



ADULT LEARNING
INSPECTORATE



OFFICE FOR STANDARDS
IN EDUCATION

Inspection report
William Morris House Camphill Community

Dates of inspection: 30 September – 3 October 2002

A report from the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI)
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Basic information about the college

Name of college:	William Morris House Camphill Community
Type of college:	Independent, residential, specialist
Principal:	Suzanne Pickering on behalf of the management group
Address of college:	William Morris House Eastington Stonehouse Gloucester GL10 3SH
Telephone number:	01453 824025
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Chair of governors:	Philip Curwen
Reference number*:	278760
Name of reporting inspector:	Christine Steadman HMI
Dates of inspection:	30 September – 3 October 2002

* *Charity or registered business number of the company running the college*

Part A: Summary

Information about the college

William Morris House Camphill Community is an independent specialist college offering residential and day provision for students aged 16–25 years. Students all have learning difficulties ranging from moderate to severe, and a few have mild physical disabilities. Some students have specific syndromes, for example Downs Syndrome. The community is part of the Association of Camphill Communities, which works to create communities in which vulnerable children and young adults with learning difficulties can live and work with others in healthy social relationships built on mutual care and respect. Camphill is inspired by Christian ideals and the movement is based on the work of Rudolf Steiner. The William Morris House Camphill Community is set in three acres of countryside on the edge of Eastington village, near Stroud in Gloucestershire. It has been on the current site since 1978. There are four houses in the grounds where students live in family groups and attend education provision on the site. Students funded by the Learning and Skills Council (LSC) access the education programme initially for three years and then, if appropriate, transfer to a full vocational programme. Students and trainees can attend courses at Stroud College or work in the community's commercial pottery in Stroud. All students follow programmes in literacy and numeracy, vocational and craft skills, and individual therapy.

There are currently 29 students at the college; one female is a day student. Of the 28 residential students, 17 are male and 11 are female. One female student belongs to a minority ethnic group. The LSC funds 20 of the placements. Seven students are aged between 16–18 and 22 are aged 19 plus. The seven students aged between 16–18 years and eight of those aged 19 plus are funded solely by the LSC. Seven students receive joint funding from the LSC and social services. The remaining seven are funded solely by social services. William Morris (Camphill Community) Ltd is a limited company with charitable status. The limited company comprises three separate facilities, one of which is the William Morris House Camphill Community. The other two sites are a pottery in the town of Stroud and an adult land-based community with a bakery in Eastington, which are used by some of the students at the college. A council of management manages all three sites and delegates the management of educational provision to William Morris House Camphill Community. The aims of the community are to: provide a broad-based educational programme that widens students' perception and helps them make informed choices; develop a good level of practical skills through training in the community workshops; improve social skills and the ability to communicate with others; improve self-help skills and gain independence; and assist students to understand and cope with their personal needs and promote a positive attitude to life.

How effective is the college?

The quality of the extended curriculum was satisfactory overall. Provision for students on vocational courses was good. Provision in social and life skills, and in literacy, numeracy and communication was satisfactory. Students make very good progress in the development of their social skills, and some make significant gains in learning how to behave in public and in group activities. Residential accommodation was satisfactory and extra-curricular provision was good.

The college's key strengths and areas that should be improved are listed below.

Key strengths

- good development and application of social skills
- good teaching and learning in vocational subjects
- effective staff role modelling
- very effective management of challenging behaviours
- high value placed on students as unique individuals.

What should be improved

- unsatisfactory use of individual learning plans to inform lesson planning
- inadequate procedures to assess students' progress
- unsatisfactory provision for students who require additional communication aids
- inadequate quality assurance procedures
- insufficiently effective overview of education provision by council members.

Further aspects of provision requiring improvement are identified in the sections on individual subjects and courses in the full report.

Quality of provision in curriculum and occupational areas

The table below shows overall judgements about provision in subjects and courses that were inspected. Judgements are based primarily on the quality of teaching, training and learning and how well students achieve. Not all subjects and courses were inspected. Inspectors make overall judgements on curriculum areas and on the effectiveness of leadership and management in the range: outstanding (grade 1), good (2), satisfactory (3), unsatisfactory (4), and very poor (5).

Area	Overall judgements about provision and comment
Literacy, numeracy and communication	Satisfactory. Most students make significant gains in the development of communication skills. Teaching encourages students' understanding through effective role modelling and very good management of behaviour. Targets and initial assessment are not precise enough to measure students' progress effectively. Good links have been established with the local further education college. Co-ordination of literacy, numeracy and communication across the curriculum is unsatisfactory.
Vocational subjects	Good. Students achieve good standards and make good progress in specific craft-based skills. Vocational teaching is good and resources are very good. Teachers have a good knowledge of students' social and community needs and apply it effectively to the informal planning of learning. The formal planning and setting of learning objectives are unsatisfactory.
Social and life skills	Satisfactory. Achievement in the development of social skills and acceptable social conventions is good. Staff teach appropriate social skills and are effective role models for students. Some teaching in cooking lessons is unsatisfactory. Recording of students' achievement is imprecise and does not inform target-setting. Opportunities are restricted for students to develop skills in making choices.

How well is the college led and managed?

Leadership and management and their impact on teaching and learning are unsatisfactory. The college has made little progress against the key issues identified in the Further Education Funding Council (FEFC) report published in June 1999. Strategic management is unsatisfactory with insufficiently rigorous indicators to secure improvement. Operational and administrative procedures are satisfactory and meet the requirements of external agencies. Procedures to monitor the quality of education provided for students are insufficient and have deteriorated since the last inspection. Financial management is good with effective procedures to ensure the principles of Best Value and to meet the requirements of company and charity law. The council of management does not take enough account of its responsibility to monitor the quality of the educational provision. The college gives satisfactory value for money.

To what extent is the college educationally and socially inclusive?

The college's response to educational and social inclusion is satisfactory. There is a good response to the promotion and acceptance of all issues related to learning difficulties and/or disabilities. Students are valued and accepted as individuals and are treated with dignity and respect. One female student belongs to a minority ethnic group and most of the co-workers come from European countries. This gives the community a dynamic cultural and international perspective. There is a wide range of age groups in the college: students in the senior group represent effective role models for new students. The promotion of issues related to self-advocacy, sexual orientation, and race and citizenship is unsatisfactory. The college has not produced a race equality policy and action plan, but has a draft policy in place. There has been limited preparation for the implementation of the Special Educational Needs (SEN) Disability Discrimination Act. Issues related to gender are well attended to with a healthy understanding of relationships between male and female. Links with the local community and with other students with learning difficulties and/or disabilities are good.

How well are students and trainees guided and supported?

Support and guidance for students across the extended curriculum are good. Students feel valued as members of the community and make good progress in developing their confidence and self-awareness. Over their time at the college, they make particularly good progress in the development of social skills and the use of social conventions. Pre-entry and initial assessments are unsatisfactory and do not take enough account of the more complex learning needs of students. There is insufficient assessment by those specialising in students with learning difficulties and/or disabilities. Induction does not meet the needs of students who require additional aids to their communication. Individual support for students is very good and staff are knowledgeable about individual need. The tutorial programme is insufficiently regular for students to be aware of the progress they are making. Links with the personal adviser from the local Connexions service are good. Arrangements for transition to future placements are satisfactory, although programmes to prepare students for that transition are not well developed.

Students' view of the college

Students' views about the college were taken into account and a summary of their main comments is presented below.

What students like about the college

- the support given by co-workers and house parents
- feeling valued by staff
- the friends they have made
- enjoying spelling for the first time
- going out at weekends.

What they feel could be improved

- more opportunities to go to college in Stroud.

Other information

The college inspection report will normally be published 12 working weeks after the inspection. Once published, the college has two months in which to prepare its post-inspection action plan and submit it to the local LSC. The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC is responsible for ensuring that the Office for Standards in Education (Ofsted) receives the college's post-inspection action plan within the stipulated two months.

Part B: The college as a whole

Achievement and standards

1. It is inappropriate to separate provision for students aged 16–18 from provision for those aged over 19. Judgements are made in relation to the student group as a whole. The retention rate for students is good at 98%, and is comparable to other specialist colleges nationally. Progress is satisfactory overall for students funded by the LSC. However, students who stay on at the college for up to five years make the most significant progress. The majority of students make good progress in their acquisition of social skills whilst living in the community, some make excellent progress. The staff are skilled in managing behaviour and students make significant gains in learning how to behave in public and in group activities. For example, students are mature and responsible in community meetings, listening to the contribution of others and sharing their own views with clarity. Most students effectively join in the community prayer, reflection and singing activities.

2. Procedures to measure individual progress are unsatisfactory. Target setting and planning for the development of individual students' learning is too imprecise, and does not support the acknowledgement of the small but consistent achievements of students over time. Achievement data are not well collated and students have very little understanding of the progress they have made over time. Students who are more able are not always sufficiently challenged and the pace of development is too slow for some students. Independent living is not adequately promoted. Students often spend too long consolidating skills and do not learn how to take risks on a sufficiently regular basis. The work experience offered for students who have spent at least two years in the college is very successful and is appreciated by students. However, too few of the students are given experience to help them understand and cope in the workplace. Some of the older students achieve accreditation in pre-vocational subjects on an individual basis covering the practical work-based courses on offer at the college. The college holds an annual end-of-year assembly to celebrate students' achievements. However, too few of the students are receiving acknowledgement of their achievements. The implementation of a framework for recording students' progress is not yet in place.

3. The college analyses students' destinations and is very knowledgeable about the routes followed by students who leave the community. Good links are maintained with past students. From 1999–2002, 12 students left to go into residential care in the locality and in their home counties; 11 went into further training and further education; four went back to the parental home; and one destination is unknown. Attendance and punctuality are well promoted by the college and students develop good skills in time keeping. Attendance during the week of inspection was 98.5%.

Quality of teaching, training and learning

4. Teaching and learning are satisfactory overall. Of the sessions observed, 82% were satisfactory or better, 43% were good and 18% were unsatisfactory. A further 12 sessions, including tutorials, extra-curricular and residential activities, were observed and contribute to the judgements relating to the quality of teaching and learning. Teachers and craft-masters generally know their subject well and effectively share their enthusiasm for their subject with the students. The teaching of specialist crafts in woodwork and weaving is particularly effective. Planning in lessons is routinely completed, but does not include reference to individual learning plans. In consequence, lessons do not provide a wide enough range of activities to meet individual students' needs. For example, in one lesson a student with autism was disturbed by the volume of music used to illustrate a teaching point and became agitated. This approach did not take sufficient account of the individual needs of a student on the autistic spectrum. The lack of any regular formal procedures to evaluate individual lessons or programmes of work is unsatisfactory. Lessons maintain students' interest for most of the time. However, some students do not fully understand the complex language being used. Some are bored with the long breaks in between lessons.

5. The management of student behaviour is a strength of the college. Staff are skilled in encouraging students to participate. The effective demonstration of social and interaction skills by staff encourages students to develop social skills and to apply social conventions with ease. One student attending Stroud College for literacy and numeracy provision coped very well in the student refectory when purchasing refreshments and socialising with other students. There are very good relationships between staff and students, and between the students themselves. Students trust staff and value the genuine feedback given during lessons. In one eurythmy lesson, the teacher noticed that a student was uncomfortable in using the space above her to complete the required movement, so help was given through modelling and the student quickly gained the knowledge to complete the task unaided. Staff are very skilled in observing small details about and changes in students, and quickly act to redirect students who are in need of help and support.

6. There are adequate numbers of staff to support students in both the education and residential provision. Most of the staff in the college are well experienced in living and working with students with learning difficulties. Many have spent several years gaining experience and training in Camphill communities throughout Europe, whilst some of the younger co-workers are gaining their first experience of working and living in community at William Morris House. Very few of the staff have specialist qualifications relating to students with learning difficulties and/or disabilities, and no member of staff has qualified teacher status. However, the college is committed to training staff in the education principles and philosophy of the Camphill Community and most of the long-term staff have completed, or are in the process of completing, courses related to guiding young people with learning difficulties and/or disabilities. Co-workers complete an induction course which covers issues related to the care of young adults, and several of the more established staff have completed or are working towards National Vocational Qualifications in care at levels 2 and 4.

7. The college does not complete a formal appraisal process, but the professional needs of community members are considered and individual needs are met wherever possible. Specialist equipment and materials to support the learning of students are sufficient and

appropriate for the craft facilities in the community. Facilities in the weavery, the pottery and the woodwork craft areas are of particularly good quality and give students opportunities to work with a range of light industrial equipment. However, learning resources in the residences are less than satisfactory with no library access or suitable materials or equipment for leisure activities.

8. Accommodation is appropriate for learners with disabilities and/or difficulties, with a good range of on-site and local facilities available for students, including access to the community pottery and bakery. Access for students with restricted mobility is unsatisfactory in two of the four houses. The college has identified the need in the recently completed college development plan, to replace some of the furnishings and furniture that are worn and in need of replacement. The college completes effective risk assessments for all students for hot surfaces and runaway procedures and on an individual basis as the need arises for all off-site visits. Some specific details relating to individual risk assessment are not fully implemented or regularly communicated to staff.

9. The assessment and monitoring of students' progress are unsatisfactory. Issues raised at the last inspection, such as the need to develop further the baseline assessment, have not been addressed. Initial assessment, which includes advice by specialists, is not in place. For example, students' specific communication needs are not assessed before arrival. Learning objectives are too broad and do not provide the basis for an accurate record of students' progress. Students' targets are not linked to goals in the student's individual record book and are not used as part of the individual learning plan. Students are not involved in target setting and the recording of their progress is not rigorous. Although there are frequent discussions about students, both at formal meetings and when staff meet informally, the content is anecdotal and is not used to plan educational targets. Formal reviews of students' progress are for external reporting requirements and are not used effectively to inform future planning for the student.

10. William Morris House provides students with a good breadth of experience and a wide range of cultural activities. The social use of language programme taught by the speech therapist is good and does much to develop students' social skills. The college offers a comprehensive programme that covers evening and weekend activities, and daily living in the houses. The vocational programmes offer a range of workshops in pottery, weaving, woodcraft, food processing and gardening with effective work-related activities. Students have good opportunities to take part in a wide range of creative activities, such as music and mime, and the celebration of Christian festivals. Links with local colleges and the local community are good and give students an understanding of how others live and work. Transition arrangements are currently under development with the personal adviser for students with learning difficulties and/or disabilities from the local Connexions service. The present arrangements, however, do not meet the needs of the complete ability range of the students placed at the college. The college has acknowledged this and is working closely with personal advisers to broaden the scope of the students' experiences. Students receive regular impartial advice about opportunities available to them and visits have been arranged to other types of provision. Liaison with the student's personal advisor from their home area is effective. The recently agreed development plan with the Connexions service is an appropriate, well thought out response to meet further the individual needs of students.

11. Support and guidance for students are good. The ethos of the community is implicit within every aspect of the extended curriculum. Students are valued and encouraged as unique individuals to develop their personal qualities. Personal support for students by co-workers is very effective. Through observation and analysis over time an understanding is gained of each student's behaviour and obstacles to progression are removed. The youth guidance meeting held every two weeks is an appropriate forum for staff to exchange and share information about individual students. The arrangements for tutorials are unsatisfactory. Tutorials are infrequent and focus on students' choice of workshops. Discussion about students' achievements and progression is not included. Induction is inadequate and does not involve an opportunity for students to meet informally with all staff. An induction handbook for students, which takes account of the wide range of communication needs within the student group, is not in place. Documentation for students relies too heavily on the printed word. It does not include appropriate communication aids, such as photographs, signs, symbols and diagrams, to support students' understanding. Communication aids across the whole environment are unsatisfactory. There is no evaluation of the students' induction.

Leadership and management

12. Leadership and management are unsatisfactory. William Morris House has a philosophy and ethos where the community acts as a co-operative for the mutual benefit of its members with the aim of allowing everyone the freedom to fulfil their fullest potential. This shared sense of mission and purpose permeates the entire community. Students feel valued and benefit from the calm and supportive environment. Strategic planning and decision making within the community are focused to a great extent on the needs of the community as a whole, little is related to the education and training of the students. However, the community has taken the decision to continue with LSC funding and work to establish educational provision for students with a range of learning difficulties and/or disabilities aged 16–25. The college's self-assessment plan does not fully address the weaknesses in leadership and management, although the college has identified the need for a key person to co-ordinate the education provision. Since this appointment commenced in September 2002, it is too soon to judge its effectiveness. The strategic plan for education is unsatisfactory. Strategic planning for education takes the form of a list to be completed over five years. There are no overall aims and objectives linked to operational planning or to justify and support the need for the inclusion of any item which will improve the quality of the students' experience. For example, although the community has identified the need for a basketry workshop, there is no explanation of why this is necessary, no timescale for completion and no indication of how its effectiveness will be evaluated.

13. Arrangements to monitor, review and evaluate the quality of the provision are emerging. Procedures in place at the time of the last inspection, such as regular tutorials, feedback from parents and external observations of learning, have not been continued on an annual basis. Formal recording and monitoring procedures to evaluate the provision and lead to continuous improvement are not in place. Issues raised in the last inspection, such as underdeveloped baseline assessment, have not been addressed. In the process of tracking individual students, inspectors reviewed the college's response to the LSC student schedule and purchase orders and found that a minority of students were not receiving appropriate provision. In one case, a student aiming specifically to develop his/her communication skills was not improving signing skills across the curriculum as identified in the speech and

language therapist's assessment. Compliance with the requirement to carry out police checks on staff before they work with young people is unsatisfactory. However, the Criminal Records Bureau is aware of the number of outstanding applications remaining to be processed. Not all staff in contact with students have been checked. Arrangements for the appraisal of all teaching staff are not in place. The performance of young co-workers is monitored and reviewed. However, no overall process is in place for the appraisal of all teaching staff linked to lesson observation and staff development, which would ensure the community recognised the strengths and weaknesses of teaching staff and how to help them to improve their work. Staff training in the ethos and values of the community is good.

14. Whilst the college's response to social and educational inclusion is satisfactory overall, the promotion of equality of opportunity is not satisfactory. Formal procedures to co-ordinate the promotion of equality of opportunity, such as teaching self-advocacy, the discussion of gender issues, sexual orientation or citizenship, are not in place. The community's acceptance and response to adults with learning difficulties and/or disabilities is very good. The equal opportunity policy is not closely monitored or regularly reviewed. The college has not responded to its responsibility to promote issues relating to racial equality in the Race Relation (Amendment) Act, nor has it responded to the required anticipatory duty for students with learning difficulties and/or disabilities under the SEN Disability Discrimination Act. Response to issues which students raise individually is very good. Members of the community use great sensitivity to ensure that students gain a clear understanding either through discussions held within study groups or within the houses.

15. The overview of education provision by council members is inadequate. Council members do not consider that it is their responsibility to have an overview and to play a role in monitoring the education provision. They do not effectively oversee the strategic direction of education or monitor the quality of the provision. Financial management is good and resources for education are effectively deployed. Recording against income and expenditure to account for public funding is rigorous. Recent changes in financial procedures are very effective and ensure clear accountability of the resources intended for the education and training of the students. The college gives satisfactory value for money.

Part C: Curriculum and occupational areas

Literacy, numeracy and communication

Overall provision in this area is **satisfactory (Grade 3)**.

Strengths

- gains made by students
- very effective classroom management
- good links with local college
- effective models for social use of language
- good vocational resources to support literacy, numeracy and communication.

Weaknesses

- unsatisfactory co-ordination of literacy, numeracy and communication across the extended curriculum
- insufficient aids to support communication for non-verbal students
- inconsistent recording of students' achievement.

Scope of provision

16. William Morris House provides discrete classes in literacy and numeracy, which are grouped by ability. The provision for the most able students is provided on site and is sub-contracted to tutors from Stroud College. These students are able to gain an Open College Network qualification in literacy, numeracy and information technology. Literacy and numeracy are incorporated into practical activities through the workshops and the residential settings. Some students attend the local college of further education for computing and communication courses, for which they receive a college certificate. A speech and language therapist works at the college once a week. Aspects of the curriculum, such as form drawing and painting, are used to develop pre-writing skills.

Achievement and standards

17. The majority of students make significant gains in social interaction skills and communication, and some develop skills in the use of complex social and technical language. In one session, a student with an autistic spectrum disorder was able to put himself in the position of another and describe, in a sophisticated manner, how that might feel. Achievement is very good for those students who are entered for accreditation in literacy, numeracy and information technology, with the majority of students entered for accreditation achieving a pass grade. Target setting is not sufficiently specific and does not result in effective monitoring of students' progress in literacy and numeracy across the provision.

Quality of education and training

18. Teaching is satisfactory overall, with 82% satisfactory or better and 55% good. In the best lessons, teachers incorporate a range and variety of activities to improve learners' understanding of concepts. The effective modelling of the social use of language by teachers and co-workers has a positive effect on students who are well motivated and concentrate well in the majority of sessions. The management of student behaviour is very effective. Classroom management is good; for example, the response to an individual student was appropriate when he was offered a change of activity in order to refocus his attention. Teachers and co-workers are sensitive to individual needs, and use their knowledge of the students to provide effective support for the management of behaviour. The adult numeracy and literacy core curricula are effectively used in planning for the more able students. Some of the targets set for students, however, are too general and lack specific detail. The use of individual learning plans in lesson planning is ineffective. The planning of literacy, numeracy and communication across all students' programmes is not individualised and lacks coherence.

19. There are good links with the local college of further education. External tutors from Stroud College provide William Morris House with additional on-site expertise in the teaching of literacy and numeracy. This provides good access to facilities for the accreditation of the students' work. Access to the local college provides students with valuable experiences in practising independence skills, as well as the opportunity to apply literacy and numeracy skills functionally. For example, one student was able to navigate his way around the college, find the shop, make purchases, socialise in the refectory and use time-keeping skills to travel independently to and from the college. In the most effective sessions, the innovative use of practical, physical and visual learning resources supports learning. The college has a range of good-quality vocational resources to support the development of literacy, numeracy and communication skills. Gross and fine motor skills associated with pre-writing are further developed through other lessons in the curriculum, for example in form writing and eurythmy. Some students develop skills of working independently through the effective use of information and communications technology.

20. Assessment in speech therapy and the discrete literacy and numeracy sessions for the more able students is good. Cross-college procedures for assessment of literacy and numeracy skills are insufficient and often incomplete. The absence of a detailed baseline assessment for literacy, numeracy or communication and the lack of setting of specific individualised targets make it difficult to measure the progress made by students who do not complete accredited courses. Reports in this curriculum area contain detailed reference to personal and social factors, which affect learning, but do not contain sufficiently focused detail about literacy and numeracy. Reports often describe what has been taught rather than what has been learnt. The college is aware of these issues and has recently put a pilot programme in place to improve reporting procedures.

21. The college does not provide appropriate aids for students who require additional aids for communication and it is not adequately addressing the needs of a significant number of students with complex communication difficulties. In many of the sessions, which included those learners involved in the use of complex language, the content was inaccessible to them. Reports by the speech and language therapist have identified Makaton as an appropriate means of supporting communication for some students. Records from the weekly speech and language therapy sessions indicate excellent progress is made by most students

with complex communication difficulties in the acquisition and use of signs and symbols to support understanding. However, this work is not being consolidated outside those sessions. There are a lack of signs and symbols around the college to enable students to understand clearly directions and important notices. The community recognises this problem and is beginning to address it. The daily use of verse provides repetition and routine, which suits the learning styles of students with autistic spectrum disorder.

22. The high staff to student support ratios in discrete literacy and numeracy sessions, ensures significant levels of one-to-one attention, which helps students to concentrate. The effective use of sensitive and differentiated support enables students to feel positive about their learning. There are good relationships between staff and students. The everyday setting of community living creates excellent opportunities for conversation and language development within an informal setting.

Leadership and management

23. The co-ordination of literacy, numeracy and communication across the extended curriculum is unsatisfactory. Work undertaken in discrete basic skills sessions and in speech and language therapy is not currently used to inform or support the literacy, numeracy and communication learning in either the workshops or the residences. There is some recognition that improved co-ordination is needed, although work to address this is at an early stage. Insufficient rigour in quality assurance procedures means that good practice and expertise is not shared. Insufficient time has been spent on curriculum review and quality assurance in general.

Vocational subjects

Overall provision in this area is **good (Grade 2)**.

Strengths

- good standards of students' work
- well-structured practical teaching
- very good facilities for weaving, woodwork and gardening
- broad range of pre-vocational programmes
- good deployment of co-workers.

Weaknesses

- imprecise recording of learning targets and measurement of students' progress
- ineffective sharing of information about individual students' potential
- insufficient sharing of teaching and learning strategies in vocational studies.

Scope of provision

24. There is good provision within vocational subjects on the college site. A broad range of vocational programmes is available for all students during the afternoons on five days of the week. These currently include woodwork, weaving, food processing, gardening, cooking in the kitchen and estate management. An additional course in basket weaving is currently under development. Cookery is undertaken at Stroud College. Students select these courses on a termly basis experiencing all six during their placement at the college. Students who are given extensions to their placement then develop their skills in the craft of their choice and some become trainees who support teachers in the lessons. Accreditation is available for a small number of the older students through the vocational certificates in gardening skills, catering, cookery food and wine making. A few of the older students attend the community pottery and bakery situated in the locality to develop further their skills and interests.

Achievement and standards

25. Standards achieved by students in lessons are always satisfactory and often good. In weavery, pottery, handwork and woodwork, standards are good. For example, in weaving good-quality woven fabrics are well designed and made. Over time, students are taught a range of processes that build on their experience and develop their skills. Bowls and simple instruments are crafted with care and skill. In woodworking, the end product is an appropriate mix of students' work and staff support. Students are proud of what they do. In one lesson, a teacher supported a student very well as he made a two-coloured drawstring. He was thrilled to put his developing work into a colourful and decorated cloth bag that he made last year. Some students return to the weavery for many years to continue with their work. Overall, students are able to feel a sense of achievement in their vocational lessons. For instance in a gardening lesson, a co-worker supported a student in planting seedlings and in successfully completing the activity. Meanwhile elsewhere in the garden, a student was harvesting the summer sowing of celeriac. He learnt how to use a trimming knife safely, to

recognise the parts of the plant that were edible and distinguish them from other plants by smell.

26. Where standards are satisfactory, students work well in their lessons on the allotted tasks. They make sound progress through their lessons and over time. A small number of students do not achieve as well as their entry profiles predict. Tasks do not always provide sufficient challenge in relation to a student's potential. For instance, in a lesson where students were involved in making jam, they did not experiment with weighing ingredients and exploring the setting temperature of jams. Working files are not yet comprehensive and the use of student portfolios is ineffective. Where they are used well, for instance in food processing, students' understanding of their own learning is good.

Quality of education and training

27. Teaching is good overall. It is satisfactory or better in all of the lessons and good in half. Teachers provide good subject expertise and have specialist knowledge in appropriate skills that they use well to promote students' learning. Practical teaching is well structured. Teachers have a love of their subject and communicate this effectively to the students. They use their understanding of the needs of students to help them reach their educational objectives. Thus the expertise often flows naturally from the teacher to the student. For instance in a jam making lesson, the teacher's interest in the fruit and its value as a food had encouraged an often very difficult student to participate with determination and success in the lesson. She co-operated in sharing her work with another difficult student and derived pleasure from the lesson. The management of student behaviour is very good in vocational areas. The teachers use resources well. The use of co-workers is good. They are trained effectively to support teachers in vocational areas. This training enables teachers and co-workers to promote good student learning. Where used at their best, co-workers are given clear tasks related to specific students. They work alongside the students, sharing their skills, encouraging participation and collaborative behaviour, constantly seeking to encourage them. Where praise is given it is valued and appropriate. However, poorly spoken English by some co-workers limits understanding for a few students.

28. Good specialist teaching facilities are available in weaving, woodwork, pottery, estate management, gardening and food processing. Resources are good and staff are highly experienced in their craft. Specialist rooms for weaving and woodwork are airy and well laid out. Equipment is clearly labelled in the garden and in the woodwork room. Within vocational subjects different tasks are given to students according to the teacher's knowledge of the student. Targets and assessments are often not recorded. Where they are shared they are passed on by word of mouth. Target-setting for individual students, based on their potential is in its infancy. Where it works well staff are already seeing and developing further potential in their students. Overall individual target-setting and the assessment of outcomes achieved are weaknesses. What a student achieves in one vocational area is not always built on in another. There are weaknesses in planning, assessment and quality assurance procedures. For instance, the newly introduced individual learning plans are not kept up to date by all staff, students do not have a structured opportunity to contribute to them and assessment of student learning against objectives and targets is not yet systematic.

29. Students enjoy the workshop activities and gain a real sense of pride in their work, understanding that the activities contribute to the life and work of the community. They enjoy sharing the fruits of their labours in food processing and gardening, and in giving gifts they have made or selling their products at local art and craft events. They experience a wide range of craft activities during their time at the college and feel supported and valued for their contribution to the community.

Leadership and management

30. The collaborative ethos that pervades the college ensures a common approach to all aspects of the development of the vocational curriculum. Teachers and co-workers work in different subject areas from time-to-time and so develop a shared understanding of each other's needs. The closely knit family atmosphere means that personal knowledge about students is shared informally on a regular basis. Teachers know the range and scope of resources available and have good relationships with each other and co-workers. Informal professional development occurs in this context. All these factors are strengths. However, there is no formal sharing of strategies to improve teaching and for staff to understand the effect their teaching has upon students' learning. This is unsatisfactory. The vocational curriculum area lacks formal co-ordination and evaluation.

Social and life skills

Overall provision in this area is **satisfactory (Grade 3)**.

Strengths

- good staff role models
- good gains in social skills across the extended curriculum
- effective transference of social conventions from the residence to the classroom and workshop.

Weaknesses

- restricted opportunities for students to develop skills in making choices
- insufficient recording to inform target-setting
- unsatisfactory teaching in cooking.

Scope of provision

31. The college offers a range of pre-vocational experience and social experiences for all students. Vocational, pre-vocational and social programmes are run at William Morris House to enable students to develop their social and life skills. Students preparing to leave the college are provided with a choice of off-site opportunities for work experience. Twelve students attend the local further education college on a part-time basis to follow other vocational programmes. A range of therapies and activities is also provided. These include eurythmy, folk dancing, gym, form drawing, massage and painting. Extra curricular activities include swimming, horse riding and visits to local places of interest and beauty. Visits to the local town and restaurants are made each week, following consultation with students. A range of house routines are in place to support students in the development of personal care routines and in the development of independent living skills.

Achievement and standards

32. Achievements of social and life skills across the extended curriculum are satisfactory overall with students making good gains over time in social skills and application of social conventions. Targets for individuals are insufficiently specific and do not identify goals that link to individual learning plans: the measurement of students' progress is unsatisfactory.

33. There is a good focus in lessons on the development of transferable social skills from knowledge gained in house routines and activities. Some older students practice these skills in real work situations, such as the pottery in Stroud, or when they attend courses at the local college of further education.

34. Only a small number of students are prepared for effective participation in the work place. However, all students develop self-confidence and enjoy interaction with adults in the local community and within the Camphill association. Some of the more able students develop reflective and analytical skills through a process of engaging in the college discussions and activities. The development of independent living skills is satisfactory, but

opportunities to promote greater independence are too limited for some students. Teachers do not currently assess the specific progress made by students. However, the college has recently implemented a framework for recording purpose and for the assessment of the specific progress made by students.

Quality of education and training

35. Teaching and learning are satisfactory overall. Of the lessons observed, two thirds were satisfactory, and a third of these were good. Teaching in the kitchen-cooking lessons was unsatisfactory. Students did not develop independent skills and they were not fully involved in the activity for the duration of the session. On most of the other courses, there is insufficient match between the needs identified at the initial assessment and the programme provided for the students. Lesson planning is satisfactory in most lessons, but there is insufficient reference to the development of independent life skills or to individual learning plans. Classroom management is very good in most lessons. In one practical lesson in a workshop, a student with complex communication difficulties was fully engaged in activities whilst effectively using sharp implements and following instructions accurately. In other lessons, students were bored and not fully engaged in the task set. The most effective teaching and learning of social and life skills takes place in the houses, through the effective models provided by co-workers and house parents. The teaching of independent life skills is satisfactory in most cases. However, the college does not give students enough opportunity to develop independent living skills. For example, very few students complete their own laundry. Students are not encouraged to develop the skill of making choices and to learn the consequences of making appropriate choices for themselves.

36. Accommodation is appropriate for the development of social and life skills in the houses and in the communal areas of the college. Rooms are generally spacious, light and airy which create pleasant, calming environments where the students feel welcome and secure. Staff are very aware of the progress students make during their time at the college, although, most of the assessment is descriptive. There is limited evaluation of the impact of staff intervention or of the achievement of specific targets. The college is in the process of introducing a curriculum award to assess the progress that students make in their personal and social development. They aim to implement the award for the students for whom it is most appropriate. Current procedures to assess progress are too imprecise and do not give an overview of the small, but significant achievements made by students.

37. The community life at William Morris House is accepted by all the students who respond to the expectations of staff through full participation in social activities. Some students are able to follow their own interests and hobbies, for example, the college organises for one student to go horse riding following their expression of interest in learning how to ride. Students are well supported through the successful promotion of the college's aims and values. They have confidence in and trust staff, and are happy to bring their concerns and problems to staff, knowing that issues will be addressed sensitively.

Leadership and management

38. The co-ordination of the programme to develop social and life skills is completed by house parents and is reviewed in the bi-weekly youth guidance and weekly house meetings. The annual formal review of progress is too infrequent for most students. Whilst daily assessment of progress is not adequately recorded, the recent appointment of an educational administrator is making procedures more explicit and expectations much clearer.

39. The staff work continually to promote the values of the community and to respond to the individuality of each student. In some cases, this approach has meant that the pace of development of independent life skills has been too slow. The promotion of self-advocacy skills is unsatisfactory and some students are unaware of their individual rights and responsibilities. Procedures to evaluate the quality of the provision are not in place.

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