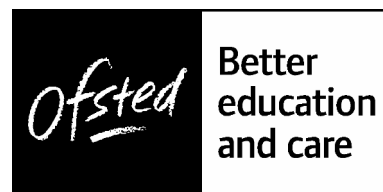


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6 September 2006

Dear Mr Owens

## SPECIAL MEASURES: MONITORING INSPECTION OF RESTORMEL EOOS CENTRE

### Introduction

Following my visit to your Centre on 11 and 12 July 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the centre became subject to special measures in March 2006.

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 five lessons and scrutinised documents. I met with the head of centre, chair of the management committee, deputy headteacher and teachers, discussed pupils' work with them and attended a staff meeting held to consider the centre's policy on behaviour management.

### Context

In the week prior to the visit the centre had moved to new premises adjacent to the former site. This created some disruption since the new premises have yet to be fully adapted for educational use. At the time of the last inspection, the leadership roles of the headteacher and deputy headteacher had been subject to temporary change in order to give support to another pupil referral

unit in the county. The headteacher and deputy have since resumed their normal duties full time at the Restormel Centre. There have been no staff changes since the last inspection. The centre is currently reducing provision at its site at Newquay and it is intended that all services will be based at the St Austell site as from September 2006.

### Achievement and standards

Pupils make satisfactory progress. Many leave each year with GCSE and Entry Level examination passes in English, mathematics, science and information and communication technology (ICT). Several pupils in Key Stage 4 successfully complete vocational courses in painting and decorating, mechanics and woodwork at a local centre. They enjoy attending these courses and are pleased with their achievements. The centre has recently introduced the Award Scheme Development and Accreditation Network (ASDAN) qualification to recognise pupils' achievements in this area.

Since the last inspection, the centre has improved systems for measuring pupils' progress. Data in mathematics, English and science are being analysed to set future targets and identify pupils who are underachieving. The GCSE examination results of the present Year 11 cohort will be measured against their predicted grades which will give an indication of pupils' progress. There are also plans to introduce online testing for pupils who are tutored at home. These systems have potential for effectively recording pupils' progress as information is gathered over time.

Progress on the areas for improvement identified by the inspection in March 2006:

- establish more effective systems for the centre to know how successful it is in supporting all students – satisfactory.

### Personal development and well-being

Pupils who attend the centre enjoy their education. They speak positively about the work of the centre and the support they receive. Most pupils work hard and behaviour is satisfactory overall. A small number of pupils have emotional and behavioural difficulties and find it hard to concentrate for long periods of time.

Since the time of the last inspection, pupils' attendance has shown a marked improvement. Most pupils attend their timetabled sessions and there are sound explanations for the few who do not. There are improved systems for analysing attendance and absences are quickly followed up. The centre has a history of not excluding pupils.

Pupils are developing an understanding of healthy eating and the need for a balanced diet. They also consider the risks of drugs and alcohol abuse in personal, social and health education and science lessons. However, several

pupils smoke outside the centre at break and lunch time. Staff are considering a more robust response to this problem in the autumn term. Pupils develop their skills for future economic well-being effectively through the vocational courses, work experience, and the use of ICT. However, there are few opportunities for pupils to take responsibility or to develop the skills required for successful teamwork.

### Quality of provision

The quality of teaching continues to be satisfactory. Teachers are successful in establishing caring and respectful relationships with pupils. Praise and encouragement are used effectively to help pupils complete their work. In the best lessons, teachers have thorough subject knowledge and work is closely matched to pupils' ability. There is also a brisk pace and a variety of activities which holds pupils' interest. ICT is used well in several lessons to support independent learning. However, there are too few opportunities for pupils to share their ideas with others and to work in groups.

Consistent strategies are not yet in place in all classes to manage pupils' behaviour. Occasionally this leads to the misbehaviour of an individual pupil disrupting others in the class. Teachers are creative in planning their lessons. However, the lack of resources and equipment, especially for teaching practical subjects such as science, limits the quality of teaching. There is satisfactory use of assessment information to plan lessons, although occasionally there is insufficient focus on what pupils are expected to learn.

The curriculum has been extended since the last inspection. An ASDAN course has been introduced to provide accreditation for pupils' vocational work. Plans are in place to provide a GCSE geography course in September 2006 and for pupils to receive physical education at a local gymnasium. It is also intended to set up an early morning breakfast club and develop facilities to support the teaching of independent living skills. Curriculum planning is not yet complete, particularly at Key Stage 3, to provide a sufficient range of subjects and ensure progression for all pupils.

The centre has very recently moved into new accommodation which is a positive step. With careful planning, the new accommodation has the potential for extending the curriculum by providing specialist rooms to support the teaching of practical subjects.

Since the last inspection, staff have agreed a new behaviour policy which includes a system for recognising pupils' achievements and managing their behaviour. This will be introduced in September 2006 and provides a good basis for helping staff use a consistent approach towards behaviour management. The new arrangements will also allow pupils' progress in achieving their learning and behaviour targets to be monitored more effectively.

Progress on the areas for improvement identified by the inspection in March 2006:

- improve the quality of the accommodation available for the teaching of all pupils – satisfactory
- improve the quality of education by developing the curriculum, improving assessment methods and ensuring that all pupils can benefit from good teaching – satisfactory.

### Leadership and management

The quality of leadership and management has improved and is now satisfactory. At the time of the last inspection the head of centre was spending part of his time supporting another centre which reduced the effectiveness of management. He has now returned full time to the Restormel Centre and is systematically addressing the key issues for action. The centre's improvement plan sets out appropriate areas for development with responsibilities delegated to lead staff. This has resulted in such changes as a new behaviour policy and improvements to the monitoring of pupils' academic progress and attendance. The centre has recently been relocated in new accommodation which provides good opportunities for extending the curriculum and strengthening teaching and learning. The pace of these changes and the commitment of staff demonstrate a capacity for further improvement.

A clear division of leadership roles and responsibilities and a programme for the systematic monitoring of teaching are not yet in place. This results in some inconsistent practice in teaching. These issues are identified as priorities in the local authority's statement of action.

Since the last inspection the management committee has reviewed its role and clarified the responsibilities of members. A framework is now in place which provides a sharper focus on monitoring the work of the centre.

Progress on the areas for improvement identified by the inspection in March 2006:

- develop the role of the management committee so that it has a greater impact on the work of the centre – satisfactory.

### External support

The local authority has provided a good level of support. There have been visits from the local authority's subject advisers and link inspector and suitable training provided for staff. This has resulted in improved systems for recording and monitoring pupils' progress. The local authority's inclusion officer and behaviour support worker have helped the centre draft its new behaviour management policy. The local authority has also supported the centre's move to new premises and given advice on the role of the

management committee. The centre has also gained support from an independent consultant to help draw up its improvement plan.

The authority's statement of action is appropriate and has a realistic timescale for improvement. A target date has been set for removing the centre from special measures.

### Main Judgements

Progress since being subject to special measures – satisfactory.

Quality of the local authority's statement of action – good.

Newly qualified teachers may not be appointed.

### Priorities for further improvement

- Ensure the new accommodation is adapted carefully to maximise its potential for improving the curriculum.

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