

Camphill Wakefield (Pennine Camphill Community Ltd)

Reinspection monitoring visit report

Unique reference number:	131958
Name of lead inspector:	Jacque Brown, His Majesty's Inspector
Inspection dates:	29 and 30 March 2023
Type of provider:	Independent specialist college
Address:	Wood Lane Chapelthorpe Wakefield WF4 3JL

Monitoring visit: main findings

Context and focus of visit

This is the second reinspection monitoring visit to Camphill Wakefield (Pennine Camphill Community Ltd) following publication of the inspection report on 13 June 2022 which found the provider to be inadequate overall.

Themes

How much progress have tutors made to identify accurately what learners can and cannot do, and set appropriate targets to support their progress?

Reasonable progress

Tutors have reviewed the starting points of all learners. They have carefully assessed what learners can and cannot do in all key areas such as communication, life skills, and personal and social development, and in subject areas such as mathematics, English, pottery and animal care. Tutors have also used a tool to assess accurately the starting points of learners with social, emotional and mental health difficulties. They have used the information from these assessments to agree appropriate targets for learners in their individual learning plans. Tutors are in the process of further developing the assessments to enhance the accuracy of the information that they have about learners' starting points. For example, they are writing descriptors for each assessment grade that they use so that staff have a better understanding of the reasons for allocating a particular grade.

Tutors and support staff have benefited from valuable training from external specialists in identifying accurate starting points for learners. These specialists continue to work with tutors to develop their skills and understanding further in this area.

Leaders and managers have appointed advanced practitioners who are experienced in teaching, learning and assessment. The advanced practitioners provide useful coaching and mentoring to staff on improving their understanding and their practice in the classroom.

How much progress have tutors made in using assessment strategies effectively to check the understanding of learners?

Reasonable progress

Tutors have carefully considered the range of assessment strategies available to check the understanding of learners and to track the progress that learners make.

Most tutors use the targets recorded in learners' individual learning plans well to plan activities in lessons that enable learners to develop their knowledge, skills and behaviours. For example, learners who have targets to follow instructions and work

independently take turns looking after a pet lamb at college in response to the guidance that they receive.

Tutors and support staff use a range of assessment strategies effectively to check learners' understanding. For example, they ask learners questions and observe them during practical sessions and group discussions to check what they have learned and the progress that they have made.

Tutors and support staff complete a written evaluation of learners' progress after each session that include witness statements of the progress they have observed. Most staff use these witness statements well to capture the incremental improvements that learners make. Learners also evaluate their own learning at the end of a session, which helps them to understand their progress.

Tutors have introduced new grading criteria that enable them to identify the progress that learners make and how much support is needed. Tutors record this progress on an electronic platform. Leaders and managers review this frequently to monitor the progress of learners. However, a few staff members do not record the information about learners' progress on the electronic platform, and instead use their own system. As a result, managers are not able to assure themselves of the progress that all learners make.

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

Reasonable progress

Tutors have improved the feedback that they give to learners. They have worked closely with external specialists and advanced practitioners to develop their understanding of what helpful feedback looks like. The newly appointed head of performance has begun to carry out a review of feedback to learners and to make suggestions to staff about how they can further improve their feedback. In most instances, staff provide feedback that is clear and constructive, and helps learners to improve. For example, woodwork tutors discussed with learners an activity that they completed that involved making wooden coat hooks to be sold at the Easter Fair. Tutors gave clear feedback to learners on how they could improve, such as not getting distracted by classmates while working on the task. In most instances, the feedback that staff give relates to learners' individual targets. However, a small number of tutors do not give useful feedback that enables learners to make further progress towards meeting their targets.

Tutors work more closely with learning support staff to help them better support learners, evaluate learning and give valuable feedback. Learning support staff attend training sessions provided by tutors. Each morning, tutors and support staff meet to discuss the day ahead and how best to support learners to achieve their targets.

How much progress have tutors made in delivering a well-planned curriculum?

Reasonable progress

Leaders and managers have carefully reviewed the curriculum. They have worked closely with tutors to look at the pathways that they provide, why they offer them and the content of each pathway. Tutors have considered how best to teach the curriculum to enable learners to develop the knowledge, skills and behaviours that they need to progress to adulthood. Leaders, managers and tutors have revised the programmes so that each pathway has a clear curriculum intent and tutors understand the progression routes for learners.

Most tutors have successfully revised their schemes of learning for each pathway to enable learners to improve their knowledge, skills and behaviours progressively from their starting points. However, a few tutors have not revised their schemes of learning well enough. Leaders and managers are aware of this and are supporting these tutors to do so.

Leaders and managers have recruited an experienced English and mathematics tutor who has successfully implemented an appropriate curriculum for these subjects. Learners focus on developing their understanding of functional English and mathematics. For example, in mathematics, learners learn how to measure and weigh ingredients in cookery sessions and learn to use money when out in the community. However, it is too early to see the full impact of the new curriculum.

How much progress have leaders and managers made in ensuring that parents and carers are kept informed of the progress of their son/daughter/ward?

Insufficient progress

Leaders, managers and staff have improved the communication that they provide to parents and carers about the progress of their son/daughter/ward. Parents and carers are invited to frequent parents' and carers' evenings and forums. Those who attend have a good understanding of the progress that their son/daughter/ward has made. However, most parents and carers who cannot attend these meetings do not receive appropriate updates about the progress of their son/daughter/ward. Leaders and managers rightly recognise this and have introduced written progress reports that will be sent to parents and carers each term. The first reports will be sent in the very near future.

Leaders and managers have identified education support leads whose role is to make frequent calls to parents and carers to keep them updated about the progress of their son/daughter/ward. However, too often these staff are occupied with other tasks and are not able to make the calls as often as they should.

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