



Restormel E00S Centre

Inspection Report

Unique Reference Number 134752
LEA Cornwall
Inspection number 282671
Inspection dates 2 March 2006 to 3 March 2006
Reporting inspector Charles Hackett AI

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

Type of school	Special	School address	16 Carlyon Road
School category	Pupil referral unit		St Austell
Age range of pupils	5 to 16		Cornwall PL25 4AJ
Gender of pupils	Mixed	Telephone number	01726 61003
Number on roll	40	Fax number	01726 61003
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	Not applicable	Headteacher	Mr Gary Owens

Age group 5 to 16	Inspection dates 2 March 2006 - 3 March 2006	Inspection number 282671
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The Restormel EOOS Centre is a pupil referral unit for students aged from 5 to 16. It caters for students who need to be educated on either a full or part time basis outside of mainstream schools. Its population includes students who have been excluded from mainstream schools, students who have medical conditions and students who attend for short periods whilst still on the roll of a mainstream school. Numbers on roll change throughout each year and there are currently 63 students. Their levels of attainment on entry vary. A few have learning difficulties, including a small number with statements of special educational need, and a few students are higher achievers. The Centre has two teaching bases, one in St Austell and the other, 20 miles away, in Newquay. The manager and his deputy have been overseeing, on a part-time basis, another Centre elsewhere in the authority for most of the last year. On the first day of inspection pupils' attendance was affected by adverse weather conditions.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The Centre provides an inadequate quality of education for its students because of a number of significant weaknesses. The accommodation on both sites is unsuitable and as a result insufficient teaching time and curriculum opportunities are offered to students. The attendance of a significant number of students is poor and some students present behaviour problems which are not being addressed. There are aspects of teaching and learning that are unsatisfactory, particularly checking how well individual students are doing. The judgement that the Centre is not effective differs from the Centre's own view of its effectiveness, which is that it provides a satisfactory quality of education. However, the Centre and the Local Authority acknowledge that there are key elements of its work, namely accommodation, attendance and behaviour that need improvement, an evaluation which is accurate. Staff clearly care about students' well-being but the systems in place to address their behaviour problems are not effective. The quality of education for the small number of students who have statements of special educational needs is poor because they are not able to access the full National Curriculum to which they are entitled. The management committee does not as yet have sufficient understanding of the working of the Centre as a whole. It recognises its responsibilities to monitor and evaluate the educational outcomes of the centre, support its work and to evidence achievement and improvement. The Centre provides unsatisfactory value for money and fails to show it has the capacity to improve.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this Centre requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the Centre are not demonstrating their capacity to secure the necessary improvements.

What the school should do to improve further

- Improve the quality of the accommodation available for the teaching of all students
- Establish more effective systems for the Centre to know how successful it is in supporting all students
- Improve the quality of education by developing the curriculum, improving assessment methods and ensuring that all students can benefit from good teaching
- Develop the role of the management committee so that it has a greater impact on the work of the Centre.

Achievement and standards

Grade: 4

The older students who attend the centre regularly and follow GCSE courses make at least satisfactory and often good progress in English, mathematics and science. However, the inadequacies of the accommodation and the curriculum they follow reduce their chances to achieve well. Nevertheless records do show that there are some students who make sufficient improvements at the Centre to be able to return

to mainstream education. Comments from parents and employers who have offered work experience placements are also often positive.

The achievement of some students is unsatisfactory because the opportunities they have to achieve are unsatisfactory, some do not attend regularly and often when they do attend their behaviour is not good enough. Most significantly the inadequacy of the building provided for the Centre does not effectively support students' learning.

The Centre does not have adequate systems to know how well all students are achieving, particularly those students on home tuition or who are also registered elsewhere. Individual assessments are made but these are not being used effectively to track if students are making progress or if they are achieving as well as they should. For example, of last years 25 leavers in Year 11 the Centre knows that 7 passed one or more GCSEs but, although some of the other students may have taken examinations elsewhere, the Centre has no way of checking what these passes mean in relation to students' achievement.

Personal development and well-being

Grade: 4

The personal development of those students that attend the centre regularly, is satisfactory. There are positive elements to their personal development and these are recognised by the students themselves and their parents. For example three girls attend a project, specifically for girls, where they involve themselves in problem solving activities. These girls are proud of their achievements, happily showing photographs of their participation and keen to stress how their participation has increased their confidence and communications skills.

Parents comment that they feel their children become more confident and enjoy attending the Centre. The few students in attendance during the inspection report that they enjoy the experience and prefer the more intimate setting of the Centre and the individual attention they receive rather than their mainstream schools. Students say that they become better at communicating their needs as a result of being at the Centre.

The centre's provision for students who are home tutored, dual registered or at alternative provision is complex and over half of the students attend for less than 50% of their allocated curriculum time. Whilst some of these absences are due to illness or pupils being in custody, attendance figures, for some students are poor and clearly have a very negative effect on the achievement of these students. The punctuality of students to lessons is also an issue. The behaviour of some students is also a significant problem and affects their ability to achieve. The centre has no facilities for cooking or physical activities and consequently there is insufficient opportunity to develop healthy lifestyles. Students' economic well-being is well supported through work experience placements and the skills that they develop from their mathematics lessons. Staff supervision ensures that students are safe when they are on site.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching and learning observed was at least satisfactory and often good. For example, in parts of lessons good encouragement was given to students, stemming from a genuine desire from staff for students to achieve to their maximum while undertaking their course work for examinations. This teaching illustrates why the pupils have made satisfactory and often good progress in the GCSE courses they have studied.

The student's learning, however, is unsatisfactory overall because the impact of teaching is considerably reduced by a range of weaknesses, such as the inadequate quality of the buildings and the poor attendance of some students. Classrooms are far too small and make group work very difficult. The effectiveness of teaching on both sites is also, often, reduced by weaknesses in planning work for students based on what they know and can do. Some testing of students has taken place but the results of these are not being used to plan appropriate work. The Centre does not have robust systems to check on the quality of teaching for students not taught at the tuition bases.

Despite the lack of laboratory facilities staff seek to make effective use of the very limited space available and good use is made of computers, but there are limited other resources available. Many books in the Centres are in a poor condition and do not encourage students to make use of them.

Curriculum and other activities

Grade: 4

The curriculum offered by the Centre is unsatisfactory. The Centre recognises that because of the inadequacies of the buildings, it cannot provide a suitable curriculum. This is particularly acute for students on roll of primary age who, as a result have to be educated at home or found alternative provision. This is unsatisfactory. The space available on both sites is too small and greatly reduces students' opportunities to study the arts or take part in physical activities or practical subjects. These weaknesses mean that students with statements of special educational need do not have access to the full national curriculum. The poor accommodation impedes the Centre's ability to provide for some aspects of the Every Child Matters agenda. Recent improvements to computer facilities have increased the access students have to information and communication technology (ICT).

The Centre extends the curriculum experiences for all excluded students by making use of outside agencies and these provide a good range of additional activities. However, there are unsatisfactory systems in place to monitor how effective these links are or to ensure that all students have equal opportunity to experience these.

Care, guidance and support

Grade: 4

The quality of care, guidance and support for students is unsatisfactory because it is having insufficient impact on improving students' academic and personal development. This is despite the fact that all staff show considerable care and concern for the needs of students and that, anecdotally, there are examples of individual students being successfully supported. However, evidence clearly shows that students' progress is being inadequately monitored and the systems to improve students' behaviour and their rates of attendance are unsatisfactory.

Given that many of the students have been excluded from mainstream education because of their behavioural difficulties, the systems in place to support them to access education are not specific enough to address the particular behavioural problems of each child. Too many students have the limited teaching time they are allocated taken away because they are suspended from attending the tuition centres because of poor behaviour.

Staff have developed good relationships with the regular attenders and the setting of individual improvement targets within individual educational plans is very appropriate. However, there are ineffective systems to monitor how well students are achieving these targets.

Procedures to ensure that students are safe are satisfactory. Supervision is appropriate and staff have been trained in key aspects such as child protection.

Leadership and management

Grade: 4

The leadership and management of the Centre are inadequate. The Centre's improvement plan shows that the Centre knows it has serious weaknesses. For example, the current improvement plan recognises the need to improve staff knowledge of students' achievements, attendance and punctuality and to have better information concerning behaviour and effective behaviour management systems. There has been insufficient focus on raising the achievements and promoting the personal development of all students. The centre is aware that not all students have equal access to what the centre can provide because of the nature of their entitlement, for example some only have 5 hours allocation of tuition. In addition, senior staff have given insufficient attention to aspects of the Every Child Matters agenda and the Centre is not clear that all pupils have equal access to what it can provide.

The management committee is not, as yet, playing an effective strategic role in carrying out its responsibility to support and monitor the Centre, particularly its outcomes. They have met recently and a Chair has been appointed. However, together with the local authority, they have little impact on the quality of education being provided. Because of the serious weaknesses in its provision, the Centre is providing unsatisfactory value for money and not demonstrating it has the capacity to improve.

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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?	4	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	NA	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?	4	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	4	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	4	NA
The extent to which learners make a positive contribution to the community	4	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?	4	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?	4	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?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	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	4	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	No
Learners are encouraged and enabled to take regular exercise	No
Learners are discouraged from smoking and substance abuse	No
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	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	No
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	No
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

You will be aware that I recently inspected your Centre. During the inspection I met about 10 of you and looked at your work. Thank you to those students for being so helpful and polite.

As a result of the inspection, I will be writing a report and a copy of this will be sent to your parents and carers. This report will say that there are a lot of improvements needed to make the Centre effective.

However, there are some good aspects. These include:

- Good work from your teachers in helping many of you improve in English, science and mathematics. The setting of weekly targets for Year 11 students for English is a very good strategy.
- All staff care about you and want you to do well.
- The Centre works hard to find suitable placements for you with outside providers.

To improve further, your Centre needs to focus on:

- Improving the accommodation available.
- Establishing more effective systems for the Centre to know how well it is supporting you.
- Improving the quality of education by extending the curriculum, improving assessment methods and ensuring all of you can benefit from good teaching.
- Developing the role of the management committee so that it has a greater impact on the work of the Centre.

To help and check on how well the Centre is doing, inspectors will be visiting you again next term. I hope you will be able to report to them that there have been improvements.