. The college offers an extensive choice of high quality activities, events and support that meets the needs of all learners, enabling them to develop their knowledge, skills and interests and be successful in their studies. There are very good facilities and high quality accommodation that is very well furnished and maintained. ■ The safety and well-being of learners is of paramount importance. Young people feel safe and extremely 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; staff minimise any unnecessary risks to the safety of young people and they are highly experienced and skilled at protecting young people. Managers have excellent links with key agencies to support learners. ■ The residential provision is very well led and managed and is organised to meet learners’ academic and personal needs first and foremost. Senior staff routinely monitor practice and use
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	<p>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.</p> <ul style="list-style-type: none"> ■ There are consistently very positive views from learners/parents/carers/placing authorities/teaching staff about the quality of the residential experience and how it enables young people to develop their employability and personal skills. Communication between residential and teaching staff and with the parents/carers and placing authorities is excellent. ■ All national minimum standards are fully met and in the overwhelming majority of cases are exceeded.
<p>Good</p>	<ul style="list-style-type: none"> ■ Overall effectiveness is likely to be good where the quality of service for learners has made a positive impact on the quality of their lives and opportunities in life. The residential experience clearly enhances learners' academic, personal, social, cultural and educational development. Relationships between staff and learners and between all learners are good. Learners are well prepared for adult life and employment. ■ There is a consistently good quality of service that meets the development needs of each young person. The varied programme of activities, events and support meets the needs and interests of all learners and promotes strong personal and academic development. Learners receive effective support that is suited to individual needs. There are good facilities and comfortable accommodation that is well furnished and well maintained. ■ Staff manage the residential environment safely. Young people confirm that unsafe situations and behaviour are well managed by staff, and boundaries and expectations about group living are consistently followed. 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. ■ 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 teachers/parents/carers/placing authorities is clear and regular. ■ 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. ■ National minimum standards are met and exceeded in many cases. ■ There are a number of strengths in the provision and there are no significant weaknesses that have a direct impact on learners' safety and how successfully they achieve their qualifications and develop their personal, social and employability skills.

<p>Requires improvement</p>	<ul style="list-style-type: none"> ■ Overall effectiveness is likely to be judged to require improvement where the quality of provision and care for learners does not have a sufficiently positive impact on the quality of their lives. The provision does not sufficiently encourage and support their educational, personal, social and cultural development. ■ The provider is meeting government requirements with regard to the safeguarding of children and young people aged up to 18. However, there are one or two weaknesses of a kind that can be addressed quickly. ■ 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 and have minimal impact on their experience.
<p>Inadequate</p>	<p>Overall effectiveness is likely to be inadequate if one or more of the following apply.</p> <ul style="list-style-type: none"> ■ 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. ■ The residential experience does not help young people to make progress in their personal, social or educational development. ■ 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, especially at evenings and weekends. ■ Learners and other interested parties express justified concerns that the college has not taken effective action about. ■ 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.

Outcomes for young people

Inspectors must: spend time talking to learners and the staff who care for and teach them; look at records, case studies or other evidence the college may offer; and consider the progress learners make in their academic, personal and social development, taking into account the starting points of the young people when they joined the college.

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.

Outcomes for young people: grade descriptors

<p>Outstanding</p>	<ul style="list-style-type: none"> ■ Outcomes for young people are likely to be outstanding in a highly inclusive residential provision where there are exceptionally purposeful relationships. Learners establish excellent quality relationships with residential and academic staff which support their development and success; they encourage and support one another and feel safe and relaxed in the residential environment. They have a strong affiliation to their residential environment which helps them to be successful in their qualifications. ■ 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. ■ Learners demonstrate a range of personal, social and employability 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. ■ 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. ■ 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. ■ 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.
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	<ul style="list-style-type: none"> ■ 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, including in relation to drugs, alcohol, smoking, anti-social behaviour or offending. ■ All learners, irrespective of their differences, feel valued and show respect for one another. ■ Learners achieve well at college and are extremely well prepared for the next stage of life after college, make successful transitions, are as independent as possible, and have sustained engagement in education, employment or training.
Good	<ul style="list-style-type: none"> ■ Learners behave well and/or make good progress with overcoming any difficulties such as a lack of confidence. They clearly benefit, both academically and socially, from their residential environment. 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. ■ Learners participate in activities to develop a range of personal, social and employability 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. ■ 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 and to their employment prospects. ■ 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. ■ 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. ■ Their residential experience helps to ensure that learners are well prepared for further education and/or adult life.
Requires improvement	<ul style="list-style-type: none"> ■ Learners do not always make good progress in their qualifications and in developing personal, social or employability skills such as self-esteem, emotional resilience and independence through their residential experience. ■ Learners do not always keep themselves fit and healthy.
Inadequate	Outcomes for young people are likely to be inadequate where one or

	<p>more of the following apply.</p> <ul style="list-style-type: none"> ■ Learners make insufficient progress with their academic, 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. ■ Individuals or groups of learners feel excluded from participating in college life. ■ 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. ■ 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. ■ Learners' healthcare needs have not been met, which has had a negative impact on their health.
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Quality of service

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.

To evaluate the quality of the residential provision, care and support for young people, inspectors will take into account the following grade descriptors.

Quality of service: grade descriptors

Outstanding	<ul style="list-style-type: none"> ■ 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 the academic and personal development of all learners. ■ There is a range of excellent quality extra-curricular and leisure opportunities that learners enjoy and is appropriate to their ages, interests and needs. This provides excellent opportunities for personal and social development and fulfilment. ■ 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. ■ Learners have excellent contact with parents, carers and friends. Residential and teaching staff maintain good relationships with parents or carers and keep them well
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	<p>informed about learners' progress. Learners, parents and professionals consistently give very positive feedback about the quality of the care, support and guidance provided.</p> <ul style="list-style-type: none"> ■ Residential and academic staff place the well-being of individual learners at the centre of their practice within the college and ensure that learners' 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. ■ Placement and care plans, where appropriate, 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). ■ 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. ■ 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. ■ All key national minimum standards are fully met and exceeded in the large majority of cases.
<p>Good</p>	<ul style="list-style-type: none"> ■ 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. ■ Placement and care plans, where appropriate, are well focused, detailed, rigorously implemented, and reviewed frequently. ■ There are good facilities for learners to enjoy outside of the college day. 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. ■ 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. ■ Complaints are dealt with promptly and appropriately and learners are informed of the outcomes. The quality of service has improved as a result of managers' actions following complaints ■ Learners can contact parents, carers and friends easily. Residential staff maintain contact with parents or carers and academic staff. ■ Where applicable, care and/or support plans are thorough and tailored to the individual. Equality and diversity issues are

	<p>positively addressed in both daily living and planning for care.</p> <ul style="list-style-type: none"> ■ 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. ■ Accommodation is of a good standard, safe and well maintained, so that learners can feel warm and comfortable. It supports their learning and relaxation well. Plans are in place to refurbish any small areas of accommodation that require improvement. ■ Food is of good quality and plentiful and there is a good amount of choice. Special diets are well catered for. Dining areas are suitable for all meals and suitable catering and dining provision is available at weekends. ■ Managers and residential staff recognise the diversity of the learners in their care. They promote all learners' greater understanding of diversity through social and cultural events. ■ The college fulfils all the national minimum standards and exceeds many.
<p>Requires improvement</p>	<ul style="list-style-type: none"> ■ Provision will be judged to require improvement 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. ■ The induction process is not tailored sufficiently to the needs of all individual learners. Residential and academic staff do not always work effectively enough together to coordinate provision and do not have consistently high aspirations for the academic and personal development of all learners. ■ The range of extra-curricular and leisure opportunities is not wide enough to engage the interests and needs of all learners. ■ The views, wishes and feelings of learners are not always taken into account in the running of the residential facility. ■ Placement and care plans, where appropriate, are not always well focused, rigorously implemented or reviewed frequently.
<p>Inadequate</p>	<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"> ■ There are significant failures to meet the national minimum standards so that the health, safety, welfare or enjoyment of residential learners is not adequately managed. ■ The reasonable needs of individuals are not being met. 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.

Safeguarding

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.

Inspectors will consider the following grade descriptors.

Safeguarding: grade descriptors

<p>Outstanding</p>	<p>The judgement regarding how well learners are protected is likely to be outstanding if, in addition to meeting the requirements of a good judgement:</p> <ul style="list-style-type: none"> ■ Staff are highly experienced, skilled and find consistently creative ways to help and protect learners. Practice is innovative and research-based, contributing to sustained improvements to the lives of learners. ■ There is strong and secure evidence that the college's residential provision is minimising any unnecessary risks to the safety of young people. Systematic risk assessment and risk management improve the protection of young people. Risk assessments are reviewed and updated in response to changes to the resident group. ■ The college provides a secure and very safe environment for learners. 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. ■ All national minimum standards covering safety, welfare and safeguarding are fully met and, in the large majority of cases, exceeded.
<p>Good</p>	<p>The judgement on how well learners are protected and safeguarded is likely to be good if:</p> <ul style="list-style-type: none"> ■ Learners are safe and feel safe. They know how to complain and understand the process for doing so. There is a strong, rigorous and proactive response from staff working with learners that reduces the risk of harm or actual harm to them. Staff know and understand the indicators that may suggest a learner is suffering or is at risk of suffering harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.² ■ Staff are clear about procedures where they are concerned about the safety of a learner and there is a named and designated lead whose role is effective in pursuing concerns

² *Keeping children safe in education*, Department for Education, April 2014; www.gov.uk/government/publications/keeping-children-safe-in-education.

	<p>and protecting learners.</p> <ul style="list-style-type: none"> ■ Learners can identify a trusted member of staff who they can talk about any concerns with. They report that staff listen to them and take their concerns seriously. Where learners have been or are at risk, such a trusted staff member has been instrumental in helping them to be safe in accordance with agreed local procedures. ■ Written records are made and held securely where staff working with learners are concerned about their safety or welfare. Those records are shared appropriately where necessary and with the necessary consent. ■ Any protection and/or safeguarding concerns are immediately shared with the local authority in the area where the concerned professional is working and a record of that referral is retained. There is evidence that the referral has been followed up quickly and that action has been taken to protect the young person from further harm. ■ Young people are supported and protected and informed appropriately about the action the member of staff is taking to share their concerns. Parents or carers are made aware of concerns and their consent sought in accordance with local procedures, unless doing so would increase the risk of or actual harm to a child. ■ There is a written plan in place with clear and agreed procedures to protect a young person. For young people who are the subjects of child protection plans or who are looked after, the plan identifies the help that each child should receive and the action to be taken if a professional working with the child has further concerns or information to report. ■ Young people who go missing from the residential provision receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. The service is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents or carers are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children and young people. ■ Any risks associated with young people offending, misusing drugs or alcohol, self-harming, going missing or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate. ■ Young people are protected and helped to keep themselves safe from extremism, bullying, homophobia, racism, sexism and
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	<p>other forms of discrimination. Any discriminatory behaviours are challenged and help and support is given to young people about how to treat others with respect.</p> <ul style="list-style-type: none"> ■ Staff understand the risks posed by adults or young people who use the internet to bully, groom or abuse children or other young people and have well-developed strategies in place to keep young people safe and to support them in learning how to keep themselves safe. Leaders oversee the safe use of electronic and social media when the young people are on site and take action immediately if they are concerned about bullying or risky behaviours. ■ Clear risk assessments, and a consistent response by staff, protect young people, while enabling them to take age-appropriate and reasonable risks as part of their growth and development. ■ Young people feel secure and, where they may present risky behaviours, they experience positive support from all staff. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for young people's behaviour. They develop effective responses as a team and they review those responses to assess their impact, taking into account the views and experiences of the young people. ■ Positive behaviour is consistently promoted. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of young people. Restraint is only used in strict accordance with the legislative framework to protect the child or young person and those around them.³ Children and young people do not have their liberty restricted unless a relevant court order is in place. All incidents are reviewed, recorded and monitored and the views of the child or young person are sought and understood. Monitoring of the management of behaviour is effective, and the use of any restraint significantly reduces or ceases over time. ■ All staff and volunteers who work with young people are carefully selected and vetted (on a regular and on-going basis), and there is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm young people or place them at risk. ■ There are clear and effective arrangements for staff development and training in respect of the protection and care of children. Staff receive regular supervision and support if they are working directly and regularly with young people where there are concerns about their safety and welfare. ■ The physical environment for young people is safe, secure and protects them from harm or the risk of harm.
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³Use of reasonable force in schools, Department for Education, July 2014; www.gov.uk/government/publications/use-of-reasonable-force-in-schools.

	<ul style="list-style-type: none"> ■ All staff have a copy of and understand the written procedures for managing allegations of harm to a young person. They know how to make a complaint and how to manage whistleblowing or other concerns about the practice of adults in respect of the safety and protection of children and young people, and there is evidence that the procedure is utilised. ■ All regulations and national minimum standards covering safety and safeguarding are met, and some are exceeded.
<p>Requires improvement</p>	<ul style="list-style-type: none"> ■ There are no serious or widespread failures that leave learners harmed, or at risk of harm. However, the protection of learners is not yet good. ■ If any of the national minimum standards or other government requirements are not met, the provision is likely to be judged as requiring improvement, provided that this does not have a significant impact on learners' safety and can be corrected promptly. ■ For example, the quality of practice and recording are not equally good. This means good practice is not supported by good recording or good recording is not leading to good practice. ■ Basic levels of care and support are provided but not sufficient to achieve good progress and experiences for children and young people.
<p>Inadequate</p>	<p>Safeguarding is likely to be inadequate if any of the following criteria apply:</p> <ul style="list-style-type: none"> ■ There are serious and/or widespread failures that mean learners are not protected or their welfare is not promoted or safeguarded or if their care and experiences are poor and they are not making progress. ■ The learners feel unsafe. They have reported being bullied but the college has not dealt with it effectively. ■ 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.

Effectiveness of leadership and management

Leadership and management includes how effectively the residential environment, both onsite and – where offered – off site, is led and managed for the benefit of the young people in the college’s care.

Inspectors will evaluate the effectiveness of leadership and management against the following grade descriptors:

Leadership and management: grade descriptors

<p>Outstanding</p>	<ul style="list-style-type: none"> ■ The effectiveness of leadership and management is likely to be outstanding if the needs of all residents are a high priority for the college. All staff are fully committed to and enthusiastic about the value of the provision and its contribution to learners’ success, both in their qualifications and in their development of employability, personal and social skills. There are consistently high expectations to provide the very best for the learners. All learners are extremely well cared for and fully supported in all respects. There is excellent practice in leadership and management that makes this college stand out from others, and is worthy of wider dissemination. ■ 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. ■ Senior staff monitor the quality of provision regularly and rigorously, and take actions that lead to continuous improvement. ■ 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. ■ There is excellent communication with parents, carers, academic staff and placing authorities, if appropriate, who all work together in the best interests of the learner. Parents or carers report that contact with the college is easy and welcome. ■ 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. ■ All national minimum standards are fully met and in most cases, exceeded.
<p>Good</p>	<ul style="list-style-type: none"> ■ 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.

	<ul style="list-style-type: none"> ■ The college has a clear and accurate evaluation of its performance. Improvements are well planned and implemented, and benefit the learners. ■ 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. ■ 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. ■ Good communication between residential and academic staff benefits learners. ■ All required policies are in place and are implemented effectively. Records are detailed and helpful to the support of learners. They are stored securely. ■ Residential provision is an important part of the college, and all 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. ■ 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 and performance since its previous inspection. It can provide evidence of the impact of improvements. ■ Senior staff monitor the quality of provision and take action that leads to improvement. ■ There are good relationships with parents, carers, placing authorities and the local community. It is easy for them to contact the college. ■ The views of learners, parents and carers 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. ■ The requirements of the national minimum standards are fully met.
<p>Requires improvement</p>	<ul style="list-style-type: none"> ■ Provision is likely to be judged as requiring improvement 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. ■ A number of aspects of leadership and management require improvement. However, the leaders and managers, including the governing body, demonstrate the capacity to tackle the necessary improvements. ■ Capacity to improve is demonstrated by a trend of at least modest improvement since the last inspection, although a few significant weaknesses remain.

	<ul style="list-style-type: none"> ■ Learners' views are not always sought and acted upon to improve the residential provision.
<p>Inadequate</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"> ■ 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. ■ 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. ■ The college has insufficient knowledge of its strengths and weaknesses, so consequently does not address the latter. ■ The college has not made sufficient improvement since the last inspection.