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13 March 2007

Mr G Owens  
The Manager  
Restormel EOOS Centre  
16 Carlyon Road  
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Cornwall  
PL25 4AJ

Dear Mr Owens

## SPECIAL MEASURES: MONITORING INSPECTION OF RESTORMEL EOOS CENTRE

### Introduction

Following my visit with Lisa Williams HMI to your school on 6 and 7 March 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the third 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

Inspectors observed seven lessons, visited a vocational centre which provides training for Key Stage 4 students, scrutinised documents, and met with the manager, chair of the management committee, deputy manager, students, and the local authority architect.

### Context

Since the last visit, plans to relocate the centre have not materialised due to difficulties in adapting the proposed premises. New plans have been drawn up which will enable the centre to remain on its present site and extend into adjoining accommodation. Following a local authority review, it has been agreed that provision for students with medical needs will no longer be the responsibility of the centre, as from September 2007.

## Achievement and standards

Students' achievement is satisfactory and, in some respects, it is good. Recent mock examination results show Year 11 students are making expected progress and are likely to achieve their predicted grades in GCSE examinations later this year. Results show an improving trend over recent years, with consistently better results in English and science. Achievement on the vocational courses, which are accredited through the Award Scheme Development and Accreditation Network, is good. The centre completes an assessment of each student's attainment on entry and is using its system for checking students' progress effectively.

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

The atmosphere in the centre is one of calm with students generally completing their set work. Students display positive attitudes and are happy to talk about their work with visitors. They enjoy attending the centre and are pleased with their progress. Systems for target setting, tracking students' progress, and mentoring support are having a positive impact on students' attitudes and learning. The centre regularly seeks the views of students to improve what it offers. For example, the student council helps make decisions about whole school trips and activities earned through the behaviour and reward scheme. Attendance is generally good. The centre keeps detailed records and follows up any absences quickly. Students who have difficulty attending the centre are found suitable alternative placements. The vocational courses and the development of information and communication technology skills prepare students well for future training and employment. There is an appropriate focus on personal, social and health education which enables students to discuss relationships and how to lead a healthier lifestyle.

## Quality of provision

The quality of teaching and learning is satisfactory with some good features. Teachers and support staff treat students with respect and establish good relationships with them. This helps to create a calm atmosphere in lessons where positive attitudes to work prevail. Students speak positively about teachers' patient approach to dealing with problems and how teachers and support staff give them valuable individual help with their work. Several report that this has helped them to make better progress since attending the centre. Teachers generally have good subject knowledge and use this well to prepare students for examinations. In some lessons, progress is limited

because planning focuses on what students will do, rather than on what they are expected to learn. Also, there are too few opportunities for them to review their learning and share their ideas with the class. Behaviour is managed effectively using the reward system to allocate points at the end of lessons. Students are not always involved in discussing the allocation of points, which results in missed opportunities for them to consider their progress.

The centre continues to make very good use of external partners to support the curriculum. This ensures there is a good balance between work at the centre and provision in the community. The centre is able to provide a flexible curriculum which meets a diverse range of students' needs at Key Stage 4. Curriculum planning at Key Stage 3 is not fully developed for all subjects, and particularly design and technology (DT) and art. It is proposed that when students are admitted from this age group they will attend the centre for two terms. There is an expectation that after this period they will return to a mainstream school. An overview of the centre's provision at Key Stage 3 and how it will assist students in developing the skills necessary for a successful return to mainstream school is not yet in place.

Plans to relocate the centre in better accommodation on a different site have been unsuccessful. This has proved a major setback to the centre's progress. The possibility of moving to a new site reduced the impetus for developing provision on the present site. Facilities for teaching the practical aspects of DT, science and art remain inadequate. Older students benefit from attending the off site vocational centres which provide practical aspects of the curriculum. The new plans to extend accommodation by using adjacent rooms on the present site show good potential for improving the curriculum. It is intended to provide specialist rooms for practical subjects, as well as additional classrooms, office space, storage and a larger recreational area for students. Detailed curriculum planning, to maximise the use of this accommodation, is not in place for all subjects.

Each pupil is assigned a mentor who provides counselling and support. This now takes place on a regular basis and is valued by the students. The system to reward good progress and behaviour is working well. Targets are discussed with students and changed regularly. The deputy headteacher monitors students' progress and identifies those who may be underachieving. A formal system for sharing this information with mentors is not yet in place.

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 – inadequate
- 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 centre manager continues to focus on improving the work of the centre and building further on the good relationships with local schools and key statutory and voluntary partners. A performance management framework has been agreed for the staff team, including those who provide home tuition and those who work part time. A programme of regular lesson observations is in place, although senior managers have yet to undertake the training they need to underpin this work. Consequently, not all observations give sufficient detail on how teachers can improve. Job descriptions for the centre manager and the deputy have been agreed but the roles and responsibilities have not yet been completed for all curriculum leaders.

The management committee provides a satisfactory level of support to the work of the centre. The chair of the committee has a good understanding of the challenges the centre still faces and has been active in seeking new accommodation. The training provided by an external consultant has been well received and a comprehensive framework for monitoring the work of the centre has been agreed. A number of sub committees are also established, but the programme of monitoring visits has not been implemented fully. The centre's capacity to secure further improvement is satisfactory.

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 generally provides a good level of support although it has not been successful in improving the accommodation. The centre benefits from support from the local authority link inspector and subject advisers. An external consultant and a school improvement partner have also provided good advice.

## Main Judgements

Progress since being subject to special measures – satisfactory.

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