

Inspection of Camphill Wakefield (Pennine Camphill Community Limited)

Inspection dates: 29 to 31 March 2022

Overall effectiveness

Inadequate

The quality of education	Inadequate
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Inadequate
Provision for learners with high needs	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Camphill Wakefield (Pennine Camphill Community Limited) is an independent specialist college in Wakefield that provides further education and training for learners with high needs aged between 16 and 25. It offers residential and day provision, with most learners attending the college as day learners. It is a registered charity and a private company limited by guarantee. The campus contains community houses, practical craft workshops, a market garden, a farm and a riding school. At the time of the inspection, there were 66 learners enrolled on land-based or crafts study programmes. Camphill Wakefield works with two subcontractors, Stride Theatre Group and Riding for the Disabled, that deliver programmes on the college site.

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

Learners do not benefit from a well-planned curriculum. Too many tutors cannot explain why they teach specific topics when they do. For example, tutors deliver sessions on autism awareness in the middle of craft sessions when learners are making craft items. As a result, learners do not make the progress of which they are capable.

Most learners do not participate in high-quality work experience or work-related activities to enable them to develop the skills and behaviours that they need to progress to employment. The very small number of learners who do benefit from work experience or work-related activities develop their employability skills well. They develop their communication skills and improve their confidence and resilience.

Learners benefit from a calm, relaxing and therapeutic learning environment. Tutors work closely with specialists such as speech and language therapists to provide valuable support to learners. This helps learners to overcome their anxieties and worries.

Learners enjoy coming to college. They have positive attitudes to learning and demonstrate good behaviour and attendance at college as a result of the clear expectations of staff. They model good behaviours in discussions with staff and visitors and are aware of the need to be considerate of the feelings of their peers.

Learners feel safe. They have a good understanding of safeguarding and the potential risks they face at college and in their personal lives. Learners are aware of the risks of speaking to strangers and how to keep themselves safe online when using their mobile phones and social media. Most learners have an appropriate understanding of the potential risks of extremism and radicalisation.

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

Leaders and managers do not have a clear curriculum strategy to support their vision of providing a high-quality curriculum that prepares learners with high needs to transition successfully to adulthood. The curriculum is too narrow, offering either a land-based or crafts pathway, and does not support learners well enough to develop the knowledge, skills and behaviours that they need to progress to their next steps, particularly in relation to employment.

Leaders and managers do not have effective oversight of the quality of teaching, including that of subcontractors. The many changes to the senior leadership team since the previous inspection have had a negative impact on the team's ability to ensure good-quality provision. The newly appointed senior leadership team recognise this and have appropriate improvement plans in place.

Governance arrangements are not effective. Members of the board of trustees do not have an accurate understanding of the strengths and areas for improvement at the college and do not provide effective scrutiny and challenge.

Leaders and managers do not develop effective relationships with partners and stakeholders. They have not developed sufficient links with employers to secure enough high-quality work placements for learners. They have been too slow, following the COVID-19 restrictions, to prioritise the securing of work experience opportunities.

Tutors do not identify accurately what learners already know and can do at the start of their programme and do not plan appropriate individual learning programmes. Too often, they set targets that learners have already achieved prior to coming to college. Tutors set too many targets in learners' individual learning plans, which leads to confusion about what learners need to focus on and what progress they make. Consequently, they do not have a good understanding of the progress that learners make.

Tutors do not use assessment effectively to check learners' understanding. They move on too quickly to other tasks without checking fully whether learners have mastered the skills that they were working on. Tutors provide feedback to learners that is too positive and does not help learners to understand and correct mistakes so that they improve.

Tutors do not provide parents and carers with sufficient information about the progress of their son/daughter/ward in developing their knowledge and skills. Tutors do communicate regularly with parents and carers about well-being and safeguarding issues.

Learners do not benefit from effective careers information and guidance to enable them to prepare for their next steps. They have very recently started to attend one-to-one careers meetings, but these have been arranged too late to provide effective support to learners who are leaving the college at the end of this academic year.

Tutors support learners effectively to develop their practical skills. They help learners prepare meals in life-skills lessons and support learners on the crafts study programme to develop their woodwork skills through recycling wooden pallets to make coffee tables.

Tutors support most learners effectively to practise and improve their English and mathematical skills. The development of these skills is integrated into the content of most lessons, which enables learners to make appropriate progress. For example, learners calculate the number of craft items required to sell at the college's summer fair. However, a few learners do not develop these skills as quickly as they are capable of doing.

Leaders and managers ensure that staff have appropriate qualifications and experience to work with learners with high needs. They deliver useful training to tutors and support staff to help them to provide effective support to learners. However, most teaching and support staff are new to the college, which means that it is too soon to see the impact of this training.

Tutors support learners well to develop a good understanding of British values and why they are important to them. Tutors prioritise learners' understanding of respect, equality and diversity. This is demonstrated in the way that learners allow each other to speak during discussions. They are respectful of the views of their peers. For example, learners

explain that it is important to be kind to people and consider their friends' boundaries and not get too close when they do not want them to.

The new chief executive officer and head of college have a good understanding of the strengths and areas of improvement of the provision. They are aware of the action that needs to be taken to improve the quality of education and to broaden the curriculum to meet learners' needs much more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead is appropriately trained and experienced to be effective in her role. Leaders and managers have appropriate policies and procedures in place to keep learners safe and mitigate risks. The safeguarding policy outlines a clear reporting procedure and learners know to whom they should report concerns. Leaders and managers implement effective safe recruitment practices to ensure that staff are appropriate to work with learners with high needs.

Learners have a good understanding of healthy relationships and consent. They can clearly explain what constitutes a healthy relationship and what is unacceptable behaviour.

Staff support learners with behavioural issues effectively. Managers hold debriefing sessions after incidents and discuss how staff can improve the future handling of situations. Tutors review and update behaviour management plans when appropriate.

Leaders and managers protect learners from potential harm while in the college and community. Risk assessments are effective in ensuring that learners are safe during activities both on and off the site. Learners understand how to keep themselves safe during practical sessions.

What does the provider need to do to improve?

- Ensure that trustees provide effective scrutiny and challenge to leaders and managers.
- Broaden the curriculum so that it meets the needs of learners.
- Ensure that tutors accurately identify what learners can and cannot do, and set appropriate targets to support their progress.
- Provide learners with high-quality impartial careers advice and guidance.
- Develop effective links with employers to enable learners to attend high-quality work placements.
- Ensure that tutors use assessment strategies effectively to check the understanding of learners.

- Ensure that tutors provide useful feedback to learners to enable them to improve further.
- Maintain effective oversight of the quality of education, identifying accurately where improvements are needed and taking swift action to make necessary improvements.
- Ensure that leaders, managers and tutors have accurate oversight of learners' progress.
- Ensure that tutors deliver a well-planned curriculum.
- Ensure that parents and carers are kept informed of the progress of their son/daughter/ward.

Provider details

Unique reference number	131958
Address	Wood Lane Chapelthorpe Wakefield WF4 3JL
Contact number	01924 255281
Website	www.camphill.ac.uk
Principal/CEO	James Heaton-Jennings
Provider type	Independent specialist college
Date of previous inspection	19–21 March 2018
Main subcontractors	Stride Theatre Group Riding for the Disabled

Information about this inspection

The inspection team was assisted by the head of college, 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

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