

Tribal Education  
1–4 Portland Square  
Bristol  
BS2 8RR  
T 0845 1236001  
F 0845 1236002

Ofsted helpline  
08456 404045  
[edhelpline@ofsted.gov.uk](mailto:edhelpline@ofsted.gov.uk)  
  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



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Mrs R Chapman  
District Manager  
North Cornwall EOOS Centre  
Campus XXI  
The Gaia Building  
Delabole  
Cornwall  
PL33 9DA

Dear Mrs Chapman

## SPECIAL MEASURES: MONITORING INSPECTION OF NORTH CORNWALL EOOS CENTRE

### Introduction

Following my visit to your school on 13 and 14 March 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in November 2005.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### Evidence

I observed teaching, scrutinised documents, and met with the centre manager, deputy manager, chair of the management committee, centre secretary, and a representative from the local authority.

### Context

Since the last monitoring inspection the centre has moved into new, more appropriate premises. This move was completed at the beginning of March, less than two weeks before the monitoring visit. Staff have made considerable efforts to ensure that the transfer has been smooth with minimum disruption to pupils' education. An additional teacher has been appointed to teach English and one student from Key Stage 3 has been admitted. Following a local authority review, it has been agreed that provision

for students with medical needs will no longer be the responsibility of the centre, as from September 2007.

## Achievement and standards

Pupils are currently making satisfactory progress, although standards are below what might be expected of them given that many pupils have a history of disrupted education and, that previously, there was a lack of rigour in the centre's work. Results from mock examinations show Year 11 pupils are likely to achieve the grades predicted for them in GCSE examinations. Pupils are set to gain additional accredited qualifications, for example through the land studies course provided at a local farm centre and the core skills course to recognise pupils' achievements in functional English. Pupils in Year 10 are taking GCSE Entry level examinations which is helping to prepare them for sitting the GCSE examination the following year. The school continues to monitor pupils' progress effectively and set targets for improvement.

Progress on the area for improvement identified by the inspection in November 2005:

- improve the achievements of pupils and the system to record their progress – satisfactory.

## Personal development and well-being

The centre's very good systems for checking pupils' attendance have contributed to their markedly improved attendance since joining the centre. Pupils value and respond to the individual help they receive. They display positive attitudes and are pleased with the new accommodation. The vocational courses in the community and the centre based courses in numeracy, literacy and information and communication technology (ICT) are preparing pupils well for their next stage. The centre provides a breakfast for pupils on arrival and nutritious food is prepared at lunch time. These opportunities help pupils to eat healthily and also, by eating together around a table, pupils are encouraged to develop their social skills.

Progress on the area for improvement identified by the inspection in November 2005:

- improve the attendance of pupils and the ways this is checked – good.

## Quality of provision

The quality of teaching has improved and is broadly satisfactory. There is now a much calmer and more purposeful atmosphere in lessons with a stronger focus on learning. During the visit the number of pupils in classes was small due to some unforeseen authorised absences. Consequently, teachers' strategies for managing pupils' behaviour were not tested as they would have been if larger groups of pupils were present in class. Lessons are

generally planned more carefully and the content matched more closely to pupils' capabilities and interests than at the time of the last monitoring inspection. As a result, pupils show more interest in their work and their behaviour in lessons is satisfactory. Teachers form good relationships with pupils and offer praise and encouragement which help pupils to complete their work. In the better lessons, clear explanations of what pupils are expected to learn enable pupils to start work quickly without asking too many questions. Pupils are encouraged to contribute their own ideas and discuss what they are learning, which helps to create a mature atmosphere and also develops pupils' speaking and listening skills. In some lessons there is too little attention given to reviewing what pupils have learned which limits their progress. There is satisfactory use of assessment information to plan lessons, often linked to examination coursework.

The curriculum for Key Stage 4 pupils provides a broad range of experiences backed up by suitably accredited courses. Pupils particularly enjoy attending the vocational land studies course at a local farm and the centre has been successful in securing an accredited course to recognise this work. Other courses include GCSE and Entry level in mathematics, English, ICT, food studies and child care. The centre has also recently introduced an appropriate adult literacy core skills course. Physical exercise is provided through a good range of outdoor pursuits, such as kayaking and surfing. A programme of personal, social and health education was provided by the youth service, but is not currently taking place. Given the needs of pupils attending the centre this is an important gap in provision. The centre has recently admitted a pupil from Key Stage 3 and although he has a full timetable, the curriculum is based on many of the activities provided at Key Stage 4. This arrangement is not appropriate in the longer term and the centre needs to design a curriculum specifically to meet the needs of this age group. The new accommodation is of a very high standard offering good sized classrooms and space for practical subjects to be taught more effectively. Given that the centre has only recently occupied the premises, plans for maximising the use of the accommodation to support the curriculum are still being developed.

The centre has introduced a good system for supporting pupils' personal development. Pupils are encouraged to discuss their priorities for improvement with their tutor and record them in a booklet. This system shows good potential for helping pupils' personal development, although regular times have not yet been allocated to review progress and thereby strengthen the arrangement.

Progress on the areas for improvement identified by the inspection in November 2005:

- 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 – good

- improve the quality of the curriculum, particularly for pupils with statements of special educational needs, by offering a much wider range of experiences – satisfactory.

## Leadership and management

The centre manager continues to provide strong leadership. Assisted by her deputy, she has monitored teaching and focused on improving the quality of teaching and learning. This monitoring is having a positive effect on raising standards, although arrangements for sharing the best teaching practice and checking that lesson planning is consistently good are underdeveloped. Data on pupils' attendance and academic progress are used well to measure the work of the centre and judge its performance. The range of accredited courses offered to pupils has been extended and the quality of teaching and learning has improved since the last monitoring inspection. These positive developments demonstrate that the centre's capacity for further improvement is secure.

The management committee provides a satisfactory level of support. Members have assumed oversight of different aspects of the centre's work and have started making visits to discuss these aspects and report back to the committee.

Progress on the area for improvement identified by the inspection in November 2005:

- establish a permanent, effective senior management team and management committee, ensuring that the performance of all staff is monitored regularly – good.

## External support

The local authority has been particularly successful in securing appropriate accommodation for the centre. External consultants, a school improvement partner and subject advisers have continued to provide a good level of support.

## Main Judgements

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – good.

Newly qualified teachers may not be appointed.

## Priorities for further improvement

- Complete curriculum planning for pupils at Key Stage 3.

I am copying this letter to the Secretary of State, the chair of the management committee and the Director of Education for Cornwall.

Yours sincerely

Andrew Redpath  
H M Inspector