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Mr G Owens  
The Manager  
Restormel EOOS Centre  
16 Carlyon Road  
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Cornwall  
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Dear Mr Owens

## SPECIAL MEASURES: MONITORING INSPECTION OF RESTORMEL EOOS CENTRE

### Introduction

Following my visit to your school on 6 and 7 December 2006, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school 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 three lessons, scrutinised documents, and met with the manager, chair of the management committee, deputy manager, teachers, students, a vocational training provider, and a representative from the local authority (LA). A visit was also made to a local centre run by the youth service where pupils participate in a personal, social and health education (PSHE) programme. During the visit many students were attending provision in the community, which limited opportunities to observe directly their work in the centre.

### Context

Since the last visit one teacher has retired and another now works part time. Temporary arrangements have been made to cover these changes pending fixed term appointments to start from January 2007. Additionally, two new

teaching assistant posts have been created. As from September 2006 all pupils have been taught at the St Austell site and the centre no longer provides education for pupils at its site in Newquay.

## Achievement and standards

Achievement is satisfactory given students' starting points. All Year 11 pupils gained GCSE or entry level examination passes in 2006. The range of qualifications is narrow, with students typically passing three subjects chosen from English, mathematics, science, information and communication technology (ICT) and childcare. However, most students complete vocational courses either at college or at a training centre. They also take a PSHE course at a local youth centre. Students enjoy attending and make good progress on these courses. As a result, students are well prepared for their future destinations and the large majority of those who left the centre in 2006 either took up employment or started a programme of further training.

The centre has introduced an effective system for checking students' progress and setting targets for achievement. This system provides good information which enables the centre to know how well pupils are performing. Data shows that students achieve grades in their examination passes which are broadly in line with expectations.

Progress on the area 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 – good.

## Personal development and well-being

Students' personal development and well-being are at least satisfactory. During the visit, only a small number of students were receiving their education at the centre, but evidence suggests their behaviour is satisfactory. There are occasions when a small number exhibit challenging behaviour, although the general atmosphere in the centre is one of calm. Students respect the building and have positive attitudes to their work. Many report that the centre has helped them to learn more than in their previous school, due to the smaller classes and the individual support they receive. Students have become more involved in making a positive contribution to the centre since the last visit. A students' council has been established which has encouraged them to take part in making decisions, for example regarding rules for behaviour and in choosing activities to reward those who perform well. Students have also designed booklets on the prevention of bullying and on the range of facilities they would like the centre to provide. Students' personal and social development is also supported effectively when they attend the local youth centre for PSHE sessions. Students learn to work in groups and discuss how to adopt a healthy lifestyle. Some students smoke

outside the building but the centre has taken steps to reduce the incidence of this behaviour and the issue is being discussed by the students' council.

A very high proportion of students attend their timetabled sessions. The centre keeps a careful record of attendance and absences are followed up quickly.

### Quality of provision

The quality of teaching is satisfactory and in some respects it is good. Teachers have good relationships with students and manage their behaviour skilfully. The recently introduced reward system is helping to promote a more consistent approach to managing students' behaviour. Teachers generally have good knowledge of the subjects they teach. Assessment information is used well when linked to accredited courses, but it is not used in all lessons to match tasks closely to the students' skill levels and this sometimes leads to students becoming frustrated. Teachers are very resourceful in planning their lessons, although the lack of equipment to support the teaching of practical subjects continues to limit the quality of teaching.

The curriculum has been extended since the last visit to include design and technology, art and geography. Vocational and PSHE courses, which are taught at local centres, are accredited appropriately through the Award Scheme Development and Accreditation Network. These courses are used very successfully to extend the curriculum provided at the centre for students in Years 10 and 11.

The accommodation has been improved. There are attractive displays and designated rooms for individual subjects such as ICT, art and science. However, the accommodation still limits the range of practical subjects which can be taught. For example, the art room does not have a sink and the kitchen area is too small to teach food technology effectively. Some planned improvements to the accommodation have been postponed since the centre may soon be relocated to more spacious and appropriate premises.

An effective system to recognise and reward good progress and behaviour has been introduced which is appreciated by students. They are aware of their targets and what they need to do to improve. Staff are able to identify students who are falling behind in their behaviour and social targets, and plan intervention quickly. Each student is assigned to a mentor who provides counselling and support to help resolve difficulties. This is a good arrangement, although more consistently arranged times for meetings would improve further the impact of this work. The centre keeps parents well informed of their child's progress and attendance by sending home regular reports.

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 – good.

### Leadership and management

The centre manager has a clear focus on improving the work of the centre. Realistic plans are in place for further improvement and progress in meeting objectives is recorded. Changes introduced to improve the management of pupils' behaviour, to track their progress, and to extend the curriculum have had a positive effect on raising standards. The centre's capacity for further improvement continues to be secure.

The roles and responsibilities of senior staff have been made clearer, although this area is still under review. The allocation of key areas of responsibility has had a positive effect on improving the school's performance and the effectiveness of its self-evaluation. The centre has an accurate view of its own performance and the progress made by students. The centre manager and deputy manager are monitoring teaching regularly. They have an accurate view of the overall quality of teaching, although in some cases individual judgements are higher than expected and there is insufficient focus on areas which teachers might improve. Senior staff would benefit from further training to sharpen this aspect of their work.

Since the last visit, members of the management committee have had training on their roles and responsibilities. Individual committee members have been allocated aspects of the centre's work to monitor and a timetable for reviewing the performance of each area has been drafted. These developments represent a good starting point for supporting and checking the work of the centre.

Progress on the area 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 continues to provide a good level of support. Consultants have provided advice for improving teaching, especially for English, mathematics, science and ICT. The centre's work has also been monitored by the LA link inspector. The LA has also provided data which describe pupils' attainment on entry and this is helping the centre to monitor more closely

their progress. An independent consultant has been engaged to help monitor the centre's work and provide training for the management committee.

### Main Judgements

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

### Priorities for further improvement

- Complete arrangements to ensure the accommodation is suitable for supporting fully 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