



North Cornwall EOOS Centre

Inspection Report

Unique Reference Number 134754
LEA Cornwall
Inspection number 282673
Inspection dates 23 November 2005 to 23 November 2005
Reporting inspector Charles Hackett AI

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

Type of school	Pupil referral unit	School address	30a Market Place
School category	Pupil referral unit		Camelford
Age range of pupils	5 to 16		Cornwall PL32 9PD
Gender of pupils	Mixed	Telephone number	01840 213968
Number on roll	27	Fax number	01840 213834
Appropriate authority	The governing body	Chair of governors	Mr Ted Steele-Tyson
Date of previous inspection	Not applicable	Headteacher	Mr Gary Owens

Age group 5 to 16	Inspection dates 23 November 2005 - 23 November 2005	Inspection number 282673
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The North Cornwall E00S Centre provides education for boys and girls aged from 5 to 16, who are unable to attend mainstream education full time. For example, it takes pupils who have been excluded because of behavioural problems and has pupils who have a variety of medical conditions that prevent them from attending a school. A small number of pupils are on the roll of a mainstream school but are given five hours one-to-one support by the Centre. There are also pupils educated at the Centre who have statements of special educational need. A few pupils are educated at home because they are too ill to attend the Centre. The Centre has three bases. Its main one is on the first and second floor of a commercial building on the high street in Camelford and there are also two other rooms in Bodmin and Launceston. At the time of the inspection there were 33 pupils on roll, five of whom are in the care of the local authority.

The centre manager was seconded to another post within the local authority earlier this year and currently the school is managed on a part-time basis by an acting manager. For this term only, there is also an acting deputy manager.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Although the Centre feels that it provides satisfactory effectiveness, the inspector considers that the North Cornwall E00S Centre provides an unsatisfactory level of education for its pupils. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this Centre requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the Centre are not demonstrating the capacity to secure the necessary improvement in the Centre.

The temporary senior team for this term have initiated improvements; however, given that these staff are only temporary there is insufficient evidence to show that the Centre has the capacity to improve the quality of education. The management committee has been ineffective. It has only met once and has not had any impact on the quality of education being provided. The Centre provides unsatisfactory value for money.

Pupils' achievements are unsatisfactory; although a few pupils have passed GCSEs, these represent only a small number of the pupils who have passed through the Centre over the last year. The Centre does not have sufficient information about the progress pupils make. The quality of teaching and learning is unsatisfactory. Teachers know the pupils well and try to coax them to complete work, but there are few links between the work planned and what pupils have achieved previously.

The curriculum offered to pupils is inadequate. It does not provide them with equal opportunity to experience and achieve success in a sufficiently wide range of subjects or activities. The accommodation available to the Centre is very poor.

Pupils make satisfactory progress with their personal development. Pupils relate well to staff and many prefer to be in the Centre than school, although, not always for educational reasons. One young pupil in saying he liked the Centre explained 'I come to the Centre for two days and the other days I'm at home on my bike'. The quality of care is satisfactory mainly because of the commitment of all staff to support the pupils individual needs. Relationships between staff and pupils are very positive.

What the school should do to improve further

- establish a permanent, effective senior management team and management committee, ensuring that the performance of all staff is monitored regularly
- improve the achievements of pupils and the system it has to record their progress
- improve the attendance of pupils and the ways this is checked
- improve the quality of teaching by ensuring that there is more emphasis on planning lessons that will enable pupils to learn and make good progress
- improve the quality of the curriculum, particularly for pupils with statements of special educational needs, by offering a much wider range of experiences.

Achievement and standards

Grade: 4

The Centre has very limited evidence to show how well pupils achieve during their time there. The temporary acting management team acknowledge this and in its own evaluation of its performance the Centre states 'establishing a new format for recording (pupils') progress is needed'. There are individual examples of examination success; for example, last year one girl pupil passed five GCSEs and another three. However, only two other pupils took examinations and, when the high numbers of pupils in Years 10 and 11 who pass through the Centre is taken into account, this is unsatisfactory. Following time in the Centre a few pupils, especially those of primary age, make sufficient progress to be able to return to mainstream education. There are no records, though, of the pupils' achievement to show if this represents good progress. A scrutiny of the details of pupils on roll shows that many have been in the Centre for over a year and, again, there are few records to show how much progress they are making. The Centre does not set targets for pupils' achievements and as a result they are unsure how well they are achieving.

Personal development and well-being

Grade: 3

The few pupils met at the Camelford site commented on how much they enjoy being there and have good relationships with each other and staff. In discussion they all feel that being at the Centre is better than being in mainstream education. For example, one pupil said 'I like it here because the teachers don't shout at you'. This confirms the view of the Centre that the personal development of pupils, whatever their difficulties, is enhanced through the individual support provided by Centre staff. However, the attendance of pupils is inadequate. A scrutiny of attendance records shows that less than half the pupils attend for the full number of hours that they have been offered. Records show that there were concerns about pupils' behaviour during the last year. However, staff comments and records show there has been an improvement during the current term. Pupils are well supervised during their time at the Centre and this ensures that they are safe. Their economic well-being is given satisfactory attention through the work experiences many complete and the emphasis given to teaching mathematics to all on roll. There are, though, limited opportunities for pupils to engage in sporting activities and, because the Centre has very limited cooking facilities, opportunities for pupils to gain an understanding of living healthy lifestyles are limited.

Quality of provision

Teaching and learning

Grade: 4

Teachers have good relationships with the pupils and are keen to ensure that they are not under pressure within the classroom. They offer pupils good encouragement to

complete their coursework for examinations. Within the primary classroom the teacher puts a lot of emphasis on pupils' personal development in ensuring pupils are relaxed and enjoy being in school. However, teaching throughout the Centre does not challenge pupils sufficiently well to achieve. It is not clear in lessons what teachers are seeking pupils to learn as a result of their teaching because lesson planning is weak. Teachers do not make sufficient use of information gained from checking what pupils know and can do in planning work. These weaknesses mean that teaching is not giving sufficient emphasis on pupils achieving to their full potential. In addition the marking of pupils' work is weak and fails to help them understand how they can improve.

The quality of the building also impacts on the quality of teaching because the space is very limited and teachers do not have their own classrooms. Rooms are used by different staff and in both the Bodmin room and Camelford Centre there are uninviting classrooms, many with discarded items lying around in corners. Exceptions are two good art displays and the primary classroom at the Camelford Centre, where pupils' work is on display.

Curriculum and other activities

Grade: 4

Although the Centre does not have to provide the full National Curriculum for most of its pupils, it is expected to provide a wide range of experiences. Present arrangements are not offering this. There is an appropriate emphasis on literacy and numeracy and timetables indicate that pupils are taught these subjects. However, besides these two subjects there is no plan to ensure that all pupils are offered a suitable range of subjects. For example, although the primary group have begun to use the park on one afternoon a week, all other pupils do not have opportunities to be involved in physical education lessons. There are virtually no opportunities to study humanities. Creative and practical activities such as art, music and design and technology are almost non-existent. Religious education is not offered to any pupils. Not all excluded pupils are provided with their statutory time of 25 hours teaching time each week. Many are invited to attend for a reduced amount of time because of behaviour or transport difficulties. It is because of these weaknesses that the curriculum is not providing pupils with equal opportunities. The curriculum for pupils who have a statement of special educational needs is inadequate and fails to ensure that they have access to the full National Curriculum or that the requirements of their statements are being met.

There are, however, good additional activities purchased by the Centre. Most pupils can access a few of these. For example, primary pupils take a well organised rural studies course at a nearby centre and many older pupils have good opportunities to take part in outdoor education activities at another local centre. There are also good opportunities for pupils to undertake work experience in Years 10 and 11.

Care, guidance and support

Grade: 3

Undoubtedly the strength of the care arrangements of the Centre is the good quality of relationships that staff have with pupils. It is clear staff are committed to supporting them as much as possible. This is reflected in the encouragement given to them to complete their coursework or to attend external curriculum opportunities that are offered to them. However, weaknesses in the marking of pupils' work limits the quality of the guidance pupils are given to improve. Under the temporary senior management team improvements to guidance arrangements have been made that are having an impact. Individual education plans have been written and a number of pupils with behaviour difficulties have been given specific behaviour plans. These actions, however, have not enabled pupils to overcome their behaviour difficulties so that they attend the Centre full time. All staff have been checked by the criminal records bureau (CRB) but it is concerning that not all staff have been trained in child protection matters. Good links have been established with other agencies, including social services and the Connexions service, and these have proved useful in giving pupils individual guidance on personal issues. These links are used to support children in the care of the local authority well.

Leadership and management

Grade: 4

Inadequate leadership and management have meant that the Centre has not provided pupils with an effective quality of education. The Centre recognises in its own evaluation that a key priority is 'to establish effective leadership and management under a new management team'.

The current temporary senior management team and the previous acting manager have initiated a number of changes which have brought about improvements to the Centre. For example, both the local authority and a representative from the management committee have reported improvements to staff morale and the tidiness of the Centre. The acting senior team have good plans for further improvements, such as establishing systems to monitor the performance of staff. They have identified ways of recording pupils' attendance that will enable their attendance now to be compared with their previous attendance in mainstream schools.

One of the key requirements of this team will be to improve the accommodation that pupils are currently educated in. The local authority acknowledges this and records indicate that moving to a new, more suitable site is a high priority.

Systems to monitor the work of the Centre are inadequate. The management committee is ineffective; it has only met on one occasion and has not been able to have any impact on the quality of work of the Centre. The local authority acknowledges this and has made plans to improve the membership of this committee and for it to meet on a more regular basis.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	4	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	4	NA
The extent to which learners make a positive contribution to the community	4	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	No	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	No
Learners are encouraged and enabled to take regular exercise	No
Learners are discouraged from smoking and substance abuse	No
Learners are educated about sexual health	No
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for making me welcome in the Centre last week. I enjoyed meeting you and hearing about how much you preferred being at the Centre than at school. I have written a report about the Centre and sent a copy to the school. This report says that I think the Centre needs to improve what it does to help you. I have, though, said about how the staff show they care for you and want to encourage you to do well, especially in completing coursework for examinations. They also ensure you are safe and can take part in interesting activities off site. Many of you also have good opportunities to undertake work experience.

The most important weaknesses I have highlighted in the report are:

- The main building at Camelford is inadequate and makes providing you with a suitable education very difficult.
- You are making unsatisfactory progress in your learning because teaching and learning are unsatisfactory and the curriculum is not as good as it should be.
- The school has not been managed very well, although the temporary senior staff this year have made improvements.

All of this is serious and means that I have recommended that urgent improvements are made and that an inspector will visit every term until these improvements have been made and a better quality of education is being provided.

Once again thank you for being so helpful and polite to me when we met.