

Kerrier EOS Centre

Inspection report

Unique Reference Number	134755
Local Authority	Cornwall
Inspection number	298613
Inspection date	9 July 2007
Reporting inspector	Denise Morris

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 on roll	
School	23
Appropriate authority	The local authority
Headteacher	Jane Wyglendacz
Date of previous school inspection	5 July 2006
School address	Gweal-an-Top School Lane East End Redruth TR15 2ER
Telephone number	01209 217046
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Age group	5-16
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

As a Pupil Referral Unit, the centre admits pupils who have been, or are about to be, excluded from their mainstream school. Several are dual registered with their mainstream school. At the time of the inspection there were no primary aged pupils or Year 11 students being educated on site. The centre caters for pregnant schoolgirls and several students have medical conditions. The vast majority of students have emotional, social and behavioural difficulties. Many come from areas of high social deprivation and several are looked after by the local authority.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The centre provides students with a satisfactory standard of education. It has made satisfactory improvement since the last inspection when it was given a Notice to Improve. A key strength of the centre is the good personal development and well-being of the students. Students say that they enjoy school and this is evident in their good attendance. They behave well in and around the centre and at lunchtimes they sit with staff and engage politely in conversation. Students regularly cook healthy lunches for the whole community and are aware of the importance of healthy life-styles. Their spiritual, moral, social and cultural development is good.

On entry to the centre many students have below average standards and have missed significant amounts of schooling. Because the centre caters well for their individual needs they quickly settle and make satisfactory gains in learning during their time there. Despite good teaching, their achievement is satisfactory overall because their progress is often limited by their emotional difficulties. Standards are below average. By Year 9, the majority of students are below average in English, mathematics and science. By Year 11, the vast majority have caught up on some of their previous learning so that when they leave in Year 11 all students gain at least one accredited qualification, such as a GCSE pass or Entry Level certificates. In 2007 all Year 11 students were given a place on a local college course.

Teaching is good. Teachers manage behaviour well but, at times, the personal difficulties of the students reduce the amount of learning that takes place in lessons. Learning in the majority of lessons is satisfactory. Teaching assistants are used effectively to support the learning of those who require additional help, which enables all students to achieve as well as each other. Teachers' planning is usually good but is not always consistent across all classes. The curriculum has improved since the last inspection and provides a satisfactory range of activities. Students receive the appropriate amount of teaching time for their ages. Links across subjects are developing but are not fully embedded, so that they do not always help students to achieve better standards in literacy, numeracy and information and communication technology (ICT). Resources have improved but the accommodation remains poor and does not meet the needs of students or the curriculum. The centre has yet to relocate to a new site, but plans for the move are well advanced.

Good care, guidance and support ensure that students are safe and secure. Students are extremely well cared for and they say that there is always someone to talk to if required. Assessment has improved since the last inspection. There are now clear procedures to assess achievement. The analysis of data is beginning to indicate the progress that each student makes over time.

Leadership and management, which are satisfactory, have been concerned with improving the accommodation and the move to the new site for the past year. This has affected other areas of the centre's work and although there has been regular monitoring of provision there is still some inconsistent practice in teaching and students' progress particularly. Self-evaluation is satisfactory, however, because good systems for planning and assessment have been introduced and leaders are aware of the work still to do. The headteacher is ably supported by the deputy headteacher. The local authority has been instrumental in working to relocate the centre to more suitable accommodation and its continuing support is essential if the centre is to improve further. The sound improvement made since the last inspection shows that the centre has satisfactory capacity to improve further.

In accordance with section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

What the school should do to improve further

- Ensure that the accommodation is improved by moving to the new site without delay.
- Ensure that monitoring is focused on improving the consistency of teaching and in particular the use of the centre's planning systems so that progress improves.
- Improve achievement by linking subjects more closely and applying the new assessment procedures consistently.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are below average. The vast majority of students have missed significant amounts of schooling before attending the centre and they benefit from the good teaching as they strive to catch up with their learning. At times, their personal difficulties prevent them from concentrating in lessons, but most stay on task so that standards gradually improve. Achievement is satisfactory overall. Students do particularly well in English and mathematics because of well planned tasks and a clear assessment of their achievements. Students' achievement has improved since the last inspection because they now receive the right amount of teaching time for their ages. Students with a statement of special educational need and those who are looked after by the local authority also make satisfactory gains in learning. Although standards by Year 9 and Year 11 are below average, students make satisfactory progress during their time at the centre. In 2007, all Year 11 students gained at least one GCSE pass or Entry Level certificate, and most gained more than this.

Personal development and well-being

Grade: 2

Students' spiritual, moral, social and cultural development is good. Most students are polite and friendly and have positive attitudes to their work. They behave well. A few find it difficult to articulate their thoughts or to be positive because of their emotional and behavioural difficulties. The majority say they enjoy school and show this by attending regularly. Students know how to keep themselves safe and they have a good understanding of the benefits of leading healthy lifestyles. They show this as they regularly cook healthy lunches for the whole school community as part of their food technology studies. They sit and eat lunch with adults politely and most readily take part in conversation. All students are part of the school council. They have

influenced their own ability to keep fit by having an input into the choice of fitness equipment which they use regularly. Students do not work with the community as regularly as they might. The majority of students are developing satisfactory skills for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Although there are some inconsistencies, good teaching is evident in most classes, with some excellent teaching in mathematics. Teaching was also good at the last inspection. Teaching typically ensures that students are engaged in practical activities so that they remain interested and stay focused. Relationships are almost always good but sometimes the students' emotional difficulties have a negative impact on their learning, which results in satisfactory rather than good achievement. Speaking and listening skills are used effectively in lessons but teachers do not always develop students' literacy, numeracy and ICT skills enough in other subjects. This leads to some lost opportunities to extend these skills. In many lessons, planning is good, with a clear focus on setting different tasks for students of different abilities. In a small minority of lessons teachers do not make effective use of the centre's planning systems so that too little is planned to meet the wide ranging needs of students. The marking of students' work is good and helpful. Behaviour is almost always managed well, although occasionally the challenging behaviour of one or two students reduces the amount of work done in the lesson. Not enough monitoring of teaching and learning occurs at present to ensure consistent practice across all classes.

Curriculum and other activities

Grade: 3

The curriculum has improved since the last inspection. It is now satisfactory and provides a sound basis for students to improve their learning. Provision is good in English and mathematics, and is improving in science and ICT. Links across subjects are less well developed so that there are lost opportunities to extend key skills in other subjects. Planning has improved and, although there are some inconsistencies, most teachers make satisfactory use of whole school planning formats. Students say that personal, social and health education is strong and prepares them well for growing up. Enrichment activities are satisfactory. There are opportunities to visit local areas of interest, such as the Eden Project and an after-school fitness club that students value. Cultural awareness is extended effectively through the curriculum as students study the work of local artists and discuss issues such as racial awareness. The accommodation has not improved since the last inspection and remains poor, but plans are well advanced for the move to new, more appropriate, premises in the very near future.

Care, guidance and support

Grade: 2

The centre provides good care for all students. Adults treat them with respect and students are confident enough to seek help when they need it. Arrangements for safeguarding students are effective and regular risk assessments and safety checks ensure that students are safe and secure. Personal targets are comprehensive. All students are aware of their targets and know what is expected of them. New assessment and tracking systems, which are good, enable the centre to check students' progress. These have just started to be used and are not yet properly embedded in regular practice to show how well students are doing.

Leadership and management

Grade: 3

The leadership and management of the centre are satisfactory. Senior managers have struggled for some time with issues linked to the poor accommodation. These are now about to be resolved so that energy can be diverted to other areas. The headteacher is effectively supported at all times by the deputy headteacher, who has started to make improvements to the data gathering and assessment systems. Whole staff training in 'assessment for learning' is a key feature of the recent improvement in the amount of information available on students' achievements. Curriculum leaders are supportive and are beginning to be effective in raising standards. They have developed good planning systems to ensure that the needs and abilities of students are met, but these are not always used well in all lessons. Evaluation of the centre's strengths and weaknesses is satisfactory and leaders know what needs to be done to improve provision further. However, despite regular monitoring, the impact particularly on teaching and progress, has not ensured consistent practice in all areas of the centre, particularly in the use of planning systems. Parents are very pleased with the provision and one parent commented, 'my son has done really well since starting there'. Links with other providers and with the support services are good. The management committee fulfils its role satisfactorily. Its members are supportive and helpful but do not challenge senior leaders enough.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

10 July 2007

Dear Students

Inspection of Kerrier EOS Centre, Redruth, Cornwall TR14 2ER

Thank you for your help during the recent inspection of your centre. It was very interesting to talk to you and listen to your thoughts about the things that you do there. You told me that you enjoy coming to the centre and you show this by coming regularly. This letter is to tell you about some of the things I found.

The centre is providing you with a satisfactory education. Although the standards that you reach are below average, your achievement is satisfactory. You behave well. I was impressed by the way you all had lunch together and very much enjoyed the soup that you made. You are aware of the importance of leading healthy lives.

The good teaching helps you learn and you work well in your lessons. Your work is marked well and the teachers are beginning to use the new assessment systems to help you improve your work. The curriculum provides you with a satisfactory range of learning activities, although you do not always have enough opportunities to use your literacy, numeracy and ICT skills in other subjects.

The leadership and management of the centre are satisfactory and keep you safe and secure at the centre. The accommodation is poor, but your headteacher and the deputy headteacher are working closely with the local authority to make sure that you all move to your new accommodation as soon as possible.

There are three things that I have asked the centre to do to improve further.

- Make sure the move to the new site takes place by next term.
- Check the quality of teaching and the curriculum more often to make sure you all receive the same quality of experiences.
- Make sure that you have more chances to use your literacy, numeracy and ICT skills in your other subjects.

Thank you again for your help and good luck for the future

Best wishes. Yours sincerely

Denise Morris Lead Inspector