

## MONITORING VISIT: MAIN FINDINGS

Name of college: Mount Camphill  
Date of visit: 10 December 2008

### Context

The Mount Camphill Community (The Mount) is an independent specialist college that provides further education (FE) and training for residential and day learners 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. The Mount is staffed by residential co-workers and day staff. The senior co-workers live in The Mount and most take on the role of house co-ordinators 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. The Mount is located in Wadhurst, East Sussex and is a registered education charity, limited by guarantee. The Mount was last inspected in November 2007 and all aspects were judged to be good.

### Achievement and standards

How well are learners continuing to achieve externally accredited awards?	Reasonable progress
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Learners at the Mount continue to achieve external awards very well. The number of entry level qualifications has continued to increase during 2007/08 with 30 learners achieving 119 units at entry level and nine units at level 1. This is an increase from the previous year when 90 units were successfully achieved at entry level, 13 at level 1 and 2 at level 2. In this current year, 2008/09 36 learners to date have achieved 93 units across seven craft areas, mostly at entry level and five achieving at level 1.

### Quality of provision

How much progress has been made in providing work experience placements for learners?	Reasonable progress
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The Mount has made reasonable progress in developing its range of work experience for its learners. The type of work placements includes work in cafés, horticulture, administration and retail. During this academic year 13 of the third year learners have undertaken work experience. Nine learners go out each week. Some feedback from the host organisations is very detailed and clearly demonstrates the tasks that each learner is involved with along with how well they are achieving skills. However,

not all feedback is as detailed or useful. At present work experience is arranged only for learners during their third year. The Mount is considering introducing it towards the end of the second year.

How well have transition arrangements been developed?	Insufficient progress
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There has been insufficient development of the transition programme for learners. The Mount has made efforts to develop its relationship with the local Connexions partnership but they acknowledge that further work needs to be done to make stronger links with learners' home area personal advisers. It has focused strongly over the past year on developing its 'Young Adult' programme for those learners who may choose to move into a more intensive independent provision after the third year. A new house has been purchased to accommodate learners on this programme. There is still a focus on living arrangements for learners' next steps but insufficient exploration of further training or employment during the last year of the learners' programme. There is no direct link to the work experience programme, and learners have limited access to careers information and resources.

#### Leadership and management

How much progress has been made to ensure that staff are fully trained to support the literacy and numeracy needs of learners?	Significant progress
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Since the previous inspection, the Mount has made significant progress in ensuring that staff are more confident and competent in supporting the literacy and numeracy needs of its learners. The coordination of this support is more robust. The coordinator now works alongside tutors in the workshops to support learners, demonstrating how literacy and numeracy is able to be embedded into workshop activities. There is more focus on learners being encouraged to formulate their own descriptions that link to photographic evidence in their portfolios of work. Further to this, co-workers have had a meeting with the coordinator at the beginning of the academic year about how to embed literacy and numeracy for each learner during the evening and weekend activities. Clear guidelines have been produced for recording literacy and numeracy as part of learners' life skills development within the houses. Very useful suggestions are provided to staff linked to each learner's literacy and numeracy support needs. These include such activities as reading simple recipes, identifying and reading signs when out in the community, identifying correct coins when shopping. Individual learning plans clearly record both targets and strategies to be used for literacy, numeracy and communications.

How much progress has been made in developing the formal arrangements for learners' feedback?	Significant progress
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A student council has been formed with elected representatives from each house. The council is chaired by a member of staff who also provides notes from the meetings for learners to feed back to their peers. Clear guidelines have been produced on the role of the student council. They are scheduled to meet each term. Issues are taken to the management group and it is planned that the student council will present a summary of their work to the board of trustees annually. The student council has started to have some impact. After discussions, management are providing learners with a budget to further stock the college library with their choice of books. Learners will also be actively involved in purchasing the new stock.