

Eston Centre (EOTAS)

Normanby Road, Middlesbrough, TS6 9AD.

Inspection dates 2–3 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. All groups of pupils make good progress in lessons and are catching up in their learning. The great majority leaves with a range of nationally recognised qualifications.
- Pupils who attend on site and those supported by the outreach provision make particularly good progress in their personal development. This prepares them socially and emotionally well for the next step in their lives.
- Teaching is good and some is outstanding. Teachers are successful in motivating their pupils and they benefit from personalised lessons that challenge them.
- Pupils receive outstanding care and support from staff. This has a highly positive effect on these young people and this is seen in their good behaviour in lessons. They say that they are happy and safe in a friendly school.
- The visionary leadership of the headteacher, enthusiastically supported by his leadership team, has improved many aspects of the school's performance since its last inspection. Together with the valuable contributions of the management committee, there is good capacity for continued improvement.
- The skilled management of teaching is highly effective. This has led to improved teaching and, as a result, pupils are making better progress than at the time of the last inspection.

It is not yet an outstanding school because

- Not enough pupils make outstanding progress, especially in reading.
- The curriculum, although good, is not providing enough high-quality opportunities to develop reading skills.
- Monitoring by leaders of pupils' progress is not yet leading to teachers consistently using assessment to help them plan lessons and teach.

Information about this inspection

- The inspectors observed twelve lessons taught by nine teachers. One of the observations was undertaken jointly with the headteacher.
- The inspectors met eight pupils individually to talk about their work and experience of the school and hear some read. They also met with the school council.
- The inspectors had discussions with the senior leaders, teachers, Chair of the Management Committee, pupils in lessons and a representative from the local authority.
- The inspection looked at the work of the school, including pupils' behaviour, and analysed documentation in relation to attendance, safeguarding, pupils' work, self-evaluation and the school's system for checking on pupils' progress.
- There were forty-one responses to the on-line questionnaire (Parent View) to help plan the inspection. The inspectors met four parents during the school day and spoke to one parent by telephone.

Inspection team

Ann Muxworthy, Lead inspector

Additional Inspector

Sonya Williamson

Additional Inspector

Full report

Information about this school

- The Eston and Greystones Centres are the Education Other than at School (EOTAS) Service for Redcar and Cleveland. The Eston Centre is a short-stay school and supports those pupils who are expected to return to mainstream schools. The Greystones Centre provides for those pupils who will stay on until Year 11.
- The service has an executive headteacher who manages the two centres, Eston and Greystones, outreach provision and the Pathways special school. This school was not part of this inspection and is subject to a separate inspection. In September 2013, the service completed its appointments of a deputy head of service and assistant head of service to the new leadership structure.
- Pupils are supported because they are out of school for a range of reasons: anxiety, phobia, sickness, pregnancy, exclusion or at risk of exclusion. All have complex social and emotional needs or behavioural difficulties. Most pupils have a history of persistent absence and non-attendance. At the time of the inspection, there were no pupils from Years 1 to 5 on roll.
- The Eston centre provides an outreach service for pupils with medical and emotional needs that require home education. The provision is in partnership with the pupils' schools and the amount and length of teaching support depend on the individuals' needs.
- Boys significantly outnumber girls and there are very few children looked after by the local authority.
- There is a well above average proportion of pupils for whom the centre receives the pupil premium funding. This is funding for pupils known to be eligible for free school meals, children from service families and pupils looked after by the local authority.
- Almost all pupils are of White British heritage.

What does the school need to do to improve further?

- Increase the opportunities to develop reading skills, so that pupils can apply them exceptionally well in many subjects by:
 - ensuring that individual reading programmes are available for some pupils
 - increasing the opportunities for reading across the school week.
- Improve leadership and teaching to outstanding by:
 - leaders using monitoring of data and pupils' work to ensure that staff have high expectations of the progress of individual pupils
 - teachers reviewing what pupils have achieved in lessons to modify the direction of future teaching and learning.

Inspection judgements

The achievement of pupils is good.

- Baseline assessments are initiated on entry to school. These show that almost all pupils have not made expected progress based on their Key Stage 2 results. This is because they have not attended school often enough and/or their behaviour has hindered their learning. The good teaching and very effective approaches to engaging pupils in lessons ensure that they achieve well. For almost all pupils, there is considerable improvement in their attitudes, aspirations, motivation to learn and attendance.
- Despite many having below-average levels of attainment when they start the school, many of those that stay for a good period of time successfully catch up and leave with levels of attainment close to national expectations. Pupils, including both boys and girls, those looked after by the local authority and those home educated with medical needs, make good progress from their individual starting points.
- Pupils at risk of exclusion from their mainstream school who arrive in Year 6 settle well because of the excellent care, despite their previously challenging circumstances. In Years 7 to 11 the high expectations of staff to re-engage pupils in their learning ensure that all pupils settle happily and gain confidence.
- The majority of pupils leaves with qualifications in English and mathematics because gaps in their knowledge and skills are narrowed quickly. This includes most-able pupils and those eligible for pupil premium who are supported well on personalised programmes. However, for a few pupils their progress is not rapid because they need further opportunity to read more frequently.
- The pupils are keen to talk about their work in lessons, showing how much they are enjoying their learning. Parents agree and one parent shared that her son was 'now relaxed in classrooms. He had calmed down a lot. He is much happier because he has marvellous teachers.'

The quality of teaching is good.

- The quality of teaching across the school is good and some is outstanding. The school's checks on the quality of teaching shows that it has improved rapidly since the last inspection.
- Lesson planning is becoming more personalised to the needs of individual pupils across the school and is generally good. Most teachers are clear about the knowledge and skills pupils will acquire in each lesson. However, on occasions, teachers miss opportunities to assess learning to adjust activities for individuals. This means teaching is not as sharp.
- Pupils show positive attitudes in lessons because they are enjoying their learning. Staff give pupils good opportunities to take responsibility for their own learning and work independently, and younger pupils become more confident in working with others.
- A broad range of engaging practical activities captures pupils' interests well and elicits thoughtful comments from them. For example, when making pizzas in a food technology lesson a pupil commented, 'If you buy your own ingredients you can control the amount of fat and salt you use at home.' In a hair and beauty lesson, the pupils were matching hair styles to fashion of that era. It became highly interesting and thought-provoking when they saw the connexions between styles of today mirroring those of the past. This underpins their spiritual, moral, social and cultural development well.
- Reading and writing activities are planned and resourced well and lead to good progress for the majority of pupils. This includes those pupils educated at home and supported by outreach staff who have access to resources to support their literacy away from school. However, there are not enough focused activities planned to support individual learning to develop reading skills.
- The majority of teaching shows high expectations for pupils' academic and emotional behaviour. In some lessons teaching is stimulating and very enjoyable. This is because teachers and support staff are skilled at meeting the very diverse needs of their pupils. Pupils say their

teachers challenge them to work hard. One pupil told the inspector, 'I want a grade B for my art. I'll get it because I am much happier at school.' Another pupil said, 'I have a good teacher, I'm now a pass at science and I want a merit in BTEC. In mainstream I wanted triple science but that wasn't possible. I am so happy I can continue science then go on to college and then university.'

The behaviour and safety of pupils are good.

- Parents and pupils say how much behaviour and confidence have changed during pupils' time at the centres. Most have a previous history of failure in mainstream schools. Others are experiencing challenges in their personal lives which have the potential to affect their learning. Staff believe in emphasising positive behaviour and this is clearly reflected in the daily practice of the school. All staff use the same consistent strategies and, as a result, pupils respond to the high expectations of them to manage their own behaviour.
- Pupils generally work hard. Prior to arriving many pupils have had difficult experiences at school and a reluctance to work. The caring, supportive induction to school, together with the respect and considerate attitudes of staff, means they quickly engage in their lessons. In discussions, parents, staff and pupils speak very positively about the good standard of behaviour in school.
- In their time at the centres, most pupils make good gains in their personal development. They learn to get on with others and form excellent relationships with adults. Through their behaviour plans, pupils quickly begin to understand about right and wrong. The improvements in their attitudes and behaviour allow them to participate successfully in visits away from school, so that they can find out more about the world and how others live and work. Their spiritual, moral, social and cultural development is good. Eventually, almost all return to mainstream classes.
- Previously some may have had experience of bullying before they attended the school. Conversations with pupils reveal that they now feel safe and well looked after. They, like their parents, do not see bullying as an issue. Pupils speak confidently about how staff are always there to help them if they have concerns. They use the good teaching on e-safety and avoid health hazards to keep them away from risk and danger.
- The school has been industrious in improving attendance which is better than that in similar provisions. Extremely successful work with schools, families and support services, in addition to meaningful, caring involvement with pupils, have improved attendance well.

The leadership and management are good.

- The inspiring headteacher and new energetic leadership team have improved the school significantly since the last inspection. The leadership structure is better defined and complements the school's priorities for improvements. Together with the dedicated management committee they provide a clear vision for driving the school's continuous improvement.
- The school has good systems for checking the quality of its work, which are clear and succinct. As a result, leaders are knowledgeable about the school's strengths and how to improve further.
- The persistent and thorough focus by the leadership team on improving the quality of teaching has resulted in a significant improvement in the quality of lessons and pupils' achievement since the last inspection. However, monitoring by all leaders has missed the failure of staff to use assessment in lessons well enough to inform teaching and progress.
- Arrangements to check how well teachers are performing are fully in place and outcomes are linked to the school development plan and relevant staff training. This was evident in the planned training for the school's special educational needs co-ordinator to gain a mandatory qualification. Teachers are fully aware that they must meet their performance targets based on pupils' progress if they are to progress on the salary scale.
- The success of leadership is most clearly demonstrated by the pupils' reintegration to mainstream schools, the accreditation achieved by pupils, and by pupils continuing their education, employment and training when they leave school. The school's strong ethos promotes

equality of opportunity and underpins this success.

- Pupils make good progress in their spiritual, moral, social and cultural development. The relevant, exciting and engaging curriculum supports this well. Support for pupils' personal, social and emotional needs and their health education is outstanding. Staff work extremely well with parents to ensure that pupils have an excellent understanding of their own and others' needs and, as one parent said, 'She likes one-to-one, she likes hairdressing, she works at night on homework, she'll go to college now'. The school have brought her out. It's wonderful now.'
- The school benefits from being part of the Education Other than at School Service and with Pathways special school, working together, sharing and developing good practice. This has provided high-quality professional development for staff in and beyond the school. The steady picture of consistency in improvements within the school is recognised by the local authority, which now provides light-touch support.
- Safeguarding meets requirements with much effective practice strengthening the good care and support for pupils and their families.
- **The governance of the school:**
 - The management committee is effective. It makes a good contribution to leadership through both support and challenge. The committee has been instrumental in making new appointments in the leadership team to strengthen it and support expert leadership in teaching and assessment, the curriculum and the well-being of pupils. Members have provided their views of teaching and learning. They manage finance efficiently and make sure that all safeguarding procedures are in place. They make effective use of arrangements to manage the performance of teachers to continuously improve outcomes for pupils, including those in receipt of the pupil premium.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111520
Local authority	Redcar and Cleveland
Inspection number	425706

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The Management Committee
Chair	Debbie Clinton
Executive Headteacher	Steve O’Gara
Date of previous school inspection	12 December 2011
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