

Inspection of Lakeside Early Adult Provision – Leap College (Wargrave House Ltd)

Inspection dates:

25–27 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Provision for learners with high needs

Good

Overall effectiveness at previous inspection

Requires improvement

Information about this provider

Lakeside Early Adult Provision (LEAP College) is part of Wargrave House Ltd, which is a non-maintained day and residential special school and college for children and young people with autism spectrum disorder (ASD) and associated learning difficulties.

LEAP College opened in 2012 and is based in purpose-built accommodation on a shared site with Wargrave House School. LEAP College offers pre-entry to level 1 provision for students aged 19 to 25 years. There are currently 10 students enrolled at the college, of whom three are part-time residential students. Students follow personalised learning programmes focused on preparation for adulthood and further learning and employment.

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

Students enjoy their time at college. They particularly benefit from the wide range of visits and trips that take them out of the classroom and into the community to learn.

Students at LEAP College are motivated to always try their best. They develop skills and behaviours that prepare them well for adulthood. They grow in confidence and self-reliance during their time at the college. They value the personal and social skills they learn, which they use in their lives outside college.

Students are supported by staff, who know them well and understand their personal needs. Staff help students to cope with anxieties that they may experience in a variety of social settings. As a result, students develop the skills and confidence to deal with unfamiliar situations.

Students are happy and feel safe at college. They work harmoniously with each other. Students demonstrate respect and tolerance, both in college and in their work in the community. They are rightly proud of the contribution that they make to the community through projects and work placements.

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

Leaders and staff have high expectations of what students can achieve. Students enjoy a well-planned, personalised programme, derived from their education, health and care plan. A multi-disciplinary team, including therapists, accurately identifies students' starting points. They set goals for students which encourage them to aim high. Students develop new skills, behaviours and greater independence. This prepares them well for their next steps and adulthood. For example, students make detailed preparations to go to restaurants with their families, often for the first time in their lives.

Teachers and support staff creatively plan activities that engage students and build on their previous learning. For example, they visit the local sixth-form college and take part in discussions and debates on topical issues such as Brexit. Students are set targets to improve their social and conversational skills based on their individual communication abilities. During the sessions, speech and language therapists skilfully challenge students to develop these skills.

Teachers ensure that students' English and mathematics skills development are carefully integrated into the curriculum. Each week, students plan, prepare and cook a healthy meal for lunch. Using technology, they improve their reading skills by researching ingredients and recipes. Students total the cost of the meal and use calculators to check their answers. Visits to the supermarket each week to buy the food help them to apply and remember what they have learned. All students achieve their English and mathematics qualifications.

Teachers do not always plan learning activities well enough to meet individual

students' abilities. For example, some resources used are not age-appropriate and do not challenge students sufficiently. In some instances, students have not developed the reading skills to understand the worksheets as the language is too complex.

Students take an active part in and contribute to the local community through a wide range of activities, for example, creating a sensory garden for the local cricket club. They plant trees and build beehives to help sustain the local environment.

Students benefit from a range of specialist staff, including therapists, nurses and support staff. Students receive sessions on staying safe, mental health and well-being, sex education and relationships. Staff support students to use strategies that help them when they experience anxiety. For example, breathing exercises and the use of images that help them to become calm and manage their emotions. Students do not receive enough careers advice and guidance on opportunities available to them after their programme. Leaders have accurately identified that too few students move into supported internships. They are currently working with employers to increase the number of supported internships so that more students can progress to paid employment.

The new senior leadership team provides good support and professional development for staff. As a result of the training, staff skills and expertise are enhanced in key areas such as dealing with students with autism and dyslexia. Leaders have worked tirelessly to bring about improvements quickly to the quality of education that students receive.

Trustees and governors are well informed about actions that leaders take to improve students' experiences and destinations. They have a good understanding of the quality of provision and what needs to improve. They rightly recognise the need for additional training to enable them to provide further challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff place a high priority on safeguarding students. There are comprehensive policies and procedures, including the 'Prevent' duty, that are reviewed and approved by governors. Designated safeguarding leads and deputies are appropriately trained. They make good use of their links with external agencies to ensure that staff are kept up-to-date with relevant safeguarding training. Staff carry out thorough risk assessments for all student activities. Safeguarding concerns are recorded, and appropriate actions taken, including liaison with external agencies such as adult social care to keep students safe. Recruitment processes include the necessary checks to ensure staff suitability to work at the college.

What does the provider need to do to improve?

- Ensure that teachers plan all activities and use learning resources that build on students' abilities, so they can make better progress.
- Provide students with high-quality careers advice and guidance so they know the full range of opportunities available to them when they complete their programmes.
- Increase the proportion of students who move into supported internships and paid employment.
- Provide governors with the skills to further challenge leaders to improve the quality of provision.

Provider details

Unique reference number	139251
Address	Wargrave House Ltd, 449 Wargrave Road Newton-le-Willows Merseyside WA12 8RS
Contact number	01925 224899
Website	www.wargravehouse.com
CEO	Robin Bush
Provider type	Independent specialist college
Date of previous inspection	13–15 November 2017
Main subcontractors	n/a

Information about this inspection

The inspection team was assisted by the interim head of education, 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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