

Short inspection of Eat That Frog C.I.C

Inspection dates:

21 and 22 February 2024

Outcome

Eat That Frog C.I.C continues to be a good provider.

Information about this provider

Eat That Frog C.I.C is a community interest company. It was established in January 2011 as a social enterprise to enable young people aged 16 to 25 to identify and overcome their barriers to living a fulfilled life. As an independent specialist college, it provides learning programmes for young people with autism spectrum condition, Asperger syndrome, social, emotional, mental health and complex learning needs. The aim of the college is to prepare young people for the next stage of their life.

At the time of the inspection, there were 100 learners studying at centres in Plymouth, Paignton and Newton Abbot.

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

Learners with complex needs, who would otherwise not be in employment, education or training, participate well in learning at Eat That Frog. The personalised learning programmes are designed effectively to evolve in stages and enable learners to build on their skills and knowledge and develop their confidence to work in different settings.

Learners enjoy studying at the college and participate well in a range of learning and enrichment activities, which are mainly relevant to their needs and interests. These experiences develop learners' communication skills and resilience and extend their view of the world. For example, learners experience overseas travel, spending up to a month learning independence and work skills in Gran Canaria.

Learners are encouraged to share their views on their experience of studying at Eat That Frog. They learn the essential skills required to advocate for themselves in all aspects of their lives, including democratic voting. As a result, learners know how to raise issues that are important to them, such as improving the learning environment at their centres. Learners have influenced leaders' decisions by providing evidence of the benefits of taking part in activities such as sport, music and a tabletop role-playing game.

Learners better understand the world of work by attending careers fairs where they learn about the skills they need to gain employment in the careers that interest them. A few learners receive specialist careers advice and guidance, and leaders have plans to extend this further through a new careers programme. Leaders have plans to increase the number of opportunities for learners to take part in realistic work experience and to explore their interests fully.

Many learners take pride in their work and demonstrate good behaviour and respect for each other and staff. Much of their learning takes place on an individual basis. This supports them to develop self-esteem and confidence through working with teachers who know them well. However, this limits learners' opportunities to develop independence skills and increased confidence to work with peers in group settings. This aspect of the curriculum is not preparing them well for the next phase of their training and employment.

Learners develop essential new knowledge about health and well-being that prepares them well for being more independent in their lives. For example, staff refer learners to mental health services and counselling where they learn new coping strategies. However, where specialist support is identified in learners' education, health and care plans (EHC plans), arrangements are not always put in place. Consequently, a few learners do not receive support from therapists, and staff do not have the training on how best to support these learners in learning settings.

Learners feel safe at college. They know who to talk to if they have any concerns.

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

Leaders have focused rightly on what they know and do well, which is developing the employability and independence skills of young people with special educational needs and/or disabilities (SEND) and preparing them for working and living in their communities. They use their knowledge of the local area employment needs well, such as in hospitality and tourism, to design individual learning packages for learners.

As a community interest company, leaders create realistic opportunities to encourage young people who are at risk of not being in employment, education or training to participate in learning. Leaders have developed innovative partnerships, such as working with The Turing Scheme to provide opportunities for people living in disadvantaged communities to study at the college. Leaders use Turing funding to offer learners a unique opportunity to plan for and spend up to a month living and volunteering in another country. Learners clearly articulated the new knowledge and skills they have gained through travelling to, living and working in another country. For example, learners apply for passports, and a few experience foreign travel for the first time.

Directors support and challenge leaders and managers effectively. They understand the areas of strength and improvement in the college. They work with senior leaders to monitor the implementation of improvement plans. For example, leaders have prioritised the recruitment and training of staff to work with learners and help to

support their changing needs. They recognise the challenge of recruiting qualified teachers with SEND expertise and have plans to develop training for staff, including initial teacher education and training in teaching learners with SEND.

Leaders and managers are rightly ambitious for all learners to participate in a structured and challenging work experience programme that prepares them well for future employment. They have increased links with employers local to each centre, and this has resulted in a few learners gaining new work placements. Leaders have plans to extend work opportunities to ensure that all learners take part in relevant work experience. All learners take part in the extended trip to Gran Canaria, where they gain valuable skills in preparing for and travelling to another country. They participate in a wide range of activities, such as volunteering at a local care home.

Where learners' planned outcomes identify the studying of vocational subjects, for example in mechanics or tailoring, leaders recruit and train staff or develop partnership working arrangements with local providers and employers to ensure they can meet individual learner's needs. As a result, a few learners have progressed on to further and higher education. However, a minority of learners do not study the vocational subjects that link to their planned outcomes. Consequently, they do not develop the skills they need to progress on to further training or employment.

Leaders have a well-established quality improvement cycle. This includes a range of activities designed to monitor the learners' journey. As a result of their findings, leaders recently introduced changes to the careers programme, which includes learners meeting with careers specialists when they join the college. This has enabled teachers to develop a learning programme that helps each learner to achieve their planned outcomes. Although there are clear improvement plans in place, it is too early to see the impact of these new initiatives. For example, too many learners do not have clear plans in place for their transition out of college.

Leaders have rightly implemented new systems to monitor the progress that learners make in their learning and development. Staff meet frequently as a whole team to review the progress made by each learner, and this has resulted in positive changes to their curriculum. However, teachers do not always identify what learners already know and can do well enough when they start their programme. Consequently, they do not measure the progress that learners are making towards achieving the planned outcomes identified in their EHC plans. As a result, a minority of learners do not know what they have achieved and how this is helping them to prepare for their next steps.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Leaders must revise their training and development programme for teachers, particularly for those who are new and inexperienced, to equip them with the

knowledge and skills they need to plan and teach a curriculum that meets the needs of learners with complex learning needs.

- Leaders must continue to establish links with employers and community groups, local to each centre, to increase the opportunities for learners to take part in work experience and vocational learning in line with their individual planned outcomes.
- Leaders should review the structure of the curriculum to identify clearly the opportunities for learners to develop the new knowledge, skills and behaviours for independent living and working that link directly to their EHC plan goals and their aspirations.

Provider details

Unique reference number	142909
Address	91 Union Street Torquay Devon TQ1 3DG
Contact number	01803 551551
Website	www.eatthatfrog.ac.uk
Principal, CEO or equivalent	Ian Powell
Provider type	Independent Specialist College
Date of previous inspection	26 to 28 February 2018
Main subcontractors	None

Information about this inspection

The inspection was the first short inspection carried out since Eat That Frog C.I.C was judged to be good in February 2018.

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 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

Tina Pagett, lead inspector	His Majesty's Inspector
Esther Williams	Ofsted Inspector
Alun Maddocks	Ofsted Inspector

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