



Pennine Camphill Community

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Better  
education  
and care

# Re-inspection report

Audience  
Post-sixteen

Published  
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## Introduction

Pennine Camphill Community was inspected in June 2004. Inspectors from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) carried out the inspection under Section 62 of the Learning and Skills Act. The quality of provision was found to be satisfactory or better in all areas inspected, except in Literacy, Numeracy and Communication which was found to be less than satisfactory. Ofsted is responsible for re-inspecting all provision that is less than satisfactory within two years of the original inspection. If inadequate areas of learning or aspects of provision remain inadequate following re-inspection, inspectors will continue to monitor progress at annual assessment visits, but the areas will not be re-graded. They will be re-inspected during the full college inspection.

The less than satisfactory literacy, numeracy and communication was re-inspected on 29 and 30 June 2006. The outcomes of the re-inspection are as follows.

Curriculum area	Original grade	Re-inspection grade
Literacy, Numeracy and Communication	4	4

## Context

There is no discrete provision for literacy, numeracy and communication skills. These subjects are taught through the three curriculum areas: learning through living, learning through work and learning through lessons. At the time of inspection, 28 learners were involved in improving their literacy, numeracy and communication skills, 11 of whom were working at pre-entry level and the remainder at entry level 1.

### *Strengths*

- *good development of speaking and listening in a wide range of situations*
- *good use of realistic settings to support learning*
- *very effective use of co-worker support that contributes to students' learning and confidence*

### *Areas for improvement*

- *lack of clear strategy to implement the literacy and numeracy policy throughout the college*
- *insufficient linking of baseline assessments to lesson planning*

- *insufficient recording of progress in lessons*
- *slow progress made in addressing issues raised at the last inspection*

### Achievement and standards

Learners develop good speaking and listening skills in a wide range of situations. At a meal-time, for example, a learner who had been an elective mute was being encouraged to ask for items from fellow learners, co-workers and other staff. Baseline assessments have improved and provide a satisfactory starting point for developing literacy and numeracy. The information from these assessments however, is not linked systematically in all curriculum areas to plan for further learning and assessment.

### Quality of provision

Teaching is mostly satisfactory. Realistic settings are used well to support learning. The learners are actively engaged in negotiating and planning learning activities. Recording of learners' literacy and numeracy skills is insufficient and does not routinely capture individuals' progress in each lesson. Half-termly recording is too descriptive and does not sufficiently document individual learner progress. Literacy and numeracy skills are effectively developed in some lessons, but this is not consistent across the college. Overall, learners are well supported. The use of co-workers to support learning has improved significantly and they are more active in enabling the learners to develop skills and confidence.

### Leadership and management

There has been slow progress in addressing the issues raised at the last inspection and actions taken have had a limited impact. Formal and informal monitoring provides the management with a clear understanding of the extent to which literacy and numeracy is integrated into learning. A literacy, numeracy and communication (LNC) co-ordinator has been appointed to lead and support LNC throughout the college. Plans to implement the LNC policy are still developing but there is not a clear strategy to ensure this policy is applied swiftly across all areas.