

Tyne Coast College

St. Georges Avenue, South Shields, Tyne and Wear NE34 6ET

Inspection of residential provision

Inspected under the social care common inspection framework

Information about this further education college with residential accommodation

South Tyneside College has recently merged with TyneMet College to form Tyne Coast College. Both South Tyneside and TyneMet colleges still operate under their own brand names. South Tyneside includes the South Shields Marine School (SSMS), and in the campus are the Dr Winterbottom Halls of Residence. The vast majority of students under the age of 18 who live in the halls attend the SSMS. At the time of inspection, all these SSMS students were out at sea as part of their studies.

Inspection dates 15 to 17 May 2018

Overall experiences and progress of young people, taking in 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: 10 November 2015

Key findings from this inspection

This college is outstanding because:

- The level of professional practice is excellent and staff make a big difference in the lives of students.
- Students are treated as adults and the ethos and culture promote maturity and responsibility. Student behaviour is exemplary.
- Residential students achieve more than their non-residential peers, and they make significant and sustained progress.
- Students quickly develop the skills and confidence to make their offshore marine experiences a success.
- Safeguarding arrangements are thorough and comprehensive.
- Students feel safe and secure and their parents are reassured by the qualities of the staff.
- The leadership is exceptional and staff work as a cohesive, motivated team with the welfare and development of students a priority.
- There is a proactive and well-organised approach to continuous improvement.

The college's areas for development:

- The general soft services manager should sign off and comment on the log records kept by the duty supervisors and security guards. This would enhance the level of management oversight and accountability and evidence the regular daily supervision that takes place. (National Minimum Standard 8)

Inspection judgements

Overall experiences and progress of young people: outstanding

Students benefit significantly from being at a college where the level of professional practice is exceptional and staff make a big difference in their lives. Students are full of praise for the staff and levels of support they receive. Staff will go above and beyond what is normally expected in the way they look after the students. For example, staff spend time accompanying students on medical appointments, and provide extensive levels of practical, emotional and financial support.

There is a well-planned induction process that includes parents as well as students. This is effective at helping students settle in to college life quickly and is reassuring for parents, who get to meet the staff and see how supportive they are.

Students like the fact that they are treated as equals by the staff. Along with parents, students often name the manager of Dr Winterbottom Halls as being incredibly helpful. There is a welcoming, friendly environment that promotes tolerance and diversity and puts students' welfare first. The staff are approachable, open and act with integrity. This provides students with high-quality care and support, and the relationships between students and staff are highly beneficial.

Marine students do not have long to prepare for their first time away at sea. Both academic and care staff play an important role in helping this to be successful. Students mature quickly, becoming more responsible and independent. Their social, emotional and personal development is rapid. Their attendance and punctuality are very good and they become more confident, acquire new practical skills and are motivated and ready for life at sea. Residential students have higher achievements compared to non-residential students.

Students' achievements and development are sustained into adulthood. College life significantly improves their life chances and employability. Non-marine students undertake a variety of work experience, volunteer in the community and explore the potential for university life. The high levels of support ensure that they make excellent progress as well.

Staff provide a number of trips that enrich students' learning, such as a visit to the National Museum of the Royal Navy. Students are encouraged to take part in numerous activities and clubs, on campus and locally.

There are regular student forum meetings. Leaders take students' views seriously and are flexible in making changes to meet the individual needs of students.

How well young people are helped and protected: outstanding

The management and organisation of accommodation are meticulously and purposefully

planned, so as to keep students free from harm. Students reported that they feel safe and that their accommodation is secure. Parents are reassured by the clear expectations about student behaviour and curfew rules. Consequently, students, most of whom are living away from home for the first time, are thoroughly protected.

The risks to students relating to offending, going missing, substance and alcohol misuse are minimal. This is important, as marine students can lose their sponsorship from shipping companies and their college place through any use of illegal substances. Incidents involving alcohol are rare and staff manage these well when they do occur.

There is a well-structured process of observation and welfare checks from the cleaners, security guards, accommodation duty supervisors and manager. They get to know the students well and are quick to spot any signs that a student may need extra support. The staff provide high levels of support, practically, emotionally and, at times, financially. Recent examples include supporting students with their diet, behaviour, money management and additional learning needs. Staff have a significant impact on addressing students' vulnerabilities, helping them develop coping strategies and keeping them on track with their learning and progress.

The high level of welfare support is fully integrated with tutorial sessions from personal learning coaches. Students benefit from a programme of tutorials that promotes their personal safety, health and welfare. These sessions are tailored to cover specific needs of the students.

Staff are non-judgemental and their balance of clear expectations and promoting students' adulthood and decision-making works considerably well. As a result, student behaviour is excellent. There are plenty of adults whom students can seek advice from or complain to. Any issues about noise, food, maintenance and relationships between students are swiftly addressed.

Leaders responsible for safeguarding have strong links with the local authority. The college is an active member of the local safeguarding children board, and staff attend a regular risk management meeting and are proactive at sharing information. Along with regular staff training and updated bulletin information, leaders ensure that the college's safeguarding arrangements are comprehensive and thorough.

The effectiveness of leaders and managers: outstanding

Leadership and management are excellent and provide students with high levels of support and thoroughly prepare them for their future careers. The college recently won national awards for being the 'FE college of the year' and 'overall FE provider of the year'. The chief executive is a national leader for further education (FE), one of only seven in the country.

The resourceful and accomplished leadership promotes high expectations for what all students can achieve, regardless of their individual backgrounds and needs. Furthermore, the committed and proactive management of the residential provision

ensures that students thrive. There is a successful balance, of nurturing students and promoting their self-discipline and responsibility, that delivers results.

Leaders ensure that academic, personal, social and emotional development are all monitored and assessed. Targeted additional support over and above what would normally be expected inspires students to achieve. Students and parents are very positive about the way staff are dedicated to optimising college life.

Proactive leadership ensures that staff across the college work together as a confident and cohesive team. The duty supervisors and security guards keep daily log books of their observations of students. These are checked but not signed off or commented on by the residential manager. This misses an opportunity to highlight the accountability and the regular daily supervision that takes place.

Governance arrangements are thorough and comprehensive. Managers and governors understand the college's strengths and weaknesses through a rigorous approach to self-assessment. There is significant refurbishment of the residential accommodation and an extensive enrichment programme. Their commitment to continuous improvement has resulted in a trend of the achievements of students rising over a three-year period.

The SSMS has a glowing worldwide reputation for maritime training. Leaders have developed productive and worthwhile relationships with partner agencies, on-site, locally and internationally. This helps provide students with the best all-round support.

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: SC054502

Principal/CEO: Dr Lindsey Whiterod CBE

Inspectors

Simon Morley, social care inspector

Tina Ruffles, social care inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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