

## Ofsted Post-Residential Inspection Plan – March 2025

Ofsted's Recommendations/Actions	Comments/Progress
<p><b>1.</b></p> <ul style="list-style-type: none"> <li>- Ensure arrangements are in place to safeguard and promote the welfare of residential students;</li> <li>- such arrangements have regard to any guidance issued by the Secretary of State that applies to the college; and</li> <li>- all staff who have responsibility for the care of residential students undertake safeguarding training, including regular updating. When disabled students are resident, specialist training is undertaken to enhance staff knowledge and understanding about their additional needs.</li> </ul> <p>(Further education residential accommodation: national minimum standards 11.1)</p>	<p><b>Background:</b></p> <ul style="list-style-type: none"> <li>- The college has an extensive team in place to safeguard and promote the welfare of residential students, and safeguarding was judged as 'effective' in our academic Ofsted inspection in October 24. The report itself states that "student feel well cared for and supported by staff." The college always follows statutory guidance and will continue to do so, in addition to regularly engaging with key support services such as those from the Cheshire East Safeguarding Children in Education Settings (SCiES) team.</li> <li>- In recent times, the college has further invested in its safeguarding capacity, introducing new roles, and specialist safeguarding systems, due to the ever-increasing complexity involved in safeguarding and due to our focus on continuous improvement. The college has also sought out opportunities for external scrutiny through audit processes.</li> <li>- During this inspection the inspection team raised concerns that, for a very small minority of students, more should have been done by the college to ensure all risks associated with their vulnerabilities were fully addressed. The inspection team felt that this wasn't helped by the new systems and structures, implemented to improve safeguarding, not being fully embedded. All of the small number of residential students associated with these concerns, remain at the college and, as the report states, the college responded immediately in order to address the identified concerns.</li> <li>- Staff within the college's residential provision undertake safeguarding refresher training annually and complete the recommended Cheshire East Basic Safeguarding Awareness training every 3 years, and Prevent training every 2 years, in line with Cheshire East Education Settings 'Safeguarding Training Pathway'. Other more specialist topics such as county lines, honour-based abuse are embedded into our training. The report states "staff are trained in courses including safeguarding and first aid. They are</li> </ul>

also provided with a variety of workshops and development sessions to support their knowledge in additional areas relevant to their role to protect and support the well-being of the students.

**Reaseheath Next Steps:**

- Any training gaps to be addressed in accordance with the Residential Services Team training matrix, particularly for new starters. There will be a particular focus on the identification of any specialist training that may be required.
- Undertake a review of all residential students' records to ensure no other concerns, such as those identified by the inspection team, have been overlooked.
- Identify, and contract with, specialist external support agencies (such as the Cheshire East SCiES team) to ensure that there is also external expert scrutiny of records and actions taken.
- Undertake a review of our structures and systems, revisiting key meetings, protocols and guidance documents. Where changes are identified that will improve the support provided for residential students, initiate the required changes providing training and support for all appropriate staff.
- Ensure that all residential team meetings address safeguarding as a standing agenda item to ensure that it is always at the forefront of staff thinking and practice.
- Increase the rigour of quality assurance and monitoring processes, including through the use of external test and challenge, to ensure that there is regular review of practice and process to influence positive change.

**Progress:**

**2.**

- The college's governing body and/or proprietor takes responsibility for monitoring the effectiveness of the leadership,

**Background:**

- The college's governing body plays a significant, and active, role in the monitoring of all elements of the college's residential provision.

management and delivery of the residential and welfare provision, and takes appropriate action where necessary.

(Further education residential accommodation: national minimum standards 13.1)

- Termly safeguarding and wellbeing reports are reported directly to the college Board for scrutiny and the Quality and Standards Committee regularly scrutinise topics associated with the performance of 16–18-year-old residential students.
- The Governing Body has a named Safeguarding Governor who has extensive safeguarding experience, and the Chair of Governors also acts as the residential services link governor, ensuring that there is additional support and scrutiny on these key areas of the college.
- As the report states, “governors demonstrate an understanding of safeguarding and students’ well-being. The chair of governors works closely with the designated safeguarding leads and takes their responsibilities seriously. The quality standards committee meeting is attended by the chair of governors alongside leaders and the student union president, who helps students provide input about the residential. This also supports governors to offer valuable support and challenge to enhance the development plans presented by college leaders.”

**Reaseheath Next Steps:**

- The college Executive team to present a comprehensive action plan addressing the concerns, and points for improvement, raised by the inspection team to the college Board for scrutiny.
- The college Executive team to review the college risk register to assess if the issues identified in the report necessitate a change to the risk rating for strategic risk 8 ‘failure to effectively safeguarding students/learners and support their wellbeing’. Any changes identified for strategic risk 8 to be reported through the Safeguarding, Prevent and Wellbeing termly update report, enabling governors to provide appropriate test and challenge and to consider the development plans, and level of assurance, provided by the college’s Executive.
- The Residential Services Self-Assessment Report (SAR) for (2024-25) to be selected for scrutiny at the formal College SAR Panel, which will ensure that governors and other external panel members are able to scrutinise the performance of the Residential Services team.

- The creation of a specific 'Residential Experience' committee, with membership from relevant staff members at all levels of the college, to ensure that there is a termly focus on all elements of the residential experience including catering, student voice, student life, safeguarding and estates/accommodation.

**Progress:**

**3. Point for improvement:**

The college should have, and implement effectively, appropriate policies and arrangements for the care of residential students who are unwell and ensure that the physical and mental health and emotional well-being of residential students is promoted. The arrangements should be known to students and parents.

**Background:**

- The college has a range of residential specific policies and arrangements for the care of residential students. These policies are no different, and have been enhanced, to those in place during our 2022 inspection where the college was rated 'good'.
- Relevant arrangements are made known to students and parents through mechanisms such as Hall meetings, Individual Residential Development Plans (IRDPs) and Residential Induction. As the report states, "the college actively builds relationships with students' parents and seeks their feedback and views on the care provided to their children."
- Where students become unwell the college has specific protocols should students need to attend hospital for example.

**Reaseheath Next Steps:**

- Review all protocols to ensure they function as effectively as possible to promote the physical and mental health, and emotional well-being of residential students. For example, whilst wellbeing checks are initiated if a student has returned following a hospital admission, enhance the protocol for wellbeing checks so the nature of the wellbeing check is more specific and linked to the student's admission to hospital.
- Undertake re-training of staff on the use of key policies and protocols, especially those where enhancements/adjustments are made, and the importance of effective information sharing and recording.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- Initiate more frequent quality checks of protocol and policy implementation during the year to assess compliance and effectiveness.</li><li>- Consider the creation of a bespoke residential student newsletter, similar to the parent and student newsletter sent to all college students and parents/guardians.</li></ul> |
|--|---|

**Progress:**