

Inspection of Livability Nash College

Inspection dates:

4–6 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Provision for learners with high needs

Requires improvement

Overall effectiveness at previous inspection

Inadequate

Information about this provider

Livability Nash College (Livability) is located in Hayes in the London Borough of Bromley. The college is part of the wider Livability Trust charity that provides services such as care homes, residential centres and a school. The charity has a Christian faith ethos and welcomes people from all faiths and none.

The college provides education and training to young people aged 19 to 25 years with severe to profound special education needs and disabilities, including complex physical, health and medical conditions.

At the time of the inspection, there were 45 students, all of whom have high needs. The college works with 11 different local authorities.

All students are following individualised programmes that aim to build their skills, knowledge and behaviours so that they can live more independently.

What is it like to be a learner with this provider?

Students are happy and like attending college. They demonstrate positive behaviours and are enthusiastic about their studies. Students learn in a safe and supportive environment. Students of all abilities are highly respected by staff. As a result, students are safe and feel safe at college.

Students receive good support from therapists so that they can join in with all aspects of college life. For example, students can move independently in the college because occupational therapists make sure they have the equipment they need. However, therapists and teachers do not work effectively enough as a team to assess student's overall progress and achievement.

In the previous academic year, too many students did not achieve their planned learning goals. Current students benefit from improvements that managers and staff have implemented since the previous inspection. They have individually designed programmes that take into account their aspirations and complex learning and health needs. Most students gradually build on their knowledge and skills throughout their time at college.

Students take their work seriously. They enjoy the wide variety of exciting lessons that lecturers teach, such as sensory communication, horse riding, cooking, music and exercise.

What does the provider do well and what does it need to do better?

Since the previous inspection, in November 2018, Livability has had a number of different principals. Staff have not had adequate and consistent guidance on how to rectify the issues raised at the inspection. This has had a negative impact on the quality of education that students have received. A newly formed governing body and leadership team, including a new principal, have set out their priorities for making improvements. They have implemented plans that are already beginning to have a positive impact on the quality of education that current students receive.

While staff have made progress in developing the curriculum for each student, currently not enough students go on to positive destinations after college. The planning for students' next steps after college is insufficiently organised to enable students to make smooth transitions. As a result, it is unclear what many students' next steps will be when they leave college.

Leaders and managers do not coordinate the therapy provision well enough. Therapists and lecturers do not work productively together to implement the curriculum. As a result, there is not a clear oversight of how learners are developing towards their learning goals. Leaders have plans in place to improve this. However, the plans have not been implemented.

Governance of the college has improved since the previous inspection. Governors and leaders have a clear overview of the strengths and weaknesses of the college. Leaders and managers have detailed action plans in place. They regularly monitor the quality of the provision and make improvements. For example, they have designed a coherent curriculum model which is closely aligned to the charity's mission and goals. Students follow one of three learning pathways, according to their needs. This is helping current students to develop the skills they require for adult life.

Leaders, managers and lecturers use information from student's education and health care plans to design a personalised curriculum for each student. In most instances, lecturers sequence learning effectively, to ensure step-by-step progression for students. As a result, students consolidate and gradually build on their knowledge and skills throughout their time at college.

Lecturers use effective teaching strategies that enable students to make choices and become more independent. They give clear and simple instructions that are supported with sign language and the use of pictures. They skilfully communicate in ways appropriate for each student. This enables students to participate fully and complete activities. For example, during exercise sessions, students choose from two picture prompts to decide which ball they would like to use for their exercises.

Most support staff know their students well. This helps them use individual strategies to enable students to take part in lessons. For example, support staff use positive negotiation strategies to gain cooperation with students who are feeling anxious. This enables them to remain calm and interact appropriately. However, in a few instances, support staff do not use effective strategies to engage students, and, as a result, a few students are unable to participate in activities.

Leaders and managers have introduced health and well-being activities into the curriculum. Students access activities such as singing and signing, sensory relaxation, dancing and the Christian Union. As a result, students have opportunities to develop their interests. However, leaders and managers have not integrated these activities sufficiently into the curriculum for each student. As a result, teachers do not connect what students gain from these sessions with what they learn in other parts of their programme.

Lecturers and support staff plan meaningful activities that help students become more active in their community and responsible citizens. For example, students visit a recycling centre and learn conscientiously to place waste in the right recycling container. As a result, they make a good contribution to the community.

Safeguarding

The arrangements for safeguarding are effective.

Governors, leaders and managers fulfil their legal duties and responsibilities under

the 'Prevent' duty. For example, appropriate risk assessments and policies are in place to protect staff and students. Leaders adhere to safe recruitment processes.

Staff are appropriately trained in areas such as moving and handling of people, epilepsy, managing of medication and gastro feeding. As a result, students are safe from risks of harm or abuse. However, students who use alternative communication devices have limited opportunities to express their feelings through their devices and are reliant on staff identifying issues or concerns.

What does the provider need to do to improve?

- Leaders and managers must ensure that all well-being opportunities and therapies form part of a planned curriculum to identify overall progress and achievement.
- Leaders and managers must ensure that a high proportion of students achieve their planned learning outcomes.
- Leaders and managers must improve the planning and coordination for all students' next steps to ensure they progress to positive destinations.
- Leaders and managers should ensure that students who use alternative communication devices have opportunities to express their feelings through their devices.

Provider details

Unique reference number	131924
Address	Croydon Road Hayes Bromley BR2 7AG
Contact number	020 8315 4800
Website	www.nashcollege.org.uk
Principal/CEO	Adele Audin
Provider type	Independent specialist college
Date of previous inspection	13–15 November 2018

Information about this inspection

The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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