

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

College Full Inspection

INSTITUTION: Friends Therapeutic Community Trust

ADDRESS: Glebe House
Church Road
Shudy Camps
Cambridge
CB21 4QH

HEAD OF INSTITUTION: Peter Clarke

DATE OF INSPECTION: 29 and 30 April 2015

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 11 Jun 2015

PART A - INTRODUCTION

1. Background to the institution

The Friends Therapeutic Community Trust (the Trust) provides an emotionally secure and monitored environment for adolescent boys who are at risk. The Trust, located at Glebe House near Cambridge with a capacity of up to 17 residents, has been providing therapeutic support for over 40 years.

The Trust typically supports 16 to 18-year-old young men who have been referred by local authorities and social services or as directed by the Court. The referrals are due to issues in regard to behaviour and specifically harmful sexual behaviour. Residents attend a two to three-year therapeutic programme. The main task of the Trust is to reduce the likelihood of further incidents of sexual harm and to assist residents to learn how to maintain socially and legally acceptable standards of behaviour. The trust works with young men who have a range of cognitive ability, from above average to moderate learning disabilities.

The ethos of the Trust is based on certain fundamental principles. These are: there is within each of us some good that is worthy of love and respect; punishment should not be used to change or correct behaviour; domination of one person or group by another is abhorrent; relationships should be egalitarian and non-authoritarian; and therapy should be based on a trusting and accepting relationship. Quaker belief and practice is based on the simple premise that there is God or good in each of us and this is the basis from which the work is undertaken.

2. Brief description of the current provision

At the time of the inspection there were 15 students in attendance, six of whom were under 18. Alongside the therapeutic programme, students undertake a variety of qualifications. These include vocational qualifications awarded by City and Guilds at Entry level 3 in subjects such as horticulture, motor vehicle maintenance, woodwork and painting and decorating. In addition, students are studying for awards in further learning and employment at levels 1 and 2. A few students are also studying for GCSEs in maths, English, sociology and psychology. Studying for educational qualifications is a more recent development.

The students follow individual programmes and much of the tuition is on a one-to-one basis or in small groups. The tuition fits around the therapeutic programme, which is the main focus of the students' stay at Glebe House. The therapeutic programme includes three daily community meetings. At these community meetings, which are typically chaired by students, plans for the rest of the day are covered and any issues that have arisen are discussed in an open manner. Students are challenged to explain and account for their behaviour within the community. This large group work is supplemented by individual case discussion groups and individual treatment plans. The Trust combines 'offence specific' individual and small group work with experiences within the wider community.

All students are closely monitored and undertake a programme which encourages them to take responsibility for their actions and to gradually become more independent. In the first year, all meals are provided. They then progress to bedsits with limited catering facilities. In the latter stages of their stay, students move into bungalows on site and organise all their own cooking, cleaning and shopping.

Glebe House is a three-acre campus in a rural location. The facilities available to students include residential accommodation, an education block which includes a computer suite, an art studio, a theatre, a trade skills workshop, therapeutic rooms suitable for individual and group work, a kitchen for independent cooking training, a floodlit all-weather sports court, allotments and greenhouses, a motor workshop and a wildlife area.

3. Inspection process

The inspection was carried out by one inspector over two days and included reading documentation, meetings with students and academic and support staff, a series of meetings with management and administrative staff, a tour of facilities, attendance at a community therapy meeting and classroom observations.

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The Trust is very well managed and senior managers are well qualified. Very effective channels of communication exist. Staff meet to consider issues after every community meeting that takes place, three times a day. Regular meetings of different teams also take place. Senior management and the care team meet weekly. The education team meet every month. A full staff meeting is undertaken every two weeks but the education staff find it difficult to attend this meeting.

2. The administration of the institution is effective

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|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

The administrative staff are suitably qualified. All the necessary policies and procedures are well documented and understood by staff.

Excellent systems are in place to measure the progress young people make in relation to the therapeutic care that they receive. Students complete questionnaires about themselves when they arrive at the trust that enable them to identify areas that need improvement. The same questionnaires are completed during and at the end of the programme so that they can measure the progress made.

3. The institution employs appropriate managerial and administrative staff

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The Trust has rigorous systems for the recruitment of suitably qualified staff. All staff have enhanced DBS disclosures and references for new appointments are followed up. New staff have to account for their complete employment history.

All staff have an annual appraisal and care staff undertake monthly supervisions.

4. Publicity material , both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The website provides an accurate, comprehensive and up-to-date description of the services offered. In addition, a brochure provides clear insight into what new residents can expect from their time at the Trust.

5. The institution takes reasonable care to recruit and enrol suitable students for its courses

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

Students are referred to the Trust and as such they do not apply to study here. An initial assessment is undertaken of the basic skills of all students on their arrival. Individual learning plans are negotiated to reflect the students' needs, aspirations and interests, and this fits in with a therapeutic programme that is put together.

Staff ensure that a course is suitable before students undertake a programme of study.

Course descriptions are not provided in the traditional sense. Rather, residents display an interest in a subject, this is pursued and may then lead to a qualification.

6. There is an appropriate policy on student attendance and effective procedures and systems to enforce it

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Students are all resident and are closely monitored. Registers are taken at the sessions and a care worker also routinely undertakes a head count to ensure that the students are where they should be. Non-attendance at a session is pursued and will be challenged during the three daily community meetings.

7. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Regular reviews are undertaken, every three months, during which the students comment on the quality of the tuition provided. Vocational reviews are also opportunities for students to feed back on their education.

The community meetings, which take place three times a day, provide a vehicle for communication and feedback. The views of the students are respected and acted upon, and action undertaken is fed back.

8. The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The Trust has a variety of mechanisms through which it reviews its performance effectively.

A 10-year organisational and strategic plan has been developed and an annual review of the performance of the Trust outlines the strengths, weakness and opportunities that the Trust faces. This plan includes reference to the recent development of the formalisation of the education of which this inspection is a part. The director provides regular reports to the trustees who provide an oversight for the Trust.

Research based on longitudinal studies has been undertaken by senior research fellows at the University of East Anglia to establish the effectiveness of the work of the Trust. This published account indicates that residents who complete the therapeutic programme are much less likely to re-offend and have been helped considerably in dealing with the many problems that they present with at the beginning of the programme. After leaving the programme, the majority of young men do not go on to stable employment, but cope well in other key areas such as accommodation, family relationships and healthy lifestyles.

Improvement sheets are completed weekly giving the date of particular improvements that have been identified. These are then reviewed for their effectiveness.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|---|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

A lead teacher, who is responsible for academic management, is well qualified. The education team is small compared to the large therapeutic team. This is a reflection of the nature of the support provided but also indicative of the lack of emphasis placed on education in previous years. Residents have individual timetables within which therapeutic care is combined with vocational and general education. The individual timetables meet the needs of residents well, but there is insufficient support for mathematics within the Trust. At the time of the inspection, two of the residents needed to work with a maths tutor off campus in order to gain the necessary tuition.

Educational facilities are well resourced. Resources are ordered by the lead teacher as required.

10. The courses are planned and delivered in ways that enable students to succeed

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|------|--|---|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | Full-time courses requiring students to attend for 15 hours or more per week are timetabled over at least three days. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

All students follow an individual programme tailored to meet their needs. An initial assessment helps to identify particular skill gaps for functional English and maths. Within a session, students are set individual targets, which are often related to undertaking a practical task. The assessment process meets the demands of the awarding bodies for the qualifications undertaken. Students develop independent learning skills in a variety of ways. A successful social enterprise project involves students renovating and painting furniture which is subsequently sold. Students manage this project and even interview new students to establish their suitability to join the project.

Most are undertaking a programme of up to 16 hours a week.

11. Teachers are suitable for the courses to which they are allocated and effective in delivering them

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

11.1 Teachers are appropriately qualified for the courses that are delivered, but the breadth and level of the courses offered is limited by the qualifications of the staff. For example, many of the vocational courses are not offered above entry level because the staff do not have the relevant vocational qualifications. GCSE maths is not taught on campus because of a skill shortage.

11.3 The appraisal procedures for teaching staff does not incorporate regular classroom observation.

Teachers are very effective at teaching and coaching their students on a one-to-one level, which is the basis of much of the tuition. Teachers are particularly sensitive to the diverse needs of their learners. Students are very productive within the vocational workshops and classrooms working on individual projects. The behaviour of the students is very impressive considering their backgrounds and the considerable challenges that they face.

12. The institution provides students and teachers with access to appropriate resources and materials for study

This standard is judged to be: Met Partially Met Not Met

Comments

Classrooms are well resourced including appropriate books, computers and interactive whiteboards.

13. Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored

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|--|---|
| 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Planning for learning is on an individual basis using individual learning plans. The assessments are mapped against the criteria specified by the awarding bodies. Tracking documents and regular one-to-one feedback ensures that students are clearly aware of their progress.

Students' progress in relation to both their therapeutic and academic programmes is closely monitored. Considerable access is available to support staff who help with the vocational education.

14. The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate

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|---|--|
| 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |
| 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. | <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> NA |

This standard is judged to be: Met Partially Met Not Met NA

Comments

The Trust provides the opportunity for residents to undertake a variety of vocational qualifications provided by recognised awarding bodies, mainly at Entry 3 level. In addition, a few residents study for GCSEs.

15. There is a clear rationale for courses leading to unaccredited or internal awards

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

16. There are satisfactory procedures for the administration of examinations and other means of assessment

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

The Trust is an accredited assessment centre for the awarding bodies with which it works. It has appropriate systems to ensure satisfactory assessment practice. However, there is a need for administration support to assist in managing the examination process and liaising with awarding bodies.

17. There is appropriate provision of advice for students intending to proceed to employment or higher/further education

- 17.1 Students have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

A social worker and other staff help prepare students for transition back into the community. Students spend the last three months living in an adjacent bungalow gradually becoming more independent, purchasing food and cooking for themselves. They also spend a week living in a house in a local town learning to deal with agencies and developing skills that they will need to manage in society. Support is provided to encourage students to consider possible employment and options for further study.

INSPECTION AREA - STUDENT WELFARE

18. Students receive pastoral support appropriate to their age, background and circumstances

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|--|---|
| 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 Students receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 Students receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 Students are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Student welfare is outstanding and this judgement was confirmed by a recent Ofsted inspection of the care of the young people. Students benefit from support from a large team of highly qualified social and care workers. Due to the nature of the needs of the students the risks are high, but these risks are very well managed. Unsafe and damaging behaviour is challenged in an open manner within an environment of mutual respect. Students views are highly valued.

Behaviour management is an integral part of the therapy provided and clear policies exist for all aspects of behaviour management and treatment.

Prior to beginning a programme at Glebe House, potential residents are invited to a five-day visit to see if the programme will be appropriate for them. This provides an induction to the programme, the routines and the boundaries that residents will need to operate within.

19. International students are provided with specific advice and assistance

- | | |
|---|---|
| 19.1 International students receive appropriate advice before their arrival on travelling to and staying in the UK. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 19.3 Information and advice specific to international students continues to be available throughout the course of study. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 19.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input type="radio"/> Yes <input checked="" type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

20. The fair treatment of students is ensured

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms Yes No and conditions.
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Students do not apply to attend the Trust. They are referred by local authorities, social services or by the Court. Student voice is a key part of the programme. Any concerns or complaints that they have can be processed through the Glebe House complaints procedure that is described in the welcome pack, or they can use the social services complaints procedure.

21. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where students under 18 are accommodated. Yes No NA
- 21.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of students and their property. Yes No
- 21.4 A level of supervision is provided appropriate to the needs of students. Yes No
- 21.5 Separate accommodation blocks are provided for students under 18. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

Residential accommodation is of a high standard and varies in the extent to which residents are operating independently. Initially residents are placed in bedrooms. They then progress to bedsits and eventually live more independently within a bungalow on site. Accommodation is closely supervised and subject to Ofsted inspection. The welcome pack includes clear advice regarding the rules of Glebe House and the fire, health and safety procedures in operation.

Students are very closely supervised.

22. Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and students before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

23. The institution provides an appropriate social programme for students and information on leisure activities in the area

- 23.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 23.2 The social programme is responsive to the needs and wishes of students. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. Yes No NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

Students are involved in a broad social and leisure programme. On site, students have access to a sports field, a pool table and can pursue a range of interests including horticulture, cookery and working with motor vehicles. They visit local swimming pools and gyms and are part of a local football league. Trips to gigs and amusement parks are organised and holidays are arranged. An annual holiday on a canal narrow boat is highly regarded by the students and provides very good opportunities to develop team building skills. All activities are very closely supervised.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

The Trust owns Glebe House and has been using it for 50 years. When required, residential accommodation in Cambridge is rented to allow students the opportunity to live a more independent life as part of their preparation for leaving the programme.

25. The premises provide a safe, secure and clean environment for students and staff

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate heating and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Glebe house is closely supervised at all times. The premises are clean and maintained very well. This high quality extends to the grounds and recreation facilities. The motor vehicle workshop is less well maintained. The three acre campus is very spacious for the small number of residents. Clear guidance is provided to staff and students regarding health and safety issues.

26. Classrooms and other learning areas are appropriate for the courses offered

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Classrooms and workshops are spacious and are very well equipped. Workshops and art rooms have all the necessary materials, tools and equipment to support learning effectively.

27. There are appropriate additional facilities for students and staff

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Students have access to common rooms and their own bedrooms to use for private study. Computers are available but student access to the internet is closely monitored. Staff have access to appropriate space for their own preparation. A suite of rooms is available for therapy consultations. The large community meetings take place in a theatre.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

- The Trust is very well managed.
- The Trust has rigorous systems for the recruitment of suitably qualified staff.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

- Educational facilities are well resourced.
- Teachers are very effective at teaching and coaching their students on a one-to-one level.
- Students, who are well behaved, are very productive within the vocational workshops and classrooms.

Actions required	Priority H/M/L
11.3 The appraisal procedures for teachers must incorporate regular classroom observation.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

STUDENT WELFARE

Institution's strengths

- The Trust provides outstanding care for its students including exceptional therapeutic support.
- Residential accommodation is of a high standard and is well supervised.
- Students are involved in a broad social and leisure programme.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

- Excellent facilities are available for students and staff including very well equipped workshops.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Trust should:

- Ensure a greater focus on the educational aspects of the provision and provide opportunities for increased educational challenge for students;
- Ensure that staff have the qualifications to improve the range of courses on offer and to teach vocational subjects above

entry level;

- Ensure that staff have the skills to teach up to GCSE maths;
- Provide administrative support to assist in managing the examination process and liaising with awarding bodies;
- Investigate the possibility of allowing students to undertake apprenticeships to help prepare them for employment.

COMPLIANCE WITH STATUTORY REQUIREMENTS