

Inspection of Cambian Lufton College

Inspection dates:

2 to 4 July 2025

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

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

Cambian Lufton College is an independent specialist college based in Somerset. It caters for students with severe to moderate learning disabilities and multiple complex needs including autism spectrum disorder, and behavioural and emotional difficulties. The college offers residential and day provision for students aged between 16 and 25. At the time of the inspection, there were 32 students enrolled, the large majority of whom are residential and live in homes that are in, or close to, the college campus.

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

Students enjoy studying at the college. They take part in many activities to keep themselves healthy such as football, badminton and basketball at the local further education college. Students make an excellent contribution to their community. They raise funds for charities, grow plants to support wildlife conservation projects and make art installations to enhance the local countryside.

Students are very respectful towards each other and staff. They are courteous to members of the public when practising their independent living skills, such as on shopping trips. Students feel listened to by the college's staff. They participate actively in the student council and are proud that staff have acted on their suggestions. Students behave exceptionally well.

Students feel very safe at the college. They know how to keep themselves safe online and understand about issues such as deep fakes and how to protect their personal information. Students have a good understanding of what constitutes healthy relationships, for example, they know what consent means.

Students attend lessons very well. Tutors provide students with effective strategies to establish positive routines and overcome emotional and psychological barriers to attending lessons. They teach residential students how to keep their room tidy, make their bed and wash up after themselves. Consequently, students grow in confidence and become more independent at college and at home.

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

Leaders plan ambitious curriculums. They ensure that students follow an individualised study programme to gain the skills and behaviours they need to become resilient and lead independent lives.

Governors support leaders well. They enable leaders to realise their ambitious curriculum strategy by supporting the development of new animal management, land-based and horticultural training facilities. Consequently, this has increased the opportunities students have to practise new skills and gain new knowledge such as how to care for a wide range of animals and how to propagate plants for external organisations.

Leaders have increased the number of employers and community organisations they work with since the previous inspection. This provides students with new opportunities to develop their practical, social and communication skills. Students with an interest in animation receive useful advice from professional animators about how to improve their coursework. Students have completed an animation commission for a large entertainment venue to show inclusion from the perspective of people with complex learning needs. Consequently, this has increased students' confidence and provided them with excellent skills for work.

Leaders have a secure understanding of the quality of provision. They identify weaknesses well and take effective actions to make improvements. They ensure that staff receive high quality training. The college's clinical support team ensure that staff receive excellent training in risk prevention, reduction and minimisation strategies so that they can manage the behaviour of students confidently. Staff are knowledgeable about de-escalation and safe holding techniques so they can safely manage students when they demonstrate dysregulated behaviour, this has contributed to students exhibiting positive behaviours.

Tutors are well-qualified and experienced. They ensure that most lessons are purposeful and planned well. They review the progress students make against the targets within their education, health and care plans well. They use this to set challenging targets that help students to improve. A small minority of tutors do not always check what students know and can do well enough when teaching topics. They move on too quickly and, consequently, a minority of students do not remember what they have been taught.

Tutors ensure that students receive good impartial careers advice and guidance to help them to prepare for their next steps. Careers advisors take care to ensure that students know what steps they must take to achieve their career goals.

Most students who complete their programme of study take successful first steps into work and independence. Many progress to voluntary roles in, for example garden centres, animal management centres and cafes. Many students gain the confidence and communication skills they need to establish positive routines in their lives which include interests such as swimming and dance.

Around one quarter of students study a qualification and around half of these achieve. None of the small minority of students who enrol on an English and/or mathematics course achieve their qualification. Leaders have taken sensible steps to improve how they assess students' suitability to study qualifications. However, it is too early to see the impact of these actions.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Improve the planning of teaching and learning to ensure that all students recall what they have been taught and can apply this in practice.
- Improve achievement rates for students on courses with qualifications.

Provider details

Unique reference number	131921
Address	Lufton Yeovil BA22 8ST
Contact number	01615073723
Website	https://www.cambiangroup.com/specialist-education/our-colleges/cambian-lufton-college/
Principal, CEO or equivalent	Sophia Cursons
Provider type	Independent Specialist College
Date of previous inspection	17 to 19 January 2023
Main subcontractors	None

Information about this inspection

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

Cliff Shaw, lead inspector	His Majesty's Inspector
Alex Howarth	Ofsted Inspector
Hannah Hancock	Ofsted Inspector

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