

Camphill Wakefield (Pennine Camphill Community Limited)

Reinspection monitoring visit report

Unique reference number: 131958

Name of lead inspector: Hayley Lomas, His Majesty's Inspector

Inspection dates: 13 and 14 December 2022

Type of provider: Independent specialist college

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Monitoring visit: main findings

Context and focus of visit

This is the first reinspection monitoring visit to Camphill Wakefield following publication of the inspection report on 13 June 2022, which found the provider to be inadequate overall.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

Themes

How much progress have leaders and trustees made in ensuring that they have effective oversight of the quality of programmes and the progress that learners make? **Reasonable progress**

Leaders and managers have appropriate oversight of the quality of the provision that they offer to learners. They have developed useful new standards for teaching and learning, which outline to tutors what is expected of them, and have provided training to tutors to support them to improve their teaching skills. Leaders and managers take action to evaluate the quality of teaching, enabling them to identify further areas of improvement.

Leaders and managers work closely with the small number of tutors who have not improved quickly enough to meet their high expectations. They have provided training and support and used their performance management process, where appropriate, to bring about change. However, they rightly recognise that further training is required to ensure that all tutors have a good understanding of and respond to their high expectations.

Leaders and managers have recently implemented a new electronic system to improve their oversight of the progress that learners make. Managers meet with tutors frequently to discuss the interventions required when learners are at risk of falling behind or are not making the progress of which they are capable.

Trustees have improved governance arrangements. They have increased the level of support and challenge that they provide to senior leaders. They are more visible around the college when undertaking monitoring visits and visiting lessons. They speak to learners and staff to enable them to gain a good understanding of the provision. Trustees receive accurate information from senior leaders, which they use to ask probing questions and initiate discussions. Leaders and managers also work closely with external specialists in provision for learners with high needs, who provide useful scrutiny and challenge to identify areas for improvement.

How much progress have tutors made in providing learners with helpful feedback that enables them to improve further?

Insufficient progress

Leaders have reinforced, through their expectations of the standards of teaching, the importance of target setting and of staff providing good-quality feedback. However, tutors are at different stages of their development and understanding of how to plan learning from individual starting points and provide effective feedback. Consequently, the quality of feedback that too many learners receive is not high enough.

Tutors work well with learners during lessons, providing verbal feedback to help them improve. For example, in pottery, the tutor demonstrates the use of a moistened sponge to work with clay on the wheel. The feedback to learners on their use of the sponge is then video recorded so that learners can review it and remind themselves of what they need to do to improve.

Tutors do not provide precise enough feedback to learners about their written work. When tutors measure progress against learners' targets, they do not provide sufficient indication as to whether learners move from completing tasks with support to completing them independently. Too often, work is undated, making it difficult to track the progress that learners have made or to identify what they need to do to make rapid progress.

In a few cases, tutors do not personalise activities in class to help learners make progress from their starting points. In these instances, learners do not have the opportunity to use the feedback that they have been provided with in previous sessions to develop the specific skills they need to work on. This prevents them from making the progress of which they are capable.

Tutors do not work closely enough with support staff to identify precisely the feedback learners need. Consequently, learners do not know exactly what they need to do to make more rapid progress towards meeting their targets.

How much progress have leaders made in ensuring that learners benefit from a broad curriculum?

Reasonable progress

Leaders have clearly defined the different educational pathways that they offer to learners. These pathways enable learners to progress through programmes that aim to increase their independence, support their well-being, and promote work readiness. For example, the 'Explore' programme gives learners opportunities to try different vocational subjects, such as animal care, textiles and gardening. This helps them to identify the sector areas they want to learn about in more depth, alongside learning life skills.

Leaders ensure that parents and carers understand what their children will learn during their time at the college. Parents and carers are invited to meet with the head

of learning each month to talk through concerns and successes. These meetings help parents and carers to find out what actions leaders and managers are taking to improve provision, and to generally keep in touch. Leaders have set up a dedicated email address, which enables them to respond quickly to emails from parents and carers. They have provided parents and carers with detailed plans of how they are improving the college.

Leaders have significantly increased the number of work experience opportunities, enabling learners to take part in meaningful work placements. Learners are prepared well throughout their time at college to engage in external work experience. Learners on the 'Experience' programme focus on enterprise activities and are proud to sell their goods, particularly at the Christmas fair. Learners on the 'Explore' programme complete work-related activities, mainly in and around college. For example, learners become the college bee keepers. Learners on the textile programme participate in 'upcycle Friday', which helps them to prepare for retail work placements.

How much progress have leaders made in ensuring that learners benefit from high-quality impartial careers advice and guidance? Reasonable progress

Leaders and managers have implemented a number of effective changes to improve the quality of impartial careers advice and guidance. They have increased the resource allocated to this aspect of the provision and have changed the timetable to ensure that learners can access the careers information they need early in their programme to enable them to plan their next steps. A local careers company attends employability sessions to provide information to learners in group sessions and hold meetings with individual learners about career options.

Leaders and managers have developed their relationships with employers and stakeholders. This helps learners to access information they need for their next steps and to learn about employment opportunities. Often, learners are provided with opportunities linked to the vocational pathways. For example, learners on the animal care course complete work experience at a local farm, and learners who enjoy the life skills element of their programme attend work experience at a cafe. Leaders and managers rightly recognise the need to continue to develop the number and range of work placements in Wakefield and in other areas, such as Kirklees and Calderdale, where many learners live and aspire to work.

Leaders and managers rightly recognise the need to develop further their understanding and use of labour market intelligence. This can then be used to identify skills needs in the local area, enabling leaders and managers to provide learners with the knowledge, skills and behaviours they need to progress on to employment. They are working with the North Yorkshire Careers Hub and local schools to gain information about opportunities in and around the areas where learners live to ensure that they are preparing learners for existing opportunities.

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