



## Cardiff Sixth Form College



Cardiff Sixth Form College, 1-3 Trinity Court, 21-27 Newport Road, Cardiff,  
CF24 0AA

### Dates of inspection visits:

08/04/2025, 09/04/2025, 10/04/2025

### Service Information:

Operated by:	Dukes Education Group Ltd
Care Type:	Boarding School
Registered places:	380
Main language(s):	English
Promotion of Welsh language and culture:	The service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

## Themes:



**Well-being**



**Care & Support**



**Environment**



**Leadership & Management**

## Summary:

The arrangements to safeguard and promote the welfare and well-being of children (hereafter referred to as students) at Cardiff Sixth Form College are excellent.

They receive comprehensive and multi-disciplinary support to deal with any challenges they might face and to fulfil their potential and ambitions.

They are encouraged to develop self-responsibility and leadership qualities, in roles such as prefects and peer mentors.

The network of support staff is comprehensive, well developed and effective.

The boarding accommodation and environment is safe, well maintained and provides well for students to study, rest and socialise.

The management and leadership of the college employs a well-developed and consistent approach to safeguarding and promoting the well-being of students. They are committed to consultation, transparency, and the ongoing improvement of the college's boarding provision.

## Findings:



### Well-being

The well-being of students is excellent. They achieve outstanding academic results and receive robust support to fulfil their potential.

They attend a structured, two-day induction programme when they arrive and told us the information available to them when choosing to attend the college was suitably detailed and accurate. In addition to formal induction, students take part in social events to meet other students and become familiar with their environment and the local area. More established students fulfil the role of peer mentors for new students to provide them reassurance and help them settle in at the college.

Students are safeguarded and supported to maintain positive well-being and resilience. Support networks to safeguard them are well-coordinated and include a 'Designated Safeguarding Person' and safeguarding team with various other roles at the college. This includes a well-being officer, medical staff, and senior boarding and teaching staff. Systems for communication and managing safeguarding information are confidential and well developed. Regular meetings take place to review any students identified as needing additional support and records are suitably detailed for this purpose. Safeguarding posters are on display around the boarding houses, reinforcing the message that students and staff alike are expected to raise any concerns about student welfare or well-being. The oversight of safeguarding practice is excellent and monitoring reports to the college's safeguarding governors reflect best practice. Feedback from a wide range of students, indicates they feel safe, well supported, and confident, in themselves and in the people employed to support them.

The students are typically from up to thirty countries and effort is made to celebrate their cultural heritage. The Welsh language and culture is also promoted. The boarding staff team is multi-cultural, and they arrange regular events to celebrate students' cultural identity. Boarding staff go above and beyond to arrange activities linked to students' individual interests, including sports, music and drama.

Students are encouraged to have a voice and to engage in a culture intended to be supportive, aspirational, and fun. They complete surveys about their experience of boarding at the college and are invited to put forward any improvements they feel could be made. Managers and staff employ a range of processes to 'check in' with students, to say hello, to monitor their well-being and develop trusting relationships with them. Many of these are seen to be informal, such as sharing meals or attending various interest clubs with students.



## Care & Support

The care and support students receive is excellent. The network of staff employed to support students is comprehensive and well-coordinated.

Information is requested within student application forms about any health, or other support needs students might have. This is to ensure their needs can be met while studying at the college but sometimes, this information is not provided. Where this is found to be the case, boarding and medical staff act promptly to liaise with parents and or educational guardians, to discuss any support that might be necessary for individual students. Plans showing any particular support identified as necessary for individual students are suitably detailed and shared with relevant staff on a need-to-know basis.

Nursing and support staff, based in the medical centre integrate well with students and staff and are flexible in how they support students. Students can make appointments to see them or just pop in if they want advice or simply to have five minutes time out of a busy study day. Bedrooms are available in the medical centre if students need to stay overnight, when they are supported by boarding staff. Medication is managed safely and in line with best practice. Students are supported to manage their own medication, but support is available as and when required. Staff at the medical centre have well established links with health services in the local area to ensure students have access to any additional support they might need. Detailed records of students' health needs are kept up to date and are regularly reviewed and audited.

Supportive relationships between staff and students are acknowledged by managers as critical in supporting and monitoring their well-being. Supportive relationships are also promoted between students generally and within designated prefect and peer mentor roles. Students within these roles told us they take their responsibilities seriously and conveyed enthusiasm for providing support to other students, as and when they need it. Measures are taken to manage any personal relationships that develop between students.

Engagement between staff and students is seen to reflect emotional warmth, encouragement and role appropriate authority. This approach is employed consistently, and students provide very positive feedback about the support staff provide them. Links between teaching and boarding staff are good and managers and staff embrace an understanding that students need to be well supported as individuals, to achieve the high academic standards expected of them.

Students are encouraged to eat a healthy diet, and a range of healthy meals, including vegan and vegetarian options are available. They can prepare simple meals for themselves in the boarding houses and snacks including fresh fruit are available. Main meals are prepared and served in the dining room at the college. Support is provided to students observing Ramadan to use the kitchens.



## Environment

The standard of accommodation is excellent and each of the boarding houses is within a few minutes walking distance from the college. Access to transport links and local facilities is very good.

The boarding houses have electronic entry systems and staff are conveniently located and available at all times, to meet and greet students as they come and go. There is a roll call every evening to confirm students are accounted for.

All students have their own bedrooms. Most have their own bathrooms or share these facilities with one other student. All have shared kitchen facilities. Students are encouraged to clean their rooms and cleaning staff come in once per week.

Boys' and girls' accommodation is separate in each boarding house, but students are free to mix and mingle and socialise in common rooms and social areas.

Social events and movie nights take place in the common rooms, which include comfortable seating, large televisions, pool tables, table tennis equipment and board games etc. Facilities have been developed for students wishing to play music together and for students with an interest in art and fashion.

The medical centre is located in one of the boarding houses and is readily accessible to all students.

Centralised laundry facilities are available at each of the boarding houses. These are generally adequate in number, but access can be challenging at peak times such as at weekends. Support is provided to younger students who are new to managing their own laundry and housekeeping.

The fire assessment is up to date, fire drills and fire equipment tests take place regularly and portable appliances are tested, as necessary. There are robust systems in place for reviewing health and safety practices and certification.



## Leadership & Management

The quality of leadership and management is excellent. The management and staffing structure is comprehensive, with clearly delegated responsibilities.

The senior leadership team has a shared vision of their principles, values and aspirations for students and the college. They promote an ethos of collaboration with students which is empowering and encourages the development of independence and self-responsibility. They are committed to transparency to safeguard students and consultation, to inform the ongoing development of the service.

The college prospectus provides comprehensive information about the operation and resourcing of the college.

Integration and communication between boarding and teaching staff is very good, supporting consistency and continuity for students.

Managers and staff are ambitious for students, in line with their academic abilities and aspirations.

The safeguarding team demonstrates experience and expertise in monitoring the welfare of students and ensuring they have access to any support necessary to thrive and fulfil their academic, personal, and developmental goals.

An ethos of nurturing and empowerment of students is employed, and we observed excellent engagement between staff and students. Boarding staff know the students well and pride themselves on supporting them to develop into “*good people*.” All feedback from students about their experience of boarding at the college is very positive.

The resourcing, coordination and expertise of the boarding staff team is excellent. There are robust systems for safe recruitment and staff receive structured induction and training for their roles. A ‘buddy system’ is in place where more experienced staff support the development of newer staff members. Staff development opportunities and staff retention is good.

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## Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.



# National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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