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Mr D Kemp
Headteacher
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Dear Mr Kemp

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 06 October 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, Headteachers, governors, community and agency workers, parents and students, scrutiny of relevant documentation and observation of activities.

The overall effectiveness of the extended provision was judged to be good and it is particularly effective at Key Stage 3.

Achievement and standards

Standards are below average at Key Stage 3 but are improving. The school sees this as a positive result of the improved attitudes and behaviour of all pupils. Pupils are now making good progress and achievement is good for the majority of students at this key stage. There are good links with the main primary schools which together with this school provide the extended services to all pupils in the area.

At Key Stage 4 standards are below average and achievement overall has fallen. Groups of students such as those with learning difficulties and disabilities as well as low ability girls are underachieving. The number of pupils gaining 5 A*-C and 5A*-G is below average. Some subjects such as, geography, history and design and technology are weaker than others and

show a decline in pass rates. This is despite the fact that more students are being entered for exams. The high level of 'over-age or casual admissions' especially of students who have had difficulties in their previous school, into KS4 and especially Year 10 contributes in part to this situation.

Behaviour and pupil motivation are improving across the school. More pupils attend more regularly, there are fewer overall exclusions from school and the students' attitudes to and enjoyment of school has improved. The school sees this as a direct consequence of the quality of the extended services that they offer to the pupils their families and the community.

Quality of provision

Provision for students from the extended school service is good. The cluster of secondary, primary and special schools in the south of Kingston provide a good core offer of activities. These include family support, parenting courses, ICT training, sports activities, child care, careers advice and work with police and social services to break down barriers to communication. The services have been developed from existing ones and co-ordinated specialist areas and build on the previously good practice that was already available in the area. An example of this is the strong relationship and partnership work with the police, health and social care. Concerns are dealt with quickly and there is then easy access to support, advice and guidance for the students and their families.

Leadership and Management

Leadership and management of the planned services are good. There is good co-ordination between the agencies and the schools in the partnership and this enables support to be offered quickly and efficiently to where it is needed most. The range of services and high quality family liaison is impressive. Schools speak positively about the project and primary headteachers and members of staff are highly committed and enthusiastic. Students and parents are very positive about the speed of response and give examples of how the service has made a difference. One student remarked how having the care and support available in school had helped him 'sort out his head', made him attend school more frequently and for the first time become an enthusiastic reader.

The local authority supports the school well and a senior member of its staff is attached to the cluster and attends meetings regularly. Governors are beginning to monitor the impact of the services, but don't yet seek students' views about the quality of the provision. They do monitor the level of exclusions and poor behaviour. Data is being developed by the school which will aid the monitoring of the quality of the services and help the cluster group to gauge where future budgets should be spent. Headteachers are positive about the budget allocation and its management.

Areas for development which we discussed are:

- developing the monitoring and evaluation of the extended services through better data control so that the impact on each vulnerable group of students can be more accurately measured.

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

Linda Kelsey
Her Majesty's Inspector