

# Kerrier EOS Centre

## Inspection report

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<b>Unique Reference Number</b>	134755
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	341524
<b>Inspection dates</b>	25–26 May 2010
<b>Reporting inspector</b>	Christine Emerson

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

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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>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	28
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Jonathan Stocker
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Nine Maiden Redruth TR16 6ND
<b>Telephone number</b>	01209 217046
<b>Fax number</b>	01209 218285
<b>Email address</b>	jstocker@cornwall.gov.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by one additional inspector. The inspector observed seven lessons or part lessons and undertook a learning walk, during which she spent a short time in every class. Six teachers and a higher level teaching assistant were seen leading lessons. The inspector had discussions with pupils, staff, the School Improvement Partner and three members of the management committee. The inspector examined the file of one vulnerable pupil in detail, as well as the unit's tracking file, to see how well the centre meets pupils' individual needs and checks their progress. A wide range of documentation was also examined, including the unit's development plan and policy documents for safeguarding and other statutory requirements. As no parents or carers returned the parent questionnaire, the inspector looked at the unit's recent parent survey.

The inspector reviewed many aspects of the unit's work. She looked in detail at the following:

- how effectively the unit improves pupils' attitudes and behaviour so that they become successful learners
- how effectively the leadership team monitors teaching and learning to ensure that pupils of all ages achieve equally well
- whether the management committee provides effective support and challenge to promote the unit's strategic development
- whether all teachers are consistently using information gained from assessment to match work set to the learning levels of individual pupils
- how well pupils are prepared to live in the culturally diverse society of the UK.

## Information about the school

Nine Maidens Short Stay School admits pupils from the Kerrier district of Cornwall who have been excluded or are at risk of exclusion from their mainstream school. The majority are dual registered with their mainstream school. At the time of the inspection, pupils on roll were in Years 3 to 10. The unit also supports a few students who are enrolled on full-time courses at either Cornwall or Truro College. Most pupils have behavioral, emotional and social and difficulties (BESD) and a very small minority have autistic spectrum disorder (ASD). A few pupils are looked after by the local authority and a minority have a statement of special educational needs. All the pupils currently on roll are of White British heritage. Last year 71 pupils accessed the provision with 51 returning to mainstream. Since the previous inspection the unit has moved to a new site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Nine Maidens Short Stay School provides the pupils with a good quality of education. There has been good improvement since the previous inspection. When they are admitted, the majority of pupils are disaffected from learning and have weak attainment. However, staff have a very good understanding of the particular needs of individual pupils and offer the pupils outstanding care and support. Relationships are excellent and safeguarding procedures are rigorous. Pupils are expected to behave well and any challenging behaviour is dealt with very effectively so that lessons are not disrupted. As a consequence of the consistently high expectations, excellent guidance and an effective monitoring system, pupils make good progress in improving their behaviour and attitudes to learning. This is enhanced by the outstanding links which the unit develops with parents and carers. Because they begin to attend school regularly and focus better in lessons, pupils' progress accelerates and they quickly catch up on the work which they have missed. As a result their attainment is broadly average. Systems to assess pupils and to track the progress they make have improved considerably since the previous inspection. Nevertheless, teachers are not always using the information gained from assessment to match work set precisely enough to the learning levels of individual pupils. An excellent programme to develop pupils' independent living skills underpins their outstanding progress in learning how to stay healthy. Pupils really enjoy taking turns to prepare the healthy lunch which is eaten 'family style' by staff and pupils together. This helps the pupils to develop important social skills and to build good relationships with each other and with staff. The school is very clearly focused on preparing the pupils to successfully transfer back to mainstream schools or move on to college. Excellent working relationships have been developed with local schools and agencies. These support pupils' reintegration very well and ensure that the most vulnerable pupils, such as those who are looked after by the local authority, have their needs well met. As a consequence, outcomes for pupils are good. Last year, all Year 11 leavers moved on to further education and a good number of pupils transferred back to mainstream.

The headteacher has been successful in developing a strong sense of purpose in the staff team and introducing rigorous systems to evaluate how well the provision is doing. Although the monitoring of teaching and learning has improved a great deal since the previous inspection, the unit rightly recognises in its development planning that this aspect of evaluation remains an area of focus. The provision is a very cohesive community but there is limited evidence of ways in which the unit promotes community cohesion beyond the school. Through its current performance, accurate self-evaluation and improvement since the previous inspection, the centre has demonstrated that it has

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a good capacity for sustained improvement.

## What does the school need to do to improve further?

- Improve pupils' attainment by:
  - ensuring that teachers always make full use of information gained from assessment to match work set in lessons precisely to individual pupils' learning levels.
- Consolidate and develop procedures to monitor the quality of teaching and learning by:
  - establishing a more systematic schedule for lesson observations (by July 2010)
  - involving teachers in peer appraisal
  - using information gained from the headteacher's weekly learning walk to inform staff training.
- Promote community cohesion better by:
  - preparing a detailed action plan (by July 2010) which is evaluated regularly
  - giving pupils more opportunities to explore different faiths.

## Outcomes for individuals and groups of pupils

**2**

The unit's detailed tracking data demonstrate clearly the good progress which pupils of all ages make in English, mathematics and science. Bearing in mind their disrupted education, pupils aged 14 to 16 years gain a good number of GCSEs, basic skills and vocational qualifications. All pupils, including those with special educational needs and/or disabilities, achieve well. This is because staff know the pupils well and are very skilled at working with pupils with challenging behaviour. Teachers plan lively and interesting lessons and, as a result, the pupils are keen to learn and make good progress. An example of this was in an outstanding lesson where pupils in Years 3 to 5 plotted and read map coordinates. Pupils thoroughly enjoyed the practical activity where they went into the garden to plot features on their maps. The teacher very skilfully weaved in further learning experiences by allowing pupils to observe the wildlife in the pond as a reward for task completion. This motivated the pupils to try hard and, with excellent support, all achieved the task set even though they found the work challenging. Pupils' records demonstrate that they make good progress in developing key skills such as reading. This is because there is a much improved focus on promoting key skills in all subjects. The focus on developing skills in literacy and numeracy, as well as very good opportunities to learn independent living skills such as cooking and budgeting, prepare pupils well for adult life. Pupils take good care of equipment and are willing to help staff with daily tasks such as clearing tables and washing up after lunch. Pupils make good progress in learning how to keep themselves safe in the community. They say that there is very little bullying at the unit and any issues are very quickly dealt with. They make a good contribution to conserving the local area through their work with Forrest School and at Crenvor Grove. Pupils' spiritual, moral, social and cultural

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development is good. They make good progress in understanding that British society is made up of diverse cultures and faith groups through studying modern novels and joining in well-planned topical discussions in English and in personal, social, health and citizenship education (PSHCE).

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is consistently good or better. As a result of teachers' strong subject knowledge and very good support for individual pupils, good learning and progress are evident in all lessons. An example of this was in a mathematics lesson for Year 9 pupils where the pupils made noticeable progress in working out revenue and profit. This was because well-targeted questions were used effectively to ensure that the pupils knew exactly what they had to do, and they were given very skilled support to complete the calculations. The quality of accommodation and the curriculum have improved significantly since the previous inspection. Pupils study a good variety of subjects and have good opportunities to gain GCSEs earlier than is usual, following fast-tracked one year courses. This is particularly evident in science, where a number of pupils in Years 9

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and 10 are entered this year. There is excellent support for pupils with their academic and personal development. All pupils have individual targets, which they know and understand, for learning and behaviour. They have very good opportunities to review how well they are doing towards reaching their targets when they meet with their key workers. Induction procedures to help new pupils to settle and strategies to ensure that pupils return confidently to mainstream are very strong.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, who was appointed shortly after the previous inspection, is very effective and has ensured that staff share a strong sense of purpose and a determination to improve provision. The quality of evaluation is good and the unit is making good progress towards achieving the targets in its well-focused development plan. Monitoring of teaching and learning is now much more thorough with good procedures for monitoring how well pupils are learning. However, lesson observations are not yet clearly linked to school evaluation or used consistently to inform training and opportunities for peer observation are limited. The management committee provides outstanding support in relation to the placement of individual pupils. This is one of the reasons why the unit is so successful in returning pupils to mainstream schools. However, at the present time it offers only limited support and challenge to enable the headteacher to make strategic decisions and to improve the school further. The very good individual support which pupils receive ensures that equality of opportunity is promoted extremely well and all groups of pupils have their needs well met. Safeguarding procedures are thorough and rigorous, with careful monitoring to ensure staff training is kept up to date. They are in line with government requirements. The unit has carried out an audit to ensure that community cohesion is promoted more consistently through the curriculum. However, this area of strategic planning is at a relatively early stage. The unit makes good use of its resources and provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**

No parents or carers returned the Ofsted questionnaire. The inspector therefore analysed responses to a questionnaire which was sent out to parents and carers of pupils registered at the short stay school in March 2010. Of the 18 questionnaires which were sent out, five were returned. One parent/carer disagreed that her/his child enjoyed school and one disagreed that he/she was given sufficient information about the curriculum. Most parents were pleased or very pleased with all aspects of provision. For example, 80% of parents/carers agreed strongly that they are contacted quickly if there are any problems.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nine Maidens Short Stay School to complete a questionnaire about their views of the centre. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 0 completed questionnaires by the end of the on-site inspection. In total, there are 28 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 May 2010

Dear Pupils

Inspection of Nine Maidens Short Stay School, Redruth, TR16 6ND

Thank you for welcoming me to the unit. I enjoyed talking to you and reading your pupil questionnaires. It was very useful to know what you think about the unit. I am really glad that you feel safe, and that you told me that staff offer you very good support when you need someone to talk to. I judged that the unit has improved since the previous inspection and now gives you a good education.

There are some outstanding areas. These are:

- the excellent progress you make in adopting healthy lifestyles, for example through learning to cook healthy meals. I really enjoyed the curry which you made for lunch
- outstanding care, guidance and support which help you to feel safe and to sort out any problems
- excellent relationships with staff which enable you to improve your behaviour so that you learn well
- extremely good links with your parents, schools and agencies which help you move successfully back to mainstream or on to college.

I have asked the headteacher to improve three things to make the unit even better.

These are:

- to ensure that work set in lessons is at just the right level of difficulty for each one of you
- to develop systems to check how effective teaching is and how well you are learning
- to promote positive links between pupils at the unit and communities of different faiths, culture and ethnicity.

Yours sincerely

Christine Emerson

Lead inspector

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