

Sparsholt College Hampshire

Further Education College residential provision

Inspection dates		17/11/2015 - 19/11/2015
Overall effectiveness	This inspection:	Outstanding
	Previous inspection:	Outstanding
Outcomes for learners		Outstanding
Quality of service		Outstanding
Safeguarding		Outstanding
Effectiveness of leadership and management		Outstanding

Summary of key findings

This college is Outstanding because:

- Residential learners achieve at better rates than their non-residential peers. They make excellent progress and increase their chances of success and being 'industry ready' in their chosen fields.
- Arrangements to ensure that residential learners are safe are excellent. Their wellbeing is seen as central to all practice and systems to support those who need additional help are thorough, detailed and highly effective.
- Robust and clear leadership establishes an ambitious culture where all members of the community, no matter what their role, strive to enable residential learners to achieve to their maximum potential. The day to day running and management of the residential provision is of a high standard and committed and conscientious staff carry out their roles effectively and with passion.
- Residential learners enjoy and thrive during their residential experience. They increase their knowledge, confidence and independence to a significant degree. 'I love it' said one residential learner. Another said 'best place I've ever been, best decision I made, I've just never looked back.'
- Parents and other stakeholders speak highly of the college and the impact it has had on residential learners. 'Absolutely fantastic' and 'It's the best decision he ever made' said one parent. 'I am impressed – they can track young people and pick up issues



quickly' is a comment from a Social Worker. As a result, there is a sense of close cohesion and working together to nurture and develop the residential learners at this college.

Full report

What does the college need to do to improve further?

- Ensure that smoking rules outside some of the residential areas are more consistently applied.
- Ensure that all residential learners are confident and able to plan their meal budgeting before they have to do this on a termly basis.

Inspection judgements

Outcomes for learners	Outstanding
■ Residential learners enjoy higher success rates than their non-residential peers. Embedded routines and close support from both residential and academic staff means that they are given every opportunity to complete and succeed in their studies. They are able to experience work placed practice where this is needed, for example in the care of animals and working on the college farm. ■ There are excellent relationships between residential learners and residential staff. 'The wardens are brilliant' and 'I love it here' report two residential learners. 'Being residential is benefiting her enormously' said a parent of one residential learner. ■ The residential learners form a vibrant and lively group. There is a strong sense of community and this leads to mutual support and a shared sense of working together. Residential learners come from a wide range of backgrounds and this means that there is a diverse population which adds to the variety and richness of the residential experience. ■ Residential learners say that their independence skills and ability to organise themselves has grown to a significant degree since they came to the college. All new residential learners complete assessments regarding their ability to self-manage prior to commencing at the college. This helps residential staff have an idea of their skills and if there are any areas in which the residential learners will need support. If needed, additional support is provided in a sensitive and thoughtful manner. ■ Residential learners have meal cards which allow them to buy food electronically at the cafés and shop on site. Initially they have weekly allowances and then this is increased to termly. Some residential learners struggle with budgeting for a term at a time and would appreciate having their allowance on a weekly basis. This is arranged in some cases but not all. ■ Residential learners enjoy opportunities to lead active and healthy lives. Emphasis is placed upon taking part in collective activities and the development of confidence and social skills. Additionally, healthy living is promoted to a very high standard with residential learners having readily available advice and support in areas such as	

substance misuse, healthy eating and sexual health. The nurse based on site offers a particularly high standard of support to the residential learners.

- Residential learners achieve excellent standards of behaviour and say that bullying is not an issue on site. All report that the rules are fair and that they enjoy living in the residential provision. There are clear rules about smoking near the residential houses and some residential learners say that there are occasions when these rules are flouted. They report that cigarette smoke is blown into their houses because some residential learners are smoking in areas which they should not. In one instance smoking detritus was seen around the front door of a house and this clearly implies that some residential learners are flouting the smoking rules.

Quality of service

Outstanding

- Excellent pastoral arrangements ensure that residential learners are supported to achieve their potential and to be ambitious about developing their knowledge, skills and confidence.
- A well-structured induction package ensures that all residential learners are prepared to live at the college. Individual needs of residential learners are known and extra support put in place if needed. This ensures that there are bespoke plans for those that require them.
- Residential and academic staff liaise closely and share information which may have an impact on a residential learner's stability or performance. Additional professional services, such as counsellors, a nurse and extra learning support, are readily available for those who need it.
- Where individual plans are needed, they are effective and ensure that residential learners are able to continue with their studies and to succeed. The high standard of support enables residential learners to thrive and to experience learning and college as a positive aspect of their lives. One parent says that their son's experience at the college is 'a complete turnaround from hating and struggling at school.'
- Residential learners access an excellent range of activities which are related to their social lives as well as preparation for work. These include trips abroad as well as opportunities to broaden their skills and knowledge via work experience including working in the facilities on site. Increased choice of leisure activities enables all residential learners to take part in enriching experiences which increase their confidence and widen their social circles.
- As a result of their experiences, residential learners report that they enjoy life at the college and that they grow in confidence. 'It's the best decision he ever made' is a comment made by a parent regarding her son's progress and enjoyment of life at the college.
- Residential learners have an active part to play in the running of the residential provision. They are able to voice their opinions in a formal forum, in surveys and when meeting with wardens. As a result of their input, they are able to influence matters such as accommodation, mealtimes and activities. It is clear that residential learners' views are valued and seen as central in the running of the residential provision.

- There is an active refurbishment program for the residential accommodation. This means that some areas are of a better standard than others. Nevertheless, residential learners report that their accommodation is warm and comfortable. Residential learners are able to personalise their rooms and take responsibility for their cleanliness and tidiness.
- Residential learners report that the standard of food has improved since the catering company changed. There is a good range of items and the managers of the catering provision are open and responsive to residential learners' requests and comments. The dietary needs of all residential learners are known and met.
- All the National Minimum Standards are met or exceeded.

Safeguarding

Outstanding

- Residential learners' safety and wellbeing is paramount and embedded in the culture of the residential provision. As a result, staff commitment, rigorous monitoring and effective systems ensure that everyone's wellbeing is promoted to an excellent standard.
- Close liaison and fluid communication with key external agencies ensures that any safeguarding issues are subject to close scrutiny, detailed response and rigorous implementation of risk assessments which protect residential learners' safety. All members of staff, regardless of their role, are provided with safeguarding training. This ensures a high level of awareness and a clear understanding of procedures to follow in the event of safeguarding concerns.
- Fire safety checks and drills are completed conscientiously and this ensures that residential learners and adults know what to do in the event of a fire. This is supported by environmental risk assessments which ensure that all areas of the college are safe for students to use.
- Residential learners unanimously report that they feel safe living at the college. They identify numerous members of staff with whom they can discuss concerns. Residential learners are aware of safe internet usage. Safety and wellbeing is seen as everyone's responsibility and this leads to a culture whereby everyone looks out for one another and reports if they have concerns about anyone's safety or wellbeing.
- Recruitment of staff is particularly robust. Detailed checking of potential members of staff ensures that only those with appropriate backgrounds are allowed to work on the campus.
- Residential learners receive advice and support from members of staff such as counsellors and residential wardens. They also receive guidance and training from visiting professionals such as police officers and substance misuse workers in areas such as keeping safe in the community and alcohol and substance abuse. This rigorous approach gives residential learners information on how to keep safe and makes them aware of any risks.
- There are clear behavioural standards and all residential learners are aware of what is

expected from them. They report that the rules are fair. 'They are common sense' said one residential learner. The clear boundaries and embedded culture of tolerance and mutual respect enables residential learners to feel safe and valued. One parent reports that their son has 'a greater tolerance of the world as a result of Sparsholt'.

- All the National Minimum Standards are met or exceeded.

The effectiveness of leadership and management

Outstanding

- Leadership and management of the residential provision is outstanding. Attention to detail and an excellent knowledge and support of residential learners' needs means that they succeed at better rates than their non-residential peers.
- Liaison between residential and academic staff, as well as other professionals based on site, is excellent. Information is shared promptly and effectively and this ensures that support can be given where needed.
- All members of staff who work in the residential part of the college receive training which enables them to have the skills and knowledge to provide excellent levels of support to residential learners.
- There is robust monitoring of all aspects of the residential provision. This ensures that there is no complacency and an embedded culture of striving for excellence. Regular meetings between members of staff and residential learners ensures that there is cohesion and a sense of working together to ensure that the residential provision is offering a high quality service.
- Residential learners' views are valued and encouraged. There are many avenues which they can voice their views and opinions; they are able to influence the running of their college. For example, meal times have changed as a result of residential learners' feedback and they have influenced decisions regarding activities, decor and menus. This enables residential learners to feel that they are part of a community where their views are taken seriously and their opinions acted upon.
- The residential provision is a vibrant community run with a strong sense of purpose to develop residential learners' abilities, both in their studies and their preparation for adulthood. Residential learners acknowledge the positive impact that living there has had on their lives.
- All the National Minimum Standards are met or exceeded.

COLLEGE DETAILS

Type of college	Further education college residential provision
Age range of learners	16-18
Approximate number of learners in residence	225
Principal/CEO	Tim Jackson
Date of previous inspection	24/06/2013
Website address	sparsolt.ac.uk

Purpose and Scope of inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the inspection framework and the evaluation schedule for the inspection of accommodation in further education colleges.

Contextual information

Sparsholt College is a College of Further Education located in Sparsholt, Hampshire. The college is based on one campus. Accommodation for 16 to 18-year-old students is available in halls of residence on the campus. Some of the courses the college offers include land based study courses, such as forestry and game keeping and horticulture, as well as animal care and equine studies.

Information about this inspection

Lead inspector	Paul Taylor SCRI
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Three Social Care Regulatory Inspectors (SCRI), carried out the inspection with short notice.

Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Evaluation schedule for inspection of residential provision in further education colleges 2014*

<http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-residential-provision-further-education-colleges>

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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