

Cambian Lufton College

Reinspection monitoring visit report

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Name of lead inspector:	Tina Pagett, Her Majesty's Inspector
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Type of provider:	Independent specialist college
Address:	Lufton Yeovil Somerset BA22 8ST

Monitoring visit: main findings

Context and focus of visit

This was the first reinspection monitoring visit to Cambian Lufton College following publication of the inspection report on 2 November 2021, which found the provider to be inadequate overall. The effectiveness of leadership and management, the quality of education, and behaviour and attitudes were inadequate. Personal development required improvement.

This reinspection monitoring visit was to evaluate the extent to which leaders and those responsible for governance are taking effective action to address the areas for improvement identified at the previous inspection.

Cambian Lufton College is an independent specialist provider of further education based in south Somerset. It caters for students with a range of learning difficulties, including autism spectrum disorder, social and emotional impairments, and other complex needs and behaviours. The college offers residential and day provision for students aged between 16 and 25, including those needing provision for up to 52 weeks a year. At the time of the monitoring visit, there were 24 students studying at the college. The majority of students are residential and in accommodation on, or close to, the college campus.

Themes

What progress have leaders and governors made to ensure that staff plan an ambitious and high-quality curriculum that enables students to swiftly develop new skills, knowledge and behaviours that enable them to be successful in life?

Insufficient progress

Governors have not ensured that leaders have the necessary skills and knowledge to provide an ambitious and high-quality curriculum. Although leaders and managers have a well-informed knowledge of providing care for young people, they have not received the training they need to lead staff in planning and implementing the curriculum. As a result, the curriculum that students are studying is not sufficiently effective.

Leaders have introduced a curriculum to develop students' skills for living independently and planning for future employment. However, it is not yet planned well enough to meet the specific needs of individual students. For example, students who will shortly move into a shared supported living environment are being taught in isolation. As a result, they do not develop the range of skills they need to live with others.

Leaders do not ensure that staff have the information they need to plan students' learning, nor to help them with strategies to manage their behaviour. Consequently, staff are not able confidently to challenge students when they make inappropriate comments. Leaders and governors have rightly increased the number of specialist staff at the college, but this has yet to have enough impact on the quality of information their colleagues receive.

Leaders' and governors' assessment of the quality of students' programmes is not sufficiently critical or robust. However, they have introduced some suitable initiatives to improve the quality of the provision, including arrangements for peer review of the college's provision and learning walks to explore classroom practice. It is too soon to evaluate the effectiveness of these.

What steps have leaders, managers and staff taken to assess students' starting points effectively, monitor students' progress and plan learning that is individualised to develop students' skills, knowledge and behaviours?

Insufficient progress

Leaders have not effectively supported staff to improve their teaching. Staff do not know clearly enough how to plan learning using information on students' starting points. As a result, they use learning activities in the classroom that are too easy for some students and too difficult for others.

Leaders have implemented a new system for tracking the progress that students make against targets for their development of skills for living and work. However, the use of terminology concerning targets, objectives, goals and skills is not sufficiently consistent. As a result, it is confusing to both staff and students.

Tutors often set students too many targets and do not monitor their completion effectively. For example, students have sheets listing numerous individual targets, such as working more independently. Some students mark these as achieved where staff have completed work for them. This means that tutors and students are not always clear about what skills, knowledge or behaviours students have developed.

Leaders do not have an accurate oversight of the progress that students make in learning new knowledge and skills. They rightly identify that new initiatives in assessing students' starting points and setting them targets are in the early stages of implementation. As a result, managers do not have the data they need to plan teaching or implement strategies and interventions effectively.

Staff do not consistently use information effectively from students' education, health and care (EHC) plans to develop students' knowledge and understanding of how to behave in different contexts. When students become disengaged in sessions, support staff do not always use strategies contained within individuals' EHC plans to help

students re-engage or refocus on tasks. For example, where students show signs of frustration, staff do not offer them time out of the session or set clear expectations for them to remain in the classroom in line with what is set out in students' EHC plans.

What actions have leaders taken to ensure that they provide an effective curriculum that encourages and enables students to participate in a diverse range of activities and experiences so that they develop relevant social and work skills?

Insufficient progress

Leaders have rightly focused on increasing the extent to which students develop skills for work. Examples include students working on the college reception or in the refectory to improve their customer service skills. However, too few students move on to work placements outside the college. As a result, they are not well enough prepared for securing employment or a voluntary position.

Tutors do not consider the communication needs of students carefully enough. They do not encourage students with limited communication skills to use communication aids in class to help them improve their interaction with others. Staff do not plan activities well enough to enable students to improve their ability to communicate when working in teams or solving problems. Too many students work in isolation, completing worksheets without engaging with their peers. This hampers students' development of the social communication skills needed for becoming active citizens.

Leaders have not introduced a sufficiently wide range of activities beyond the curriculum. Some of the limited range of activities is only available to residential students. As a result, too few students are able to explore their interests and develop their talents.

How do leaders ensure that students are safe and well informed about potential risks, including from radicalisation, extremism and online sources?

Insufficient progress

Since the previous inspection, managers and tutors have usefully revised the personal, social and health education curriculum to increase its coverage of risks such as radicalisation. It now incorporates these as themes for tutors to integrate across other areas of the curriculum. Leaders intend to review how well staff are introducing these topics. However, currently, they do not know how well tutors are teaching these themes or the impact of the revised curriculum on students' understanding.

Leaders understand fully that local risks such as those of child sexual exploitation or radicalisation can be different for residential students when they return home during

holiday periods. However, leaders have yet to provide staff with the training they need to help students identify and manage the risks they may face.

Leaders and managers have not ensured that tutors understand fully safe working practices. As a result, tutors do not always ensure that students work safely during practical sessions. For example, students do not always handle tools correctly.

Students understand how to stay safe online. They appreciate the importance of not sharing personal information on social media. They know that they can speak to staff if they are worried or feel unsafe in college or when they are using their phone or computer.

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