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Mrs Karen Jones  
Acting Headteacher  
Newtown Primary School  
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Dear Mrs Jones

### Ofsted survey – Evaluation of Extended Services in Schools

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit of 19 October 2006 to evaluate the impact of your extended services provision. 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, pupils, parents, service providers, a governor and local authority representative, scrutiny of documentation, observation of visits by providers and some observation of pupils' activities. The overall effectiveness of the extended services in your school was judged to be good.

### Achievement and standards

Extended services have made a positive impact on achievement and standards.

- Standards of attainment in English, mathematics and science began to rise in Key Stage 2 as extended services were developed. They are now above national averages and show an upward trend.
- The school's analysis and the previous inspection report identified variable attitudes and attendance as key factors hindering achievement. Pupils' progress has improved significantly as the school has successfully targeted these two areas.

- The biggest positive change in the school in the last three years has been in pupils' attitudes to learning. Attainment on entry has fallen, but teachers find their classes increasingly responsive and parents increasingly supportive. Pupils confirm a greater enjoyment in learning.
- Pupils involved in learning support, through the "90 Minute Club" consistently report improved skill and confidence in their literacy, numeracy and ICT skills.
- The local high school finds pupils from this primary school increasingly well adjusted and better learners compared with other entrants.

## Quality of provision

The quality of the extended services is good.

- The school aims to make the "core offer" by the end of 2007 and progress towards this has been very good.
- Extra-curricular teaching and learning enables pupils to make good progress. For example, in an after school dance lesson for Key Stage 1, pupils at very different stages of physical development all enjoyed learning, received clear and encouraging direction and had one-to-one support tailored to their needs. As a result they made good progress and gained in confidence and skill.
- There is a good range of study support activities, for instance via the "90 Minute Club" and its support for literacy, numeracy and information and communication (ICT) skills.
- High-quality childcare is provided both on site and through other well-linked local providers, notably the YMCA.
- The school's Mother and Toddler group illustrates several positive features of extended provision: it offers high quality support in itself; parents and their children meet staff from the school nursery and this promotes good transition; meeting in rooms adjacent to the ICT suite in the Community Learning Centre (CLC) has tempted several to take ICT adult learning courses.
- Parenting support is very effective in helping parents see what their children enjoy and in understanding their needs. It has also led some parents to value joint activities with their children or develop their own interests further with their children. Family learning opportunities provided by West Bromwich Albion have for instance included family visits to football matches and helped parents take up sport coaching.
- ICT, sport and arts facilities are very strong and highly valued by parents.
- Plans for additional services are well underway, based on extensive consultation with service users. The school does not yet offer swift and easy referral of pupils and their families to specialist support services.
- Service providers, including the school itself, offer activities which are well attended, well organised and build logically on local need. They avoid duplication and play to the strengths of organisations or individuals providing

them. Liaison between providers is excellent because of the extended services coordinator's pivotal role and her administrative and personal skills.

- All the Every Child Matters outcomes are promoted effectively. Anti-bullying and countering anti-social behaviour have been regular foci of links with the Fire Service and Police. The school notes a reduction in problems amongst pupils and a greater readiness to prevent offending. Parents report becoming better able to help pupils adopt healthier lifestyles because extended services emphasise physical activity and healthy eating. The "90 Minutes Club" reinforces pupils' skills for later economic success and most extended services successfully link school, home and the wider community, so that pupils have confidence moving between them.

## Leadership and management of the Extended Services

The leadership and management of Extended Services provision are excellent.

- Excellent strategic planning and day to day leadership have created provision which is already good and clearly improving at a rapid rate.
- The leaders and managers of the school, in delegating much of the management responsibility to a non-teaching coordinator, have ensured that extended services are led coherently, reliably and with maximum accessibility to partners and service users.
- All service providers confirm that the creative thinking and efficient response from this school is of a very high order. In many cases, this and the facilities the school has acquired are the reasons for their participation. For instance, the highly rated arts activity exists because of the foresight and persistence of the coordinator in seeing a service with potential and taking swift action to make it happen. Similarly, the CLC, now a major asset to extended services at the school, is located here because leaders and managers made an early and persuasive case for the facility.

## Inclusion

The provision for inclusion is good.

- Provision is built around meeting the needs of all pupils through sustainable activities. Participation reflects the economic and ethnic profile of the school's pupils.
- Individual pupils in particular need, and their parents, are encouraged to participate in extended services, and records show that marked benefits often follow. Higher attaining pupils also benefit from participation in the programme.

## Areas for improvement

Areas for improvement, which we discussed, include the need to:

- ensure that the procedures for swift and easy referral to specialist support services are made a priority
- identify vulnerable groups explicitly when evaluating provision so that benefits to these groups can be more accurately assessed.

I hope these observations are useful as you continue to develop your Extended Services.

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

Robert Drew  
Additional Inspector