

# Short inspection of Beaumont College - A Salutem/Ambito College

Inspection dates:

22 and 23 November 2022

## **Outcome**

Beaumont College - A Salutem/Ambito College continues to be a good provider.

## **Information about this provider**

Beaumont College is a residential independent specialist college that is owned and managed by Salutem/Ambito Education. It provides education and training for students with physical or sensory disabilities and/or learning difficulties, including those with complex support needs and those with autism spectrum disorder. The majority of students are from the north west of England. The main college site is in Lancaster, Lancashire. The three satellite sites, located in Carlisle and Barrow-in-Furness in Cumbria and Blackpool in Lancashire, were established in response to local authority requirements for non-residential provision for students with special educational needs and/or disabilities. At the time of the inspection, 117 students were studying across five education pathways in sensory and communication, intentional communication, independent lifestyles, access through partnerships and life and vocational skills.

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

Students enjoy their time at college. They aspire to become active citizens in their community and participate enthusiastically in enterprise activities. Students are proud of their achievements.

Students feel confident when introducing themselves and talking with unfamiliar people. They are respectful of staff, visitors and their peers. Students explain that when they first came to the college, they were very shy. The staff team have helped them to develop their confidence and resilience so that they are better equipped to deal with things when they do not go as planned.

Students appreciate the support they receive from staff. Therapists and education staff work together to ensure that they meet students' needs effectively. For example, education staff and therapists skilfully plan activities and teaching

strategies to support students to develop communication and mobility skills, and use assistive technology.

Students feel safe. They know who to go to for help. Students are aware of online safety and know they should not talk to strangers online.

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

Since the previous inspection, leaders and managers have considered carefully the rationale for and implementation of the courses, qualifications and training they offer. As a result, they have thoroughly reviewed and amended the curriculum. The college now provides five distinct personalised pathways for students, which support students to progress towards adulthood and independence and, where relevant, to supported and independent living, employment or volunteering.

Leaders and managers have worked hard to resolve most of the weaknesses from the previous inspection. However, governors do not challenge senior leaders rigorously enough or hold them to account for their actions. Consequently, the self-assessment and quality improvement arrangements identified as a weakness at the previous inspection are still not fully effective in improving the quality of the provision.

Education staff and therapists promote student choice. Students understand the choices they can make regarding their future, such as progression to supported living, supported internships or employment. However, too few students attend work experience placements to develop their skills for work and to help them make informed decisions about their next steps after college.

Leaders and managers plan courses effectively to ensure that the students develop strong links to the local community. For example, student council members work with a local museum to review how the museum can be made more accessible to the public.

Teachers, therapists and the assistive technology team collaborate closely to ensure the accurate identification of students' starting points. Staff skilfully use the results of assessments, students' education, health and care plans and the PATH person-centred planning process to inform planning and to establish targets and goals for students. As a result, each students' curriculum builds incrementally and successfully on what students already know and can do.

Teachers' feedback to a minority of students during and following assessment is not meaningful or memorable. For example, students with sensory and communication difficulties receive oral feedback. This is not recorded, such as in video format, so that students can revisit and review what they have done well and what they need to do to improve their work.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers place high priority on keeping students safe. Leaders have established a culture of protection and safeguarding for students and staff.

Staff benefit from a wide range of training to help them to keep students safe. For example, they receive training in serious youth violence and modern slavery. Records show that concerns raised are thoroughly investigated and, where necessary, lead to timely referral to external agencies.

### What does the provider need to do to improve?

- Governors should challenge leaders rigorously and hold them to account for their actions, including ensuring that self-assessment and quality improvement processes improve the quality of the provision.
- Leaders should ensure that teachers' feedback to students is meaningful and memorable and helps students to understand what they have done well and what they need to do to improve.
- Leaders should make sure that students access work experience placements to help students develop their skills for work and make decisions about their next steps.

## **Provider details**

<b>Unique reference number</b>	131840
<b>Address</b>	Slyne Road Lancaster LA2 6AP
<b>Contact number</b>	01524541400
<b>Website</b>	<a href="https://www.beaumontcollege.ac.uk">https://www.beaumontcollege.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Chris Brown
<b>Provider type</b>	Independent specialist college
<b>Date of previous inspection</b>	4 to 6 May 2016
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection was the first short inspection carried out since Beaumont College - A Saludem/Ambito College was judged to be good in May 2016.

The inspection team was assisted by the interim assistant 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Anita Pyrkotsch-Jones, lead inspector	His Majesty's Inspector
Lisa Duncalf	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023