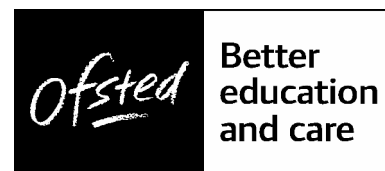


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04 October 2006

Mrs P Wills
Headteacher
Claremont Community Primary School
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Dear Mrs Wills

Ofsted survey inspection programme – Impact of extended services on children and young people and their families

Thank you for your hospitality and co-operation, and that of your staff, during my visit on Tuesday 26 September 2006 to look at the impact of extended services on children and young people and their families.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and representatives of other agencies, scrutiny of relevant documentation, and observation of activities and discussion with participants.

The overall effectiveness of the extended services provided by the school is good. They have been developed by the school to meet identified local needs. The school's leaders and managers have a clear philosophy that the purpose of the extended services is to enable pupils to be ready and able to learn. In this they are successful. These services make a positive contribution to pupils' personal development, their well-being and their academic achievement. They also enhance the lives, parenting skills, and qualifications of a significant number of parents and carers. For example, parents with poor literacy skills have gained qualifications and the confidence to help their children with schoolwork and to share books with them.

Achievement and standards

Despite high levels of mobility and a significant proportion of pupils who face difficulties in their lives, pupils' achievement is good overall. Those who remain at Claremont throughout Key Stage 2 do particularly well. They progress from a well below average starting point to reach a level of

attainment that is close to average by the end of the key stage. Standards are generally higher in mathematics than in English, where weak writing holds back a number of pupils, mostly boys.

The extended services make a good contribution to pupils' personal development. For example, the well-targeted work of the 'Quiet Place' and of the inclusion team provides extra support of high quality for a significant number of pupils who have difficulties learning, behaving or in their lives outside school. This improves their attitudes to school and learning and raises their self-esteem and confidence. The school promotes good attendance strongly. The attendance rate is well below average. However, the high level of pupil mobility has a significant impact here as some pupils remain on the school's roll for many weeks after they have moved, until the school ascertains their whereabouts.

Quality of provision

There is a good range of extended services, many of which are offered by the Children's Centre, which are highly valued by participants. For instance, parents and grandparents attending a drop in session with pre-school children could not speak too highly of the difference it had made to their lives. Parents who have attended previous 'Cook and Eat' sessions continue to use the recipes provided for economical and healthy family meals. The range of support and educational classes for parents and carers is good. The provision of health services on site supports take up rates. Links with external agencies, such as those which provide family mediation and counselling for bereaved children, are a particularly strength. The provision for before and after school care is good in term time but does not yet extended to full-time care during school holidays. The extended services observed were of a good quality.

Leadership and management of extended services

You and the governors share a clear vision and sense of direction for the extended provision and its continuing development. You have created a positive ethos and enthused and motivated staff. You have built up a strong team, not least by recognising and nurturing the potential of non-teaching staff and giving them responsibility. Some of these staff started out as voluntary helpers at the school and were supported in gaining qualifications. Partnership and consultation with the local agencies is managed effectively.

Inclusion

This is a strong feature of the school's work and the extended services are aimed at overcoming the barriers to learning which a significant number of pupils face. Provision is good for vulnerable pupils, those for whom English is an additional language and those with learning difficulties and/or disabilities. It is very good for pupils with emotional and behavioural difficulties.

Areas for improvement, which we discussed, included:

- the rigour of monitoring and evaluation of the impact of extended services on pupils' achievement academically and in their personal development
- the standards achieved in writing, particularly by boys.

I hope these observations are useful as you continue to develop extended services in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Pat Kime
Her Majesty's Inspector of Schools