

Langdon College

Reinspection monitoring visit report

Unique reference number:	131910
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Inspection date(s):	06 November 2024
Type of provider:	Independent specialist college
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Monitoring visit: main findings

Context and focus of visit

This is the first reinspection monitoring visit to Langdon College following publication of the inspection report on 22 August 2024 which found the provider to be inadequate overall.

Langdon College is part of Kisharon Langdon, a registered charity. Langdon College has two campuses in Salford and one in London that provide education and support with a Jewish ethos. Learners have a variety of special educational needs and/or difficulties (SEND), and/or social and emotional difficulties. All learners have an education, health and care (EHC) plan. At the time of the visit, there were 10 learners at the Salford campus and 30 learners at the London campus.

Themes

How much progress have governors, leaders and managers made towards improving the culture of safeguarding and the recruitment of new staff at the college so learners are not put at risk or harm?

Reasonable progress

In a short space of time, new trustees, leaders and managers have made notable improvements to the safeguarding culture at the college. They work effectively with external partners such as the local authority and education consultants. They benefit from the wider expertise of the charity, such as in social care. Staff and learners identify the positive and open culture at the college.

Senior leaders and managers understand the strengths and weaknesses of safeguarding practice. Since the previous inspection, they have worked effectively to tackle these. Trustees have highly relevant skills and expertise that they use well to support, challenge and hold leaders to account. Trustees are further building expertise in safeguarding at the board level and are currently recruiting a specialist safeguarding trustee.

Day-to-day safeguarding practice is well led by experienced designated safeguarding leads who understand very well the needs of learners. When leaders and managers need to act to safeguard learners they do so effectively. They liaise well with outside agencies when needed. The college is a safe and secure place for learners to learn. Learners understand how to report any concerns or worries they have about their own safety or welfare.

At the start of the autumn term, leaders introduced a very useful safeguarding management information system. Staff routinely report and record safeguarding concerns they have on the system. This ensures that leaders and managers have up-to-date and comprehensive information on the risks and mitigating actions they and staff take to safeguard learners across the college sites.

Leaders and managers rightly recognise that the safeguarding curriculum for learners remains an area for improvement. Tutors do not teach learners a curriculum that helps them make informed decisions about their lives. For example, the curriculum lacks content on consent, healthy relationships, or physical and mental health. Subsequently, learners have limited understanding and knowledge of these topics.

Leaders and managers make sure that they check that staff they recruit are safe to work with their learners. They have put in place a new safe recruitment policy. New staff are subject to comprehensive pre-employment checks. Leaders and managers have worked closely with the charity's human resources department to make sure that all staff details are up to date on the single central record.

How much progress have governors, leaders and managers to improve staff training on safeguarding and implementing college policies?

Significant progress

Since the previous inspection, the leadership team, including the board of trustees, rapidly identified the areas for improvement for safeguarding and implemented a thorough improvement plan. They have taken swift action to improve the effectiveness of safeguarding. They set very clear expectations to staff on their roles and responsibilities to safeguard and protect learners from risks of harm, abuse or neglect. As a result, leaders, managers and trustees have significantly improved the effectiveness of how staff safeguard learners.

Leaders and the board of trustees swiftly put in place a range of suitable policies and procedures to safeguard learners. Policies such as the administration of medication, safeguarding and behaviour management provide clear advice and guidance to staff on the expectations and legal responsibilities placed on them and the processes they must follow. Staff across the college implement these policies and procedures effectively. This means learners get effective help and support from staff.

As part of the development to improve safeguarding, leaders have trained staff in a short space of time on an extensive range of topics. This includes safeguarding, Prevent, gastronomy tube feeding, managing and administering medication which includes epi pens, mental wellbeing in children and young people and risk assessments. As a result, staff have significant new knowledge and skills on how to

safeguard learners. They implement the college policies and procedures effectively. Staff have good knowledge on who and where they need to report safeguarding concerns to.

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