

# North Cornwall EOOS Centre

## Inspection report

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<b>Unique Reference Number</b>	134754
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	301268
<b>Inspection dates</b>	25–26 June 2007
<b>Reporting inspector</b>	Andrew Redpath HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	27
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Telham
<b>Headteacher</b>	R Chapman
<b>Date of previous school inspection</b>	23 November 2005
<b>School address</b>	Campus XXI The Gaia Building Delabole PL33 9DA
<b>Telephone number</b>	01840 213968
<b>Fax number</b>	01840 213834

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<b>Age group</b>	11–16
<b>Inspection dates</b>	25–26 June 2007
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

The North Cornwall EOOS Centre provides education for pupils aged between 11 and 16 years who are not attending mainstream school full time. Some pupils have been excluded as a result of behavioural difficulties, others receive tuition at home due to their medical needs. Many pupils come from homes experiencing economic hardship and challenging circumstances. Following a local authority review of education in pupil referral units, it has been agreed that, as from September 2007, the centre will limit the range of its provision. It will provide education for pupils who have been excluded and support others in school who are experiencing behavioural difficulties. It is intended that younger pupils aged 11 to 14 years should return to a mainstream school following a period of intensive work at the centre. Exceptionally, the centre may admit older primary age pupils, although none attend currently. The centre was deemed to require special measures in November 2005 and has since been subject to regular monitoring visits. The headteacher was appointed in April 2006 and the centre moved to new premises in February 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Since the last inspection, significant improvements have been made and North Cornwall EOOS Centre now provides a satisfactory quality of education. Good leadership by the headteacher, the move to more appropriate premises, and the effective use of external support have all combined to secure the centre's improvement.

Pupils' achievement is satisfactory. Standards are below average since many pupils have a history of disrupted schooling. However, they now leave the centre with a range of examination passes which represents much better progress than at the time of the last inspection. Pupils' personal development and well-being are satisfactory. Pupils report they value the work of the centre and their attendance has improved when compared with that at their previous schools. The centre's promotion of nutritious food helps to give pupils a good awareness of how to live healthy lifestyles. Behaviour is satisfactory and there is generally a calm and productive atmosphere in classes. However, there have been occasional incidents as new pupils arrive and take time to settle in their new environment.

Teaching and learning are satisfactory. There is a sharper focus on what pupils are expected to learn in lessons, supported by a better range of activities and resources. This has helped to capture pupils' interest and raise their achievement. In some lessons, there is too little focus on developing literacy skills which limits pupils' progress. The curriculum is satisfactory overall and provision of vocational courses at a local farm is outstanding. The centre has recently admitted pupils aged 11 to 14 years and is developing the curriculum further for this age group. Planning is not yet complete and procedures for returning pupils to a mainstream school have not yet been put in place. The quality of care, guidance and support is good and it is tailored effectively to the individual needs of each student. The centre has robust procedures for following up absences and works closely with parents and other agencies to help pupils resolve their emotional and social difficulties.

The leadership and management are satisfactory. Staff have worked hard to bring about significant changes which have improved the work of the centre. Some staff have taken on new responsibilities recently and are still developing their roles to improve aspects of planning and monitoring. However, the centre's success in introducing changes to date demonstrates that it has a satisfactory capacity for further improvement.

### What the school should do to improve further

- Complete curriculum planning for pupils aged 11 to 14 years.
- Raise the quality of teaching and learning by increasing opportunities for pupils to develop their literacy skills.
- Develop procedures for supporting pupils' return to mainstream school.

A small proportion of 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**

Achievement and standards are satisfactory overall. Standards are below average, due in part to the history of disrupted schooling experienced by many pupils and in part to the previously inadequate teaching and learning at the centre. Teaching has improved and, consequently, pupils' current achievement is satisfactory. School data shows that most pupils are likely to achieve their expected grades in GCSE or Entry level examinations in 2007. The number of subjects taken is relatively small, typically between four and six. However, this represents improvement since the time of the last inspection when few pupils took examinations. Other accredited qualifications include the land studies environmental science vocational qualification gained through work at a local farm, and the core skills course to recognise pupils' achievements in functional English. Evidence suggests that most pupils have a suitable destination for when they leave the centre. Pupils in Year 10 took GCSE Entry level examinations to help improve their examination skills in preparation for sitting the GCSE examination next year. Pupils at Key Stage 3 who have recently joined the centre are making satisfactory progress. The school has an effective system for checking pupils' progress and setting targets for improvement.

## **Personal development and well-being**

### **Grade: 3**

Pupils have positive attitudes towards the centre and feel they benefit from its provision. The improvement in attendance is due to the rigorous system for agreeing targets with pupils and for following up absences promptly. A small number of pupils have quite complex social, emotional and behavioural difficulties and find it difficult to work in a group. The centre manages these pupils effectively and has set up suitable individual programmes to meet their needs. Pupils' spiritual, moral, social and cultural development is satisfactory. Effort and good behaviour are recognised by giving pupils 'points' which they can exchange for vouchers. Pupils appreciate this system. However, there are few opportunities for pupils to receive certificates for their achievements, other than when they succeed in public examinations. The centre provides breakfast for pupils on arrival and nutritious food is prepared at lunchtime. This helps pupils to recognise the need to lead a healthy lifestyle and also, by eating together, to develop their social skills. Pupils make a satisfactory contribution to the community, mainly through their work at a local farm. There are few other opportunities for pupils to take responsibility in the centre or in the wider community. The way pupils are prepared for their future lives is supported well by the vocational courses in the community and their knowledge of information and communication technology (ICT), but limited by their low levels of literacy.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning has improved and is satisfactory. This is because there is a clearer focus on what pupils are expected to learn and the content of lessons is matched more closely to pupils' capabilities and interests. There are good relationships between staff and pupils and behaviour is managed sensitively. Staff offer praise and encouragement which helps pupils to try hard and produce an acceptable standard of work. Many pupils have below average levels of literacy and need to improve their skills in this area in order to return successfully to

a mainstream school. However, in some lessons, there are too few opportunities for pupils to write down their ideas and there is insufficient focus on developing literacy skills generally in lessons other than English. This limits pupils' progress. Several pupils have joined the centre recently and receive considerable individual support in lessons. Occasionally this high level of support limits pupils' opportunity to work independently and take responsibility for their own learning. Satisfactory use is made of assessment information to plan lessons.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is sufficiently broad and balanced and has been adapted well to meet the needs of pupils aged 14 to 16 years who have experienced failure in their previous school. The curriculum includes a suitable range of vocational and accredited courses. Physical education is provided through participation in outdoor pursuits, for example kayaking and surfing. Pupils particularly enjoy attending the excellent vocational land studies course at a local farm. The centre has been successful in securing accredited courses in animal husbandry and horticulture to recognise this work. Other courses provided at the centre include GCSE and Entry level in mathematics, English, ICT, food studies and child care. The centre has also introduced recently the adult literacy and numeracy core skills courses and certification of modules to recognise achievement in most subjects. The new accommodation is of a very high standard and has had a significant impact on improving the curriculum. It provides classrooms of a good size, an ICT suite, and rooms for practical subjects.

The centre is now extending the curriculum to meet the needs of pupils aged 11 to 14 years, with an appropriate focus on improving pupils' social skills and encouraging them to experience success in their learning. Planning for this curriculum is not yet complete.

## **Care, guidance and support**

### **Grade: 2**

Good relationships between adults and pupils underpin the good quality of care, guidance and support. Staff are very sensitive to the social and emotional needs of pupils and treat them with respect. Consequently, pupils feel confident they can turn to adults for help with their personal and academic difficulties. Procedures for child protection are thorough and there are up to date records confirming the suitability of adults to work with pupils. Staff have received appropriate training to manage incidents of challenging behaviour in a safe and non confrontational manner.

The centre works closely with parents and other agencies to ensure that all pupils receive a good level of support. This work has had a marked impact on improving pupils' attendance. The centre is particularly alert to the needs of pupils experiencing social difficulty or who are in the care of the local authority. The centre has introduced a good system for reviewing pupils' personal and academic progress. Weekly individual meetings with a tutor cover targets and enable pupils to discuss any concerns and identify priorities for improvement. Some pupils also receive regular support from a visiting counsellor to help improve their social skills and self-esteem. The centre has not yet set out procedures which give guidance to pupils on how they might return to mainstream school.

## Leadership and management

### Grade: 3

The headteacher's determined leadership has made a significant difference to the centre's ethos. A much sharper focus on raising achievement has created a more purposeful environment for learning. The improved range of courses at Key Stage 4 has increased the opportunity for all pupils to achieve. As a result, standards have risen and students leave the centre better prepared for their future.

The centre has established satisfactory systems for self-evaluation and has a sound understanding of its strengths and areas for improvement. Data is used effectively to check pupils' progress and to set target grades for them to achieve in examinations at Key Stage 4. The school deploys its resources efficiently to meet the needs of its pupils. Some staff have taken on their responsibilities recently and are still developing their roles. Aspects of the centre's monitoring and longer term planning are still being developed and lack detail.

Good relationships have been established with parents and other partners. This has had a marked effect on improving pupils' attendance and in extending the curriculum at Key Stage 4. The management committee provides a satisfactory level of support. The chair of the committee works closely with the headteacher and visits the centre regularly to view its work. Currently the committee has oversight of two pupil referral units. There are plans to change the scope of the committee which will enable it to focus exclusively on provision at this centre.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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**

27 June 2007

Dear Pupils

Inspection of North Cornwall EOOS Centre, Delabole PL33 9DA

As you know I inspected your centre on 25 and 26 June. I am writing to let you know the judgements I made about your school. I thank those of you who talked to me about the centre and showed me your work.

I have been visiting your centre for over a year since its last inspection, when it was placed in special measures. This was because there were concerns at the time about the standard of education and the progress you were making. I am pleased to say that the centre has improved and now offers a satisfactory standard of education. It no longer requires special measures. The headteacher and staff have worked hard to bring about these changes. Some of you told me how your work had improved since joining the centre and how the new premises provide a better environment for learning.

Most of you make satisfactory progress with your work because teaching has improved and is now satisfactory. You particularly enjoy working at the local farm which provides excellent vocational courses. The centre provides a high standard of care. You receive good support to help sort out any difficulties and to improve your learning. As a result of this many of you have improved your attendance.

There are still some areas where the centre needs to get better. More planning is needed in some subjects for pupils aged 11 to 14 years. Also, the centre needs to provide more help to some of you to improve your reading and writing skills. You can help by trying hard to write neatly and more often in lessons. Finally, there need to be clear procedures to help some of you to return to a mainstream school. You can help by discussing with teachers which aspects of your learning and behaviour might need to change in order for you to return to a mainstream school.

Yours sincerely

Andrew Redpath Her Majesty's Inspector