

# The Mount Camphill Community

## Inspection report

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**Unique reference number:** 131923

**Name of lead inspector:** Joyce Deere HMI

**Last day of inspection:** 20 January 2011

**Type of provider:** Independent specialist college

**Address:** Faircrouch Lane  
Wadhurst  
East Sussex  
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**Telephone number:** 01892 78 2025

## Information about the provider

1. The Mount Camphill Community (the Mount) is an independent specialist college that provides further education and training for residential and day students aged 16 to 25. The Mount is part of the Camphill Movement, 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. The senior co-workers live on site and most take on the role of house coordinators and team leaders. Some are also tutors. The trainee co-workers are volunteers from a wide range of countries and usually work at the Mount for one year. Since the last inspection the Mount has had a change in its leadership arrangements and a manager was appointed 10 months ago.
  
2. The Mount is located in Wadhurst, East Sussex, and is a registered charity and company limited by guarantee. Within the campus there are practical craft workshops and estate and rural skills. Students are funded by the Young People’s Learning Agency (YPLA). Most students funded by the YPLA study at the Mount for three years and may then progress to the Young Adults Programme, which is funded by social services, and was not inspected. At the time of inspection four students were of Black Caribbean or Asian heritage and 14 were male.

Type of provision	Number of enrolled learners in 2010/11
Provision for 16-18 learners	4
Provision for 19+ learners	20

## 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>
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<b>Capacity to improve</b>	<b>Grade 3</b>
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	<b>Grade</b>
Outcomes for learners	3
Quality of provision	2
Leadership and management	3
Safeguarding	3
Equality and diversity	3

## Overall effectiveness

3. The provision at the Mount is satisfactory. Outcomes for students are satisfactory, with students increasingly achieving units of accreditation. The standards of work in practical sessions are good. However, the Mount has no system for showing the distance travelled by students during their three years with the community. Teaching and learning are good, with the practical focus of the provision being particularly motivating for students. Care, guidance and support are good, with very effective therapeutic interventions and strong personal support for students. Leadership and management are satisfactory. The Mount has been through a period of significant turbulence and change in its leadership and management arrangements. The new manager and newly appointed management group, with support and advice from trustees, have strengthened the Mount's capacity to respond to statutory requirements. Many of the revised arrangements were newly in place at the time of inspection. Safeguarding is now satisfactory as are equality and diversity. The Mount does not use its data to show improvement year on year. Value for money is satisfactory.

## Main Findings

- Outcomes for students are satisfactory. Many students achieve units of accreditation. However, without a satisfactory baseline, it is not possible to measure the distance travelled by students and to determine how far programmes stretch and challenge them.
- Standards of practical work are high. Students make good progress in developing communications and independence skills, particularly in the

residences. However, the Mount has not established a systematic method of capturing this progress.

- Students feel safe. They have a good awareness of safety procedures and demonstrate safe working practice in the workshops.
- Teaching and learning are good. Learners contribute well and are actively engaged in the practical activities. Teachers make good use of questioning techniques and feedback to students effectively. However, the recording of students' progress is insufficiently evaluative, and does not assist in further planning.
- Literacy and numeracy skills are well embedded in practical sessions. The day-to-day recording of skills of communication and independence is detailed and thorough in the residences, but opportunities to develop or consolidate these skills are missed in the formally-taught sessions.
- The practical nature of the formally taught sessions is highly motivating for students. The enrichment opportunities are good, although wider opportunities for employment-related activities are limited.
- Partnerships are satisfactory overall, and the Mount has productive relationships with the local authority and health services. However, partnerships with local providers and employers are insufficient to provide students with the breadth of experience needed to inform their decision making for future placements.
- Care, guidance and support are good. Students benefit from the enthusiasm and skill of the overseas volunteers, personal support and the expertise of the therapists.
- The manager and trustees have worked very effectively to rectify shortfalls in meeting external requirements. The restructuring of the management arrangements has resulted in clearer lines of responsibility and accountability.
- Safeguarding arrangements are satisfactory. All staff, including volunteers, are satisfactorily trained and updated, and managers work well with the local safeguarding board. Safe-practice procedures are followed in staff recruitment and all incidents are appropriately recorded and reported.
- Equality and diversity are satisfactory overall. Respect for the dignity of individual students is at the heart of the Mount ethos, and policies meet requirements. However, further training is required in promoting equality and diversity more explicitly.
- The encouragement of students to have their voices heard is integral to staff practice, but the formal arrangements for students to be involved in the decision-making processes of the organisation are insufficient.
- The quality improvement plan is clearly focused, well monitored, and much has been achieved to time. However, the self-assessment report is not sufficiently evaluative, is over-optimistic in its grading, and does not make sufficient use of data when assessing the Mount's performance.

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

- Ensure that an effective baseline is established, encompassing all aspects of a student's programme, so that distance travelled can be effectively evaluated.
- Build on good practice to ensure that students' individual learning plans are used in planning all sessions and for evaluating students' progress.
- Build on the good development of practical skills by widening students' experience through activities such as social enterprises, or linking with other providers.
- Make use of all aspects of achievement data so that managers can evaluate performance and overall improvements from year to year.
- Implement further training for staff so that equality and diversity are explicitly promoted throughout the curriculum.
- Ensure that the self-assessment report better reflects the quality of provision by implementing a process of systematic monitoring and evaluation of data throughout the year.
- Encourage students to have a greater involvement in the decision-making processes of the college by reviving the students' council and encouraging students to contribute to decision-making committees, including the board of trustees.

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

### **What learners like:**

- their friends
- story telling
- playing sports and swimming
- the Steiner philosophy
- cooking their own meals
- practical skills
- going out
- cinema.

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

- not to have to go out in the cold
- nothing else.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 3**

4. The Mount has satisfactory capacity to improve. It has been through a period of significant change during the past year, and has not been able to sustain the quality of provision found at the previous inspection. Significant areas of concern by external bodies in relation to safeguarding have been rectified, and the new management structure provides clear lines of responsibility. Most areas for improvement previously identified have been partially or fully addressed, and the improvement plan is well monitored. However, the self-assessment process is not used effectively to monitor and evaluate the provision. Much is newly in place and the quality arrangements have yet to impact fully on the provision.

### Outcomes for learners

**Grade 3**

5. Outcomes for students are satisfactory. Students enjoy the practical subjects and the standard of work is good. In 2009/10 most students achieved units of external qualification in practical crafts and around a third achieved functional skills qualifications. No significant gaps in performance between different groups were identified. However, it is not clear from the data how far achievements are challenging for students.
6. Students make good progress in their communication and social skills and develop skills of independence. However, the absence of a baseline in these areas makes it difficult to evaluate the students' overall progress in these key areas of their programme.
7. Attendance and punctuality are good and despite a dip in 2009/10, retention is satisfactory. Students' destinations are satisfactory. Most students progress into supported living in one of the Camphill Communities, although in 2009/10 three of the twelve leavers returned home.
8. Students satisfactorily produce work-related skills through their practical subjects, although there has been a drop in the opportunity for work experience. Students feel safe at the college and have a good awareness of safety procedures. They demonstrate safe working practice in their sessions, with good reinforcement from the staff. Students have the opportunity to attend sports activities and appreciate the organic food provided by the college. They demonstrate an understanding of its value for their health and well-being.

### The quality of provision

**Grade 2**

9. The quality of provision is good. Teaching and learning are good. Sessions are well paced and are focused on practical activities. Students contribute well and enjoy lessons. Teachers and support staff use highly-effective questioning techniques to encourage students and to check learning. Students receive constructive feedback and encouragement. Resources in the practical

workshops are of a high standard, and provide students with an initial understanding of effective working practices. However, the evaluation of sessions is insufficient.

10. Initial assessment is satisfactory, and the recent introduction of a detailed support plan has provided a stronger starting point from which to measure progress in areas such as independence skills and communication. The support plan is currently distinct from the individual learning plan used for teaching, although there are plans to work towards greater integration.
11. Literacy and numeracy are well embedded into the practical workshops and teachers reinforce the skills in the sessions. The recording and evaluation of skills of independence and communication are detailed and thorough in the residences. However, these skills are less effectively recorded in the practical workshops, with missed opportunities for meeting individual students' needs. The availability of technology is satisfactory with access to computers in all houses and the student library. Teachers are appropriately qualified or working towards recognised qualifications.
12. The range of programmes provides particularly good opportunities to learn through practical skills which engage and motivate learners. Skills for independence are developed in the residences and through enrichment activities. However, the opportunities to provide wider experiences, such as links with other providers through work experience placements or the development of social enterprises, building on the practical skills offered, are insufficiently developed. Enrichment activities offer a range of additional experiences for students.
13. Arrangements for partnerships are satisfactory overall. The college makes good use of partnerships within the Camphill movement, which provides supportive progression routes for leavers, and partnerships are being developed with the local authority and health services. Partnerships with local employers and education do not provide students with sufficient experience of participating in external placements to help them to consider possibilities for transition. A newly-appointed coordinator has devised new procedures to increase the availability of work experience.
14. Care, support and guidance for students are good. They benefit from the skills and enthusiasm of the international volunteers. The therapeutic programmes contribute effectively to students' health and development. Reviews of progress are held on a termly basis, with input from everyone involved with the student. These record current progress but do not always refer back to a student's starting point. Students are well supported personally, and know whom to go if they need help. The recently implemented support planning procedures pull together the different strands of support. However, its full impact has yet to be evaluated. Transition arrangements have improved and demonstrate some good practice. However, the overall programme lacks coherence and an overarching structure.

## Leadership and management

## Grade 3

15. Leadership and management are satisfactory. The manager, newly appointed 10 months ago during a period of turbulence, has introduced significant changes to the management structure and to social care practice. These changes have been well prioritised, planned and implemented in consultation with the staff and students concerned. The management structure now provides for greater accountability of functions and places a stronger focus on the need to meet external requirements. A new system of staff supervision has been used to reinforce challenging changes and to support staff in adapting to new ways of working. The staff have received extensive training in implementing the revised and updated policies and procedures relating to student welfare. The Mount has introduced a database to record students' achievements of external qualifications, but it is not yet able to demonstrate year-on-year improvement of outcomes by producing relevant performance data.
16. The trustees have recognised the need to exercise greater rigour in their oversight of the provision and have worked hard over the year to change their own practice and to support the new manager in rectifying areas of concern. They have received detailed accounts of the progress being made, and take pains to listen to staff views. Their sympathy with the ethos of the Camphill movement, and their relevant experience, have both been invaluable in assisting the manager to update management practice and implement change. Trustees are actively seeking to widen the representation of the board. They have held several extraordinary meetings over the past year, and are realistic about the time it will take to embed change.
17. Safeguarding is satisfactory. Following concerns raised by external bodies about safeguarding incidents, the Mount has revised its practices. This has taken several months, and the community now meets requirements. The managers have a productive relationship with the local authority safeguarding board and all staff have been trained appropriately. The three named responsible staff are now themselves trainers and two live on site. A named trustee has specific responsibility for safeguarding. The Mount follows safe recruitment practice of staff and volunteers, including overseas volunteers. All staff and volunteers have been appropriately vetted. The incidents report is tabled at trustee meetings. Staff training includes the Mental Capacity Act (2005) and enabling choice is central to staff practice.
18. Equality and diversity are satisfactory. The Mount places the recognition of dignity of all human beings at the centre of its philosophical base. The new single equality policy incorporates key aspects of the Equality Act 2010. The staff and students have received awareness training and know that discriminatory practice will not be tolerated. They know whom to go to in the event of bullying or harassment. The Mount has recently collated staff equalities data, and has revised its interviewing practice so that it is based on equality of opportunity practice. The monitoring of students' applications over the past year shows that around a quarter of students are from minority ethnic heritage.



A recent analysis of students' outcomes showed no significant gaps in achievements between different groups. The explicit promotion of equality and diversity through the curriculum is insufficient.

19. Managers are in the process of developing an annual quality cycle, and recognise that the self-assessment process needs to be integral to their processes. The quality improvement plan is sharply focused on what needs to be done and is monitored effectively. The teaching observation scheme is based mainly on peer evaluation and annual findings have been analysed. Inspectors found judgements on joint observations sound. Further external evaluation of the observations is planned. The meetings structure is very effective in enabling staff to monitor all aspects of students' experience. A start has been made with the introduction of a management information system. However, the staff have not yet developed performance indicators that show annual trends in relation to key aspects of its performance.
20. The staff at the Mount listen to parents', carers' and students' views. Students contribute to house meetings and are involved in the selection of staff. However, formal arrangements for responding to the views of users are unsatisfactory. The student council has not met recently and the students do not have representation on any decision-making committees, including the board of trustees.
21. The Mount has sound financial systems. Resources for teaching and learning are good overall, and information technology is increasingly used. Value for money is satisfactory.

## Information about the inspection

22. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the nominee, carried out the inspection. Inspectors also took account of the college's most recent self-assessment report and development plans, 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. They looked at questionnaires that learners and parents had recently completed on behalf of the college. They also observed learning sessions and carried out case studies of individual students. Inspectors collected evidence from programmes across the full range of provision.

**Record of Main Findings (RMF)**

**The Mount 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 <b>using the 4 point scale</b> 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	24	4	20
<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>3</b>	<b>3</b>	<b>3</b>
How well do learners achieve and enjoy their learning?	3		
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?	3		
<i>Are learners able to make informed choices about their own health and well being?*</i>	3		
<i>How well do learners make a positive contribution to the community?*</i>	3		
<b>Quality of provision</b>	<b>2</b>		
How effectively do teaching, training and assessment support learning and development?	2		
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?	3		
How effective are the care, guidance and support learners receive in helping them to achieve?	2		
<b>Leadership and management</b>	<b>3</b>		
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2		
<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?	3		
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?	3		

\*where applicable to the type of provision

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