

# Eat That Frog CIC

Independent special college

## Inspection dates

26–28 February 2018

Overall effectiveness		Good
Effectiveness of leadership and management	<b>Good</b>	Provision for learners with high needs <b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>	
Personal development, behaviour and welfare	<b>Good</b>	
Outcomes for learners	<b>Good</b>	
Overall effectiveness at previous inspection		Not previously inspected

## Summary of key findings

### This is a good provider

- Directors are ambitious for learners and for the business. A clear sense of purpose is communicated to staff, who understand the standards that are expected.
- Directors are highly innovative and use their expertise of working in the community well. Learners have good opportunities to work in the community.
- Leaders effectively build and sustain valuable partnerships that benefit learners.
- Managers have successfully developed a strong culture of dignity and respect. Learners and staff feel valued and safe.
- Tutors provide effective teaching, learning and assessment, as a result of which learners make good progress, particularly in English and mathematics.
- Tutors have established innovative ways of engaging learners that help them overcome their barriers to learning. Learners often make better than expected progress in becoming independent.
- Tutors and managers are skilled in designing highly individualised learning programmes that meet the interests and needs of learners, as result of which learners' outcomes improve quickly.
- Learners develop positive attitudes to learning and achieve qualifications in mathematics and English.
- Managers' observations of the quality of teaching, learning and development do not result in sufficient information for tutors to know clearly what they have to do to improve.
- A small minority of staff are not confident to promote the 'Prevent' duty to learners.
- Tutors' recording of learners' achievements is not sufficiently rigorous.
- Managers and tutors do not provide enough external work placements for learners to be able to make informed choices for their futures.

## Full report

### Information about the provider

- Eat That Frog (ETF) is a community interest company. It was established in January 2011 as a social enterprise, to enable people to identify and overcome barriers to living a fulfilled life. The main office is located in the centre of Torquay and provides learning programmes for young adults who have autistic spectrum disorder, Asperger's and complex learning needs. Learning programmes are often linked to community events and projects and are available in Plymouth, Paignton and Newton Abbot. Provision for learners with high needs started in September 2016 and a direct contract for adult education started in November 2017. The use of subcontracted provision is minimal.
- At the time of the inspection, there were 45 learners, 33 of whom have education, health and care plans. The majority of the learners work towards level 1 of the national qualifications framework. Learners are recruited predominantly from Plymouth and Torbay, which have neighbourhoods classified as the most deprived in England and where the local unemployment rate is higher than the average for England.

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

- Improve the checking on the quality of teaching, learning and assessment by:
  - implementing a more rigorous observation system
  - ensuring that observers' written records have sufficient detail so that tutors know what they have to do to improve further.
- Ensure that all staff are confident and competent to promote the 'Prevent' duty.
- Ensure that tutors record the progress and achievement of learners accurately and use this information to plan further learning so that learners are able to progress at the speed of which they are capable.
- Further develop external work opportunities to enable learners to extend their skills in real work settings and make informed choices about their careers.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Directors have successfully grown the business of ETF over the last few years so that the needs of the learners they serve are increasingly well met. They hold high ambitions for the learners and are committed to improving learners' outcomes through working effectively in the community.
- Directors' clear direction and purpose are well communicated through the use of eye-catching marketing materials and good-quality professional development. As a result, staff are well motivated. They use their expertise well to enable learners to overcome barriers and realise their potential.
- Directors know the provision and the learners well. They are keen to listen and consider ways to improve the provision. They communicate well and work closely together so that decisions are made swiftly and the quality of the provision improves at a fast rate. A few areas for improvement were identified during the inspection and action to improve the provision was taken immediately.
- Directors are very effective at developing and sustaining valuable partnerships with a wide range of organisations, such as local authority special education needs teams and community organisations. These partnership arrangements lead to benefits for learners, such as teaching accommodation in the centre of the community and learning opportunities that pave the way for sustained employment.
- Leaders and managers have good people-management skills that they use well to create positive working relationships that are based on care and cooperation. Supervision is valued by staff and often leads to improvements such as in curriculum design or further training for staff.
- Managers have developed a very flexible curriculum with learning programmes that are offered according to individual learners' needs and interests. Managers effectively design the curriculum around work and community environments, which prepare learners well for their future lives. Examples include the lunch club for vulnerable people, horticulture in the community grounds at Parkfield in Paignton and the community café in Plymouth.
- Directors have been successful in securing a wide range of contracts to deliver learning programmes and to develop the infrastructure of ETF. They provide creative programmes that meet learners' needs very well. For example, the 'Go Construct' course includes a health and safety qualification and the opportunity for learners to acquire their Construction Skills Certification Scheme (CSCS) Labourer card. This health and safety competence card gives learners a greater chance of future sustained employment.
- Managers have developed, and regularly review, a comprehensive quality improvement plan that captures areas for improvement well. Directors frequently monitor and record progress against this plan so that the business is continually improving. For example, managers have implemented a new system to manage staff records so that all paper-based files are in one place and easily available. They regularly check on how the system is working and whether staff management has improved.
- Managers use a range of information to monitor the quality of teaching. However, some monitoring is 'broad-brush' and lacks rigour. For example, tutors do not effectively

recognise and record learners' progress towards their learning goals and achievements precisely. As a result, this information is not available to plan further learning to stretch or challenge some learners. Consequently, a few learners do not progress as fast as they could.

- Directors promote a clear strategy for staff to provide impartial information, advice and guidance. A large majority of staff are well trained to give this guidance and complete detailed action plans with learners so they are clear about their futures.

### **The governance of the provider**

- Governance is solely through the board of directors. The governance of ETF meets the requirements of the Office of the Regulator of Community Interest Companies; however, there is no user or advisory group to give stakeholders a formal means of influencing the work of the company. Leaders use external organisations such as Natspec (the association for organisations that offer specialist further education and training for learners who have learning difficulties) and external consultants effectively to provide challenge and support.
- Directors use their experience of business management and performance management systems well to develop the company. They have introduced effective systems to meet the increase in the number of learners, for example in a system to record staff training. Meetings are well managed, with directors taking a very active role in checking on the progress of learners, and the quality of provision and improvement planning.

### **Safeguarding**

- The arrangements for safeguarding are effective. Managers and staff give a high priority to safeguarding and the values of dignity, respect and safety from abuse underpin the work at ETF. Regular meetings between the director for safeguarding and designated staff members for safeguarding in each learning base ensure that all are clear about roles and responsibilities for safeguarding learners.
- Managers follow safe recruitment practices and carefully check the suitability of staff. All staff are required to have safeguarding checks completed before they work with learners. Managers respond to incidents quickly with due care and attention to procedures. When concerns are identified, managers work closely with the local authority safeguarding team and keep detailed records of communication. As a result of these effective safeguarding arrangements, learners are safe and feel safe.
- All staff have training on safeguarding, the 'Prevent' duty and the dangers of radicalisation and terrorism. Managers regularly reinforce the importance of understanding these issues and staff work well with specialist safeguarding teams to share appropriate information that keeps learners safe. However, a few staff are not yet confident in encouraging open discussion with learners where these topics arise spontaneously.

## Quality of teaching, learning and assessment

**Good**

- All staff have high expectations of learners, demonstrate good, up-to-date subject knowledge and actively seek out opportunities to extend learning. Learners value their tutors' knowledge and are keen to learn.
- Tutors make good use of learners' previous assessments and starting points. The information is used well to build on learners' prior achievements and ensures that they are following the right programmes. Tutors provide ongoing information, advice and guidance to match learners' changing requirements. Tutors are adept at quickly making new arrangements when learners start on one course and then decide they would rather do something different. Learners appreciate tutors' actions that help them remain interested and focused on their learning.
- Tutors' good use of vocational programmes develops learners' mathematical and English skills well. Learners improve their use of mathematics well in horticulture through designing and making equipment such as trellises and guttering for a strawberry-growing area. In a small minority of discrete mathematics and English sessions, tutors focus activities on qualification outcomes rather than developing broader skills that relate to employment situations. In these sessions, tutors do not encourage learners sufficiently to consider how they can use their English and mathematical skills in practical settings.
- Tutors are sensitive to learners' needs. They are skilled at using a variety of innovative methods and enjoyable activities to reduce learners' anxieties and support their communication. For example, learners quickly become less anxious once they engage in art activities or doodle canvasses or in learning a different language.
- Managers and tutors use funding for learners with high needs well to plan highly individualised learning. Reviews of education, health and care (EHC) plans are excellent; learners are at the centre of the process and their views and feelings are considered at every stage. ETF staff articulate key achievements that link very well to the learners' aims and aspirations. The review chair encourages wider family contributions and these are used effectively to make decisions about learners' future lives.
- Tutors use creative ways of re-engaging learners who have had barriers to learning. For example, a catering manager plays chess with learners during breaks as a way of encouraging conversation with those who are reluctant to talk. In other sessions, ice-breaker activities help learners overcome any initial hesitance they may feel.
- Tutors research carefully and seek out interesting activities to plan programmes that prepare learners well for their future lives. Learners gain a good understanding of the qualities and skills required for different jobs through informative discussions with tutors in personal progress sessions. Learners without EHC plans in customer care develop a good understanding of how to treat customers through group discussion.
- Tutors use learners' skills and interests very successfully to develop personalised learning activities that increase learners' motivation and provide good stretch and challenge. For example, learners' knowledge of a historic visit by The Beatles to Plymouth effectively promoted learning when devising a digital image project. Another example is one-to-one sessions on games design that enhance the development of mathematical skills and are based on topics chosen by the learner.
- Tutors work closely with learners' families to develop valuable relationships that support

their progress. They make home visits when learners are unable or unwilling to come into college and carefully explore issues to ensure that learners keep learning and that they feel valued and supported.

- Learners know how to keep safe when working online. Tutors reinforce the importance of keeping safe online and posters on e-safety are displayed where learners are using computers so they can see them and the messages get reinforced.

## **Personal development, behaviour and welfare**

**Good**

- Learners' self-confidence and personal responsibility for their progress develop well during their time at college. Their improved self-awareness and ability to articulate their feelings reduce levels of personal anxiety. Effective support helps learners develop the resilience needed to overcome the learning challenges they may face. As a result, learners become more able to manage situations that they previously found very difficult and are positive about their future.
- Learners take pride in their work and the majority understand how they can be successful in their learning. They know the importance of English and mathematics and have very positive attitudes to learning. For example, when producing a large, high-quality buffet at a community café, learners demonstrate excellent customer service skills. Learners' sense of achievement is enhanced through activities such as clearing overgrown woodlands and streams. Local people appreciate the way the area is being looked after.
- The majority of learners gain from good information, advice and guidance that lead to clear action plans. Previous achievements, external careers advice, information on the best websites to research jobs and proposals for taster sessions are used to inform plans. Learners therefore make appropriate choices and progress towards their chosen life goals. For example, helping prepare meals for elderly diners at ETF lunch club and completing qualifications in food preparation ensure that learners can progress to regular work in making and decorating cakes.
- Managers and teaching staff work closely with a range of specialist services and therapists. Information is shared appropriately and therapeutic support, when needed, is well coordinated so that learners receive a good level of support. External support from psychologists also helps learners continue in learning.
- Learners develop their knowledge of healthy eating and lifestyles. Tutors actively challenge food choices and offer opportunities to cook healthy options. It is regular practice that staff and learners spend time enjoying home-cooked food together, including food grown locally by learners. This activity also builds good teamwork, breaks down barriers and develops learners' social skills.
- Tutors develop good relationships with learners and use teaching and assessment methods that inspire them. Learners respond well to one-to-one support and work hard to improve their English and mathematics. They develop vocational skills well in horticulture, where they learn how to use tools and care for them correctly. In catering, learners become skilled in food preparation, and knowledgeable about food hygiene and menu planning.
- The caring environment re-engages learners in education effectively. Tutors use their good understanding of learners' needs and aspirations to develop their employment and

independence skills, such as independent travel and letter writing, effectively.

- Learners know how to keep themselves safe and know to whom they should report any concerns. They know that staff take concerns seriously and take actions to ensure the safety of learners.
- Learners' good conduct and politeness demonstrate the efforts taken by leaders and staff to promote high behaviour standards. They are very well behaved in learning sessions and work well with one another. They learn how to take turns in speaking and develop positive attitudes and behaviour for work.
- Staff promote equality and diversity well and this results in a positive learning environment. Managers, staff and learners treat one another with respect and tolerance. Learners develop well in this nurturing environment. They learn to respect difference and are well prepared to live and work in modern Britain. For example, learners studying customer care develop a good understanding of how to treat customers in a fair way.
- Learners improve their personal and social skills well. They become able to share their views and understand the impact of non-verbal communication such as the value of eye contact and listening to customers' needs.
- Learners attend regularly and have good attendance. Learners who have previously had difficulties in attending educational provision improve their punctuality and attendance.
- Some learners have a limited exposure to external work opportunities. As a result, they do not have a choice of experiences that can help them to make more informed decisions about their future careers. However, internal work experience, for example at the cafés and at Parkfield, ensures that learners develop work-readiness skills such as time-keeping, recording and planning. Managers are keen to create further opportunities and are developing plans to establish tailored supported internship opportunities, and further work is under way to work more closely with employers.

## Outcomes for learners

**Good**

- The large majority of learners complete their courses and achieve qualifications, including in English and mathematics. Learners use their experience at ETF as a second chance at education. They understand the importance of improving their English and mathematical skills and that these will help in their next phase of education, employment or training. Learners also improve their information and technology skills and become skilled at using computers for their work projects.
- Learners make good progress over time compared with their starting points. Many learners have complex social and emotional backgrounds: some have been looked after by the local authority, some have had negative school experiences and others have suffered trauma. All make strong progress and are well prepared for their next steps.
- All learners make good progress in meeting the standards expected in practical skills development and in their written work. Training is particularly effective in helping learners achieve industry standards in hospitality. For example, learners demonstrate considerable skill when preparing healthy-eating buffets, including a variety of salads, baked vegetables, iced cakes, scones and flapjacks.
- Careful programme design ensures that learners gain knowledge and understanding of

what employers are looking for in customer care. They improve their communication and learn how to present themselves well in interviews. As a result, they are able to apply for jobs successfully and with confidence.

- The majority of learners understand how their individualised education and training programmes equip them for future learning and employment. They work hard and gain qualifications and skills that are useful for future employment, such as time-keeping, spelling, and health and safety knowledge.
- Many learners make good progress during their training and are successful at obtaining places on further courses. Most learners progress to either employment or further learning. Some progress to apprenticeships, for example at the River Cottage chef training school. Others undertake taster courses and then progress successfully to routes in business planning, marketing and social media.
- Learners enjoy their learning and become more independent and confident in their everyday lives. They appreciate participating in their local communities. Learners helped with the renovation of The Pad in Paignton, carrying out cleaning, painting and decorating and learning how to identify risks and take safety precautions.



## Provider details

Unique reference number	142909
Type of provider	Independent specialist college
Age range of learners	16+
Approximate number of all learners over the previous full contract year	29
Managing Director	Ian Powell
Telephone number	01803 551551
Website	<a href="http://www.eatthatfrog.ac.uk">www.eatthatfrog.ac.uk</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	28	9	5	3	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	33							
At the time of inspection, the provider contracts with the following main subcontractors:	None							

## Information about this inspection

The inspection team was assisted by the director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Penny Mathers, lead inspector	Ofsted Inspector
Nigel Evans	Her Majesty's Inspector
Kathryn Rudd	Ofsted Inspector

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