



Kerrier EOS Centre

Inspection Report

Unique Reference Number 134755
LEA Cornwall
Inspection number 282674
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Sarah Mascall AI

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

Type of school	Special	School address	Gweal-an-Top
School category	Pupil referral unit		School Lane
Age range of pupils	5 to 16		Redruth, Cornwall TR15 2ER
Gender of pupils	Mixed	Telephone number	01209 217046
Number on roll	22	Fax number	01209 218285
Appropriate authority	The governing body	Chair of governors	Ms Elaine Cole
Date of previous inspection	Not applicable	Headteacher	Ms Jane Wyglendacz

Age group	Inspection dates	Inspection number
5 to 16	5 July 2006 - 6 July 2006	282674

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most students are admitted because they have been or are about to be excluded from their mainstream schools. Several students have medical conditions. There are also a number of students who attend the PRU who are also on the register of their mainstream schools. The PRU also provides an education for pregnant school girls. The majority of students have emotional, behavioural and social difficulties. Many of the students come from areas of social deprivation.

At the time of the inspection there were no students from Year 11 and two students were of primary age. Eight students have statements of special educational need.

The headteacher has been absent since November 2005 and an acting headteacher and deputy have been in post since that time. This is the PRU's first inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

Kerrier EOS Centre is not effective because of weaknesses in the curriculum, which prevent students from making the progress they should. The centre does not ensure that students who are permanently excluded and those with statements of special educational need, receive their full allocation of teaching time. The curriculum is also badly suited to students of primary age. The accommodation, although spacious, is not fit for purpose for a PRU or for students from Year 1 to Year 11. The lack of any effective system to collate data on students' achievements makes it difficult for staff to be clear about how well students are achieving. As a result of these factors, the achievement of most students is inadequate.

Despite these weaknesses, the centre has a number of strengths in important areas. Teaching is good and enables the small number of students who attend regularly and who have sufficient teaching time to make at least satisfactory progress. The personal development of students is good and their care and welfare are given the highest priority by staff; good links have been established with a range of services to support students. As a result, a number of students, particularly those who are still on the register of their mainstream schools, are able to return to their schools. The PRU is very aware that it is not meeting the needs of primary-aged students but does all it can to ensure their safety and provide opportunities for learning.

Leadership and management are satisfactory. The acting senior management team has instigated a number of recent initiatives that are beginning to have an impact on improving the provision. There is good teamwork amongst staff and a clear understanding of the centre's strengths and shortcomings. However, the centre's overall evaluation of its effectiveness is higher than that of inspectors. At present the PRU is not providing value for money but the new draft improvement plan reflects higher expectations for what students can achieve and a good understanding of what needs to be done. This is an improvement on the previous plan. As a result, the PRU has a satisfactory capacity to improve.

In accordance with Section 13 (3) of the Education Act 2005, HMCI is of the opinion that this PRU requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The PRU is therefore given a Notice to Improve. Significant improvement is required in relation to: the curriculum, the achievements of most students, accommodation and ensuring a better understanding of students' progress.

What the school should do to improve further

- Provide all students with more teaching time to enable them to make better progress in their learning.
- Provide a curriculum that meets the differing needs and ages of the students, including those with statements for special educational need and those of primary age.

- Improve the accommodation so that it supports the curriculum and meets students' needs.
- Develop systems to collate the data on students' achievements in order to have a better understanding of the progress students are making.

Achievement and standards

Grade: 4

Students' achievements are unsatisfactory because they do not have sufficient teaching time to enable them to make the progress they should. When students start at the PRU many have had a disrupted education and, as a result, their standards are below those of their mainstream peers. By the time they leave, a few have gained passes in GCSEs and entry-level qualifications and a number of them go on to attend college courses. But for many, especially those who are permanently excluded, those with statements of special educational need and those of primary age, these achievements do not reflect their capabilities. Although they often make good progress in individual lessons, this is not enough to enable them to reach the standards they should.

For the small number of students who have opted to attend regularly and have a higher amount of teaching time than others, progress is better. They make good progress in improving their reading skills and in their numeracy skills. The PRU has not collated its data on students' achievements to enable staff to have a clear view of the progress students are making.

Personal development and well-being

Grade: 2

The overall personal development and well-being of students, including their spiritual, moral, social and cultural development, are good. This represents good progress for the students, many of whom have previously not been able to access education because of their unsatisfactory attitudes and behaviour. Students benefit from trusting relationships with staff and effectively improve their self-esteem. A parent said that her daughter 'is a different person' after attending the centre and her growing confidence has enabled her to achieve academically. Students have positive attitudes to work and, as a result, behaviour is generally good. There is a strong moral code which students understand and work hard to maintain. Students say that they feel very safe in the centre. They understand that bullying and racist and sexist remarks are not tolerated and are aware of the consequences of any anti-social behaviour. The requirements for students to attend are negotiated individually and on the basis of this, attendance is generally satisfactory. Students clearly enjoy their time at the centre and because of this many are attending the centre regularly for the sessions they have opted to do. This is an improvement from when they were in mainstream school.

Overall, students are adequately prepared for adult life. They benefit from good careers guidance and work-related learning programmes but their skills in numeracy, literacy and information and communication technology are not well developed. Students have a sound understanding of the importance of keeping healthy, particularly with regard

to issues relating to smoking and substance abuse. Students have an awareness of others and have raised money for charity but they do not have enough opportunities to contribute more fully to the PRU community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are well planned and teachers use their very good subject knowledge effectively to ensure that students build on their skills. Work is matched well to students' ability, enabling them often to make good progress in lessons. Staff have good relations with the students, which enables them to encourage and support students when they have difficulties. Behaviour is managed well and teachers show a strong commitment to getting the best from the students. Teachers use a range of strategies to make lessons interesting and to encourage students to develop their skills. Since starting at the PRU, students comment that they now enjoy learning because staff are helpful and friendly. They work hard to ensure they cover as much work as possible in the time available.

Teachers assess students' work on a regular basis and there is good annotation of students' work. Marking is good and often provides guidance for how students can achieve. However, teachers' assessments of students' actual levels of attainment are not always accurate and this makes it difficult for the PRU to judge how much progress each student is making over time.

Curriculum and other activities

Grade: 4

The curriculum is unsatisfactory, especially for students who have been permanently excluded, those with statements of special educational need and students of primary age. There are low expectations for students to follow a statutory curriculum. Students negotiate the number of hours they are prepared to attend the centre, and this has resulted in all students opting for well below their 25-hour entitlement.

Students with special educational needs are not being taught the full National Curriculum because of the limitations of time. Staff make every effort to ensure that students sample all subjects but this is limited because most time is, rightly, given to improving students' numeracy and literacy skills. The PRU does its best to meet the needs of primary-aged students but the limited accommodation and curriculum are preventing them from developing the skills they need to return to mainstream.

Although the accommodation is spacious, it is not adequate in meeting the needs of the students. There are no rooms for teachers to work on a one-to-one basis and many of the classrooms are interlinking, which can cause disruption to lessons when students occasionally exhibit challenging behaviour. The siting of the cooking facilities in a teaching room is inappropriate and there is no specific area for the teaching of science to enable students to carry out experiments.

Care, guidance and support

Grade: 2

The quality of care, support and guidance is good. Pastoral care is a strength because staff work hard in building trusting relationships with the students and liaise closely with a wide range of professionals to support students' individual needs. Good systems have been established to ensure each student has a key worker and students say that they can turn to adults if they are worried or upset. All requirements for child protection are in place and teachers pay good attention to health and safety.

Good progress has recently been made in developing links with a local primary school and it is hoped that from September, primary-aged students will be taught, by centre staff, in a mainstream setting. The PRU works very hard at re-integrating students into mainstream education and about a quarter of the students return to full-time education. However, few of these are students with behavioural difficulties. Staff give students clear guidance about how to improve their work. Individual education plans are satisfactory. All have targets to improve personal development and most have targets to improve students' skills in literacy and numeracy.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. Since the headteacher's absence the acting senior management team have taken on the responsibility for improving aspects of the centre. A number of recent improvements are already having a positive impact on improving the quality of education. The role of 'key worker' has been developed and has resulted in a better focus on involving parents in half-termly reviews. There is an increased impetus to involve parents more in their children's learning and ensure that they are consulted about the developments within the centre. Roles and responsibilities for staff have been clarified and there are now expectations that teachers will check on the work that is done in their subject areas. Although this is done in a small number of subjects such as mathematics, this good practice is not consistent throughout the centre. Many of these initiatives have yet to be embedded fully but there is a real sense of teamwork and commitment on the part of the staff to move the centre forward.

Until recently, planning for improvements and self-evaluation were inadequate. The present senior management team and staff, however, have improved both aspects. They have established a new draft improvement plan based on a more realistic evaluation of the centre's strengths and weaknesses. The improvement plan now reflects the high expectations of staff to ensure that students achieve academically as well as in their personal development. Because of the many recent initiatives and the new improvement plan, the PRU has the capacity to develop further.

The management committee, although newly established, is beginning to bring about change. Members of the committee have specific roles and responsibilities and have already started to try to address the problems regarding the outside accommodation.

Regular meetings are assisting the committee to develop an understanding of the work of the centre.

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?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	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?	2	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?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
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 myself and Mrs Hall so welcome. We enjoyed meeting you and looking at the work you have done. We found that there are a number of really good things about the centre, many of which you told us about. You get on well with your teachers and, because they are good at what they do, you learn well in the lessons you attend. Staff look after you well and make sure you are safe. Because of this you make good progress in improving your behaviour and getting on well with people.

We consider, though, that at present the centre is not providing a satisfactory education for you all. The main reason for this is because you do not have enough time in the centre. As a result, you are not making the progress many of you are capable of making. Those of you who have statements of special educational need do not have the opportunity to study all the subjects you should. The building, although big, does not provide small teaching rooms for you. Teachers know you well and check on how well you are doing but the PRU does not use this information to make sure you are making as much progress as you should.