Cambian Lufton College

Reinspection monitoring visit report

Unique reference number:	131921
Name of lead inspector:	Tina Pagett, His 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 is the second 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.

The first reinspection monitoring visit on 7 and 8 March found leaders and those responsible for governance had made insufficient progress in taking actions 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 attending provision for up to 52 weeks a year. At the time of the second monitoring visit, there were 20 students studying at the college. The majority of students are residential and living 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?	**Reasonable progress**

Leaders have invested well in tailored training for staff to develop their knowledge and skills and improve the quality of education for learners. Managers use robust performance management processes to identify areas for staff development and put in place the support that staff need to improve their practice. The new therapies team work alongside staff to provide them with strategies to better support learners, as well as identify key areas for staff development through individual and group training. For example, therapy staff are involved in learner consultations and help to develop learner transition plans to ensure that staff have access to communication, sensory and positive behaviour support plans for all learners to inform their curriculum planning. Therapists also develop training for staff, because of their own learning from time spent in classrooms working alongside tutors and support staff. Consequently, staff gain confidence in supporting learners and are better equipped to meet their needs.

Leaders have rightly prioritised improving the curriculum to focus on better preparing learners for adulthood. The curriculum intent is to develop learners' literacy and numeracy, as well as their resilience through personal development and well-being. The employability and independent living curriculum is aimed at preparing learners for working and living in their communities through developing a range of transferable skills. Opportunities for learners to access work or voluntary placements within the safety of the college and also in the community have increased, for example working in the refectory, on reception or in the college grounds, alongside placements with local employers or community groups. However, it is too soon to see the impact of the revised curriculum on the progress that learners make in developing their knowledge and skills.

Governors have invested well in support and training for staff across the organisation at all levels. They have facilitated staff peer-to-peer support through links with an outstanding provider, along with specialist training for tutors to develop their skills to improve their teaching. Tutors now receive support on planning and structuring the curriculum to better meet the needs of individual learners.

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?	**Reasonable progress**

Since the previous monitoring visit, leaders have ensured that tutors and support workers have participated in training in topics such as improving teaching and assessment practice, support and behaviour strategies and safeguarding. As a result, tutors' planning, teaching and sequencing of the curriculum content are now more individualised to meet learners' needs. Tutors understand better learners' development needs and goals. They set two or three targets for learners to achieve at each learning session. Consequently, learners are gradually increasing their knowledge of topics such as how to communicate appropriately with others and recognise and use currency, which is helping to prepare them for adulthood and their next steps. However, as the changes are relatively recent, it is too early to identify fully the impact on what learners know and can do as a result of studying the new curriculum.

Tutors now use learners' education, health and care plan targets and the assessments of their educational knowledge and personal skills starting points well to personalise the content of the curriculum. They identify the goals that will help learners to make the expected progress. Staff use leaders' systems to record evidence of learners' achievements and identify gaps in knowledge, identify improvements to teaching and learning and record feedback from learners and support workers. However, it is too early to identify fully the impact of tutors' use of this information on the quality of the curriculum and the progress made by learners.

In the few sessions visited by inspectors during the monitoring visit, tutors reflect on what learners know, can do and need to improve further. They use this end of

session reflections and video footage of learners' participation to inform their next session planning and to set learners measurable and relevant goals.

Leaders have recently worked with staff to improve the clarity and the terminology they use when setting learners' targets. Learner session targets are more personalised and focused. Tutors monitor more frequently the progress learners make towards achieving their targets to ensure that they complete them in expected timescales and to plan learning. However, it is too early in the implementation phase of this new approach to target setting to see the impact on learners.

What actions have leaders taken to ensure 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?	**Reasonable progress**

Since the previous monitoring visit, leaders have taken actions to improve the curriculum content. This includes providing learners with a range of new learning activities that link to their goals and interests. A recently appointed enrichment coordinator has helped to increase opportunities for learners to undertake a range of work experiences. For example, a few students are currently participating in work placements outside of the college in children's nurseries, animal boarding kennels, National Trust gardens, cafes and a charity shop. Around half of learners are participating in community activities, working at allotments, with alpacas and undertaking grounds maintenance at a local heritage property. These experiences prepare learners well for potential future employment or voluntary positions. However, leaders recognise rightly that further actions are required to provide learners with a wider range of extra activities that enable them to participate and learn more from community members.

Tutors plan learning activities to enable students to work with their peers to improve their communication and problem-solving skills. For example, the new enrichment programme now provides learners with opportunities to participate in gym, art, swimming, Zumba exercise, football and drama sessions. In addition, learners have participated in events led by the local adult rugby team and college student balls. The new curriculum coordinator has identified these activities by gaining feedback from the student council and student questionnaires. The number of day students participating in these activities has increased and staff say this is helping them to feel more part of the student body, alongside residential students.

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

Since the previous inspection, leaders have devised a coherent resilience curriculum that focuses on personal development, health and well-being, as well as developing learners' understanding of risks and keeping themselves safe and well in their communities. Staff assess learners' understanding of these topics, along with any

associated risks to help identify the relevant activities to be included within the curriculum. For example, where learners are assessed as having a limited understanding of recognising their own health needs, staff prioritise this area of learning for those individuals. However, it is too early to see the impact of the new resilience curriculum on learners' knowledge and understanding.

Leaders have rightly focused on developing teachers' understanding of identifying and managing learners' safety. Staff produce risk assessments for a range of activities which are linked to the planning of learners' lessons and enrichment, including off-site visits and work experience. Leaders have introduced multi-disciplinary team meetings where staff from across the college work effectively to identify, record and monitor evidence on learners' behaviour and incidents to learn from and mitigate against risks to learners. For example, where learners are triggered by the behaviour of other learners, risk assessments are put in place for situations where learners come together.

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