

# Pennine Camphill Community

## Inspection report

---

**Unique reference number:** 131958

**Name of lead inspector:** Margaret Hobson HMI

**Last day of inspection:** 17 March 2011

**Type of provider:** Independent specialist college

**Address:** Wood Lane  
Chapelthorpe  
Wakefield  
WF4 3JL

**Telephone number:** 01924 255281

## Information about the provider

1. Pennine Camphill Community (Pennine) is an independent specialist college that provides further education and training for learners aged 16 to 25 who have learning difficulties and/or disabilities. The college is part of the Association of Camphill Communities, founded in 1940 to create communities in which vulnerable children and young adults can learn and work in a mutually supportive environment. It is staffed by residential co-workers and day staff. Many senior co-workers live on site and some take on the role of house guardians and teachers. The trainee co-workers are volunteers from a wide range of countries and usually work at Pennine for one year. Since the last inspection, Pennine has opened a new vocational craft centre and restructured its management roles and responsibilities.
2. Pennine is located four miles from Wakefield on a 58-acre site and is a registered charity and a company limited by guarantee. Within the campus there are practical craft workshops in a new skills centre, as well as estate and rural skills. In addition the campus has community houses, a market garden, a farm and a riding school. Currently 29 learners are funded by the Young People's Learning Agency (YPLA). Of these, three learners are aged 16 to 18 years and 26 are 19 years or over; 21 learners are residential and eight attend on a daily basis. At the time of the inspection three learners were of minority ethnic heritage and 21 were male.

Type of provision	Number of enrolled learners in 2009/10
Provision for young learners: 16 to 18	3 full-time learners
Provision for adult learners: 19+	29 full-time learners

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

<b>Overall effectiveness of provision</b>	<b>Grade 3</b>
---	----------------

<b>Capacity to improve</b>	<b>Grade 3</b>
----------------------------	----------------

<b>Aspect</b>	<b>Grade</b>
Outcomes for learners	2
Quality of provision	3
Leadership and management	3
Safeguarding	2
Equality and diversity	3

## Overall effectiveness

- Pennine’s overall effectiveness is satisfactory. Outcomes for learners are now good with learners achieving a high level of National Vocational Qualifications (NVQ) at level 1. The standard of work and skills development in practical sessions is high. Learners develop their personal and social skills very well and have good access to external awards to accredit their personal and social skills development. However, in non-accredited learning, the targets are too broad and not sufficiently broken down into small steps to promote learning. Recording against targets is not sufficiently developed. Teaching and learning are satisfactory but with missed opportunities to extend learning in sessions run by voluntary co-workers in the residences. Learners benefit from good resources on site to develop their practical skills in a range of areas within the Pennine community.
- Partnership arrangements are good and are very effectively used to extend opportunities for learning in the wider community. External non land-based work placements for individual learners are limited. Care, guidance and support are good and specialist support is now highly effective. Learners develop their communication skills very well. Leadership and management are satisfactory. In the past year, Pennine has strengthened its management structures, clarified roles and responsibilities and appointed three new strategic managers. The trustees have effective involvement in monitoring and developing Pennine’s work. The quality assurance arrangements are satisfactorily implemented. The process for the observation of teaching and learning is effective in identifying unsatisfactory teaching. However, the proforma used to record the observation findings hinders recording and is not effective in differentiating good from outstanding teaching. The outcomes of observations are not used effectively to develop a detailed action plan. Safeguarding is good and equality and diversity are satisfactory. Value for money is good.

## Main findings

- Outcomes for learners are good. Learners develop a good level of practical skills and the standard of work is high. Pass rates for NVQ at level 1 are high and improving. Core targets are not sufficiently broken down to promote small steps in learning. The effective recording of progress against targets is not sufficiently developed.
- Learners make good progress in their personal development and social skills. They develop good communication and independence skills. Learners feel safe and improve their health and well-being through Pennine's strong focus on healthy living. Learners make a good contribution to Pennine and local community events.
- Teaching and learning are satisfactory. Resources in the practical workshops are of a high standard. Tutors are well qualified and use their wide experience to plan and deliver sessions carefully. In the better sessions, targets are individual and used effectively, and learners make good progress. However, most targets are too broad and not sufficiently individualised to the learners' needs.
- Sessions run by volunteers are planned with support from tutors. Volunteers who run learning sessions in the Pennine residences do not have the experience to develop learning and to monitor and record progress. Inspectors observed missed opportunities to extend learning. Monitoring of the volunteers' work is not sufficiently effective.
- Pennine's provision meets learners' needs satisfactorily. Learners benefit from good resources to develop their practical skills in a range of areas within the Pennine community. Pennine has worked hard to extend the range of external work projects. However, the range of non land-based placements is limited. Learners do not develop their skills sufficiently in using information and learning technologies (ILT).
- Pennine has a good range of partnership arrangements with the local community, public services, higher education, the voluntary sector and the local authority. Learners benefit from these partnerships through good access to opportunities to practise their employment and work skills and to develop their social and independence skills.
- Care guidance and support are good. Pastoral care is good. Specialist support, including speech and language therapy and a range of additional therapies, is good. Learners benefit from improved external specialist support because of good relations with the local health centre. Transition planning for learners wanting to move on to employment and volunteering needs further development.
- Leadership and management are satisfactory. Senior managers and trustees set a clear direction for the development of Pennine. Managers' roles and responsibilities are now clearer. Trustees provide good support to management groups. Additional senior managers have been appointed with responsibility for education, human resources and transition.

- Safeguarding is good. Senior staff and care managers provide good monitoring and response to learners' welfare needs. Learners know who to go to if they feel unsafe. All staff receive regular training and updates. Strong links are in place with the local authority safeguarding team to ensure that incidents are dealt with quickly while providing good support for learners.
- Equality and diversity are satisfactorily promoted across Pennine's provision. Tutors use an effective range of activities to raise learners' awareness of the cultural aspects of diversity. Staff and learners are aware that discrimination, bullying and harassment are not tolerated. Staff have good access to regular training on equality and diversity.
- Pennine's strategy for collecting learners' views is satisfactory. The student council is active and confident and the Principal receives the minutes of each meeting. Pennine regularly collects and summarises learners' views. However, formal evaluation and use of learners' views is not sufficiently timely. Satisfactory actions are taken from parents' feedback.
- Pennine's self-assessment report is satisfactory but data in the report are insufficiently evaluated to identify improvements. The lesson observation scheme is effective in identifying poor teaching, but the recording form is not effective in differentiating good from outstanding teaching. Areas for development are identified but they are not sufficiently used to develop a detailed action plan.

### **What does Pennine Camphill Community need to do to improve further?**

- Review and develop target setting and recording of progress. Ensure that targets are broken down sufficiently to meet individual needs and that the recording of progress clearly states the progress made. Ensure that the monitoring process is systematic and rigorous in promoting improvements.
- Improve the support and monitoring of volunteers' work with learners to ensure there is an improved approach to extending learning opportunities.
- Review and extend non land-based work opportunities to provide an increased range of external and internal work experience.
- Extend the availability of ILT in sessions so that learners have the opportunity to develop their skills in using learning technologies.
- Implement fully the planned actions to improve transition for learners moving into employment and volunteer opportunities.
- Ensure the self-assessment report is strengthened by implementing a process of systematic monitoring and evaluation of data, including learners' views and achievement data, to identify actions to promote continuous improvement.
- Review and develop the observation recording form so that it better captures a balance of evidence on teaching and learning. Ensure that identified areas for development are broken down into a meaningful action plan to promote staff understanding and improvement more effectively.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the community life
- making friends
- doing jobs around the residences
- working on the estate
- the good food.

### **What learners would like to see improved:**

- the opportunity to attend cultural activities in the evening
- fewer jobs around the residences
- to be able to watch more DVDs and films.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

5. The college has made satisfactory progress since the last inspection and has taken appropriate action to tackle areas for improvement. Outcomes for learners have continued to improve since the last inspection and are now good. However, core targets for non-accredited learning are insufficiently broken down into small steps to promote learning. Recording of progress against these targets is underdeveloped.
6. Leadership and management are satisfactory. The senior management team meets weekly and is effective in monitoring provision and in prioritising and implementing change. Challenging strategic objectives are now in place. The appointment of three strategic managers in the key areas of education, human resources and transition increases management capacity. Trustees are effectively involved in strategic development and monitoring. The self-assessment process is satisfactory and the report is broadly accurate. The quality improvement plan is effectively implemented and monitored. Quality assurance arrangements are now systematically applied. The lesson observation process is sound but recording of outcomes and action planning are underdeveloped. Use of data to promote improvement is not systematic. Resources are of a high standard, financial management and oversight are sound and value for money is good.

### Outcomes for learners

**Grade 2**

7. Outcomes for learners are good. There is no difference in the achievement of different groups of learners. Learners enjoy practical sessions and develop a good level of practical skills. The standard of work is high. Access to nationally accredited awards is now good. Pass rates for NVQ at level 1 in horticulture and food preparation are high and improving, from 75% achievement in 2007/08 to 100% in 2009/10. NVQ programmes now provide good challenge for foundation learners. Access to external awards to accredit achievements in personal and social development has increased from 12 learners in 2007/08 to 32 in 2009/10. All current learners are appropriately involved in external accreditation.
8. In non-accredited learning, data indicate a year-on-year increase in learner achievement of core targets and progress is monitored weekly. Since the last inspection a new framework for core targets has been introduced. However, the core targets are too broad and are not sufficiently broken down into small steps of learning. Recording of progress against individual targets does not always clearly identify the progress made. The self-assessment report does not identify this area for development.
9. Learners enjoy their studies, gain in confidence and greatly improve their personal and social skills. They demonstrate good development of communication and independence skills. Satisfactory travel training is provided for those who are ready. Attendance and punctuality are good. Learners report

they feel very safe. They know who to go to and what to do if they have a problem. Pennine reinforces safe working practices very well.

10. Pennine has a strong emphasis on healthy living and learners have good opportunities to make informed choices. Learners make a good contribution to the community in which they live and work. They also make a good contribution to local community events and external work projects. The good vocational settings on site and the NVQ qualifications satisfactorily support learners to increase their employability skills. Learners' destinations are satisfactory and appropriate. In 2009/10, of 12 leavers four continued in further education, four entered voluntary work and three remained in supported living.

## The quality of provision

## Grade 3

11. Teaching and learning are satisfactory overall. In the better sessions, teaching is highly practical and tutors use their extensive industrial experience to illustrate key points. Targets are individual and used effectively, and learners make good progress. Procedures for initial assessment are satisfactory and individual learning plans are thorough. The majority of targets are too broad and not sufficiently individualised to the learners' needs. The recording of progress against targets is not consistently effective.
12. The majority of tutors are well-qualified. They have specialist skills and valuable experience that inform their planning and delivery in sessions. Staff development opportunities are good. Resources in the practical workshops are of a high standard. Sessions run by volunteers are planned with support from tutors. However, volunteers who run learning sessions in the Pennine residences are not sufficiently experienced to develop learning, and monitor and record progress. Inspectors observed missed opportunities to extend learning. Monitoring of the volunteers' work is not sufficiently effective.
13. The range of provision to meet learners' needs is satisfactory. Learners benefit from good resources on site to develop their practical skills in a range of areas within the Pennine community. Pennine has worked hard to extend the range of external work projects. However, the range of non land-based work placements remains limited. The NVQ programmes provide appropriate challenge to the foundation learners. Information and learning technologies (ILT) are used appropriately for recording achievement. However, learners do not sufficiently develop their skills in using ILT.
14. Partnership arrangements are good and extensive. Pennine makes very effective use of local partnerships to extend opportunities for learning. Highly effective partnerships provide practical land-based projects for learners with the National Trust and the local conservation and community association. The partnership with the local riding for the disabled group ensures good use of the onsite stable facilities and provides good opportunities for learners to develop practical stable management skills. Strong overseas partnerships enable Pennine to recruit young volunteers which provides learners with a good opportunity to work alongside peers from a wide range of cultural and ethnic backgrounds.

15. Support for learning continues to be good. Pastoral care is of high quality from skilled and experienced staff. Specialist support is good and is based on thorough assessment. Pennine now employs a specialist speech and language therapist who supports the development of individual learners' communication very effectively through direct and indirect work. Detailed support plans are in place at entry. Communication about learners' changing needs is disseminated and monitored very effectively. Relationships with the local health centre are excellent and ensure good referral for additional specialist support. Transition planning for learners wanting to move on to employment and volunteering needs further development.

## **Leadership and management**

## **Grade 3**

16. Leadership and management are satisfactory. The strengthened management structure now provides more effective accountability, focus and communication. Individual management groups have specific roles and responsibilities for key functions and devolved budgets. Trustees provide good support for management groups. Three additional strategic managers have been appointed for education, human resources and transition. Appraisals are satisfactorily linked to the outcomes of lesson observations. A trustee appraises senior managers and sets challenging targets.
17. Safeguarding is good. Processes for staff recruitment are rigorous and detailed records are held on a central register. Policies and procedures are robust and safeguarding is prioritised very effectively. Senior staff and care managers provide good monitoring and rapid response to learners' welfare needs. A range of learner incidents is recorded and monitored very thoroughly to promote increased understanding of individual learner support needs. All staff receive comprehensive training. Strong links are in place with the local authority safeguarding team and the Camphill communities' safeguarding team to ensure that incidents are dealt with quickly.
18. Equality and diversity are satisfactorily promoted overall. Pennine effectively meets its statutory duties in relation to equality and diversity. A robust updated policy takes account of recent legislation and sets clear objectives for improvement. Staff have good access to regular training on equality and diversity. An effective range of activities and the diverse backgrounds of the volunteer co-workers are used successfully to raise learners' awareness of the cultural aspects of diversity. Pennine meets learners' individual cultural needs well. A new booklet gives a clear overview of the single equality scheme and incorporates aspects of the Equality Act 2010. Staff and learners are aware that discriminatory practice, bullying and harassment are not tolerated. Pennine provides good support for learners to develop increased tolerance of different cultures. Data are used appropriately to improve provision.
19. Pennine's strategy for involving learners is satisfactory overall. The student council is active and confident and the Principal receives the minutes of each meeting. Regular informal learner feedback is collected and good actions are taken at session level. Feedback through the termly learner questionnaires is

summarised well but formal analysis and use of these data are not sufficiently timely. Use of parental feedback to promote improvement is satisfactory.

20. Self-assessment is satisfactory and the current report is broadly accurate but data in the report are not used sufficiently to identify improvements. Quality assurance of the provision is satisfactory. The improvement plan focuses effectively on key priorities. Managers monitor implementation of the plan very effectively at the weekly senior management meetings and identify clear actions to promote further improvement. The lesson observation scheme is effective in identifying poor teaching. Inspectors found judgements on joint observations sound. The observation recording form does not, however, support the process and hinders the grading of good or better teaching. The outcomes are not sufficiently used to provide a detailed action plan. External moderation of observation outcomes is planned. Regular monitoring of the quality of learner targets now takes place with evidence of appropriate changes being made. However, this needs to be more rigorous and systematic.
21. Pennine has sound financial systems. Achievement of external awards is good. Learners develop a high level of practical, personal and social skills in good accommodation. Resources for teaching and learning are good overall. Value for money is good.

## Information about the inspection

22. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's Vice Principal, as nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
23. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas college offers.

**Record of Main Findings (RMF)**  
**Pennine Camphill Community**

**Learning types: 14 – 16:** Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive	19+ Learner responsive
<b>Approximate number of enrolled learners</b>			
Full-time learners	29	3	26
Part-time learners	0	0	0
<b>Overall effectiveness</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Capacity to improve</b>	3		
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2		
How well do learners attain their learning goals?	3		
How well do learners progress?	2		
How well do learners improve their economic and social well-being through learning and development?	3		
How safe do learners feel?	2		
<i>Are learners able to make informed choices about their own health and well being?*</i>	2		
<i>How well do learners make a positive contribution to the community?*</i>	2		
<b>Quality of provision</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do teaching, training and assessment support learning and development?	3		
How effectively does the provision meet the needs and interests of users?	3		
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>Leadership and management</b>	<b>3</b>	<b>3</b>	<b>3</b>
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3		
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	3		
How effectively does the provider promote the safeguarding of learners?	2		
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3		
How effectively does the provider engage with users to support and promote improvement?	3		
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3		
How efficiently and effectively does the provider use its available resources to secure value for money?	2		

\*where applicable to the type of provision

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 090105

© Crown copyright 2011