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Mrs Barbara Kent
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Dear Mrs Kent

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 and pupils, during my visit on 12 January 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 pupils, parents, outside providers and scrutiny of relevant documentation and observation of activities.

The overall effectiveness of the extended provision was judged to be good.

Achievement and standards

The achievement made by all pupils is at least satisfactory.

- Pupils start in the foundation stage at the school with levels significantly below average and make good progress so that they are working within national averages when they enter Key Stage 1. All pupils with learning difficulties and or disabilities (LDD) made the expected achievement in English and the majority did similarly well in mathematics. The achievement of pupils who have motivation difficulties is good. Improvements for this group of pupils and those

with LDD can be attributed partly to the school's effective use of extended services. 2006 data demonstrates significant improvements in the standards reached by Key Stage 2 pupils in mathematics and science, particularly at the higher levels.

- Pupils make good progress in their personal development. An emphasis on team work, cooperation and early leadership skills further supported by the extended opportunities has helped pupils considerably in this area of development. The pupils take great pride in their school and have an excellent understanding of the school's mission statement which they put into practice daily. This helps them to work hard, enjoy their learning, stay safe and support others. Behaviour is good across the school and there have been no exclusions for the last two years. Attendance is rising although it was slightly below the national average in the last academic year. Pupils' understanding of how to stay healthy is good: they know the effect of exercise and choices in their diet.
- The extended services at the school have encouraged many pupils to participate in sport and active pursuits helping them to stay fit and healthy. There is a good spread of involvement and the school successfully encourages individuals and groups of pupils who are less keen to become involved. Many of the additional opportunities at the school have supported pupils in developing a good understanding of moral issues and how they can contribute to their own community. The Eco-management Audit Scheme (EMAS) club is a good example of this where the pupils have improved recycling at the school and have developed a good understanding of how to improve the environment.

Quality of provision

The quality of the provision is good.

- The school does not provide all aspects of the core offer but the school actively helps children and families access provision they need locally.
- The range of clubs for Key Stage 2 pupils is good and pupils are very positive about how many different activities are available. There are fewer clubs available for Key Stage 1 pupils but those in place are very popular. The balance of lunch time clubs and after school clubs enables a wide range of pupils to be involved. Pupils enjoy the many clubs for example pupils in the Key Stage 1 choir are extremely enthusiastic and their enjoyment was summed up by one pupil who stated 'singing together makes me happy'.
- The sports and, design and technology links with the local secondary school not only encourage participation and increase achievement but also help to support transition from primary to secondary school. Pupils and parents are regularly asked for ideas and the school works hard to meet the suggestions made through their own work or in partnership with voluntary agencies.

- The breakfast club has had a significant impact on pupils, improving punctuality and motivation for attending school. This alongside support from the learning mentor has enabled many identified pupils to maintain regular attendance at school and increase their achievement.
- In cooperation with Leicester College the school has provided a good range of parent courses helping to raise basic skills and improve employment chances. There are good levels of success and parents spoken to were very positive about the opportunities being provided locally.
- Play and stay club has effectively supported young children. The good links and shared expectations with the school have eased the move for both parents and children between this club and starting school. In the past the school has worked with other agencies to provide a structured parent support group which has been very effective but this is currently not available.
- The Special Educational Needs Coordinator (SENCO) and learning mentor work extremely effectively to ensure there is quick referral to other agencies when required. The outcomes of the referrals are very positive as they are timely and reflect the early intervention from the school.

Leadership and management of extended services

Leadership and management are good.

- The senior leadership of the school has a good knowledge of the effectiveness of different aspects of the extended services. Pupils in need of additional support are identified quickly and are encouraged to become more involved.
- Long term planning keeps a sensible view of sustainability and services developed are grown from small scale successful practice. The Chair of Governors takes an active role in linking with the wider community and through his involvement and the school's knowledge of their own community the services reflect the needs of the community. There is good accountability of spending.
- Liaison with other services is effectively based on clearly identified expectations and protocols. Current planning for a Children's Centre demonstrates the commitment of the school to work cooperatively to meet the needs of the local community.
- Currently the school's leadership team is responsible for the extended services and this stretches existing resources. Although good partnerships have been developed with other agencies and voluntary groups by the school there is a lack of shared responsibility across the wider community or cluster of schools hampering strategic management. Signposting different services provided elsewhere by the school is effective but gaining information about all services available in the locality is difficult.

Inclusion

Inclusion is good.

- The school actively evaluates the involvement of different groups and individuals and works hard to ensure all pupils from the school can benefit from a range of opportunities.
- The school is good at identifying underachievement and taking timely action to help pupils make more progress. This is supported by many of the extended services with opportunities tailor-made to address individual needs.
- The design of extended services has reduced any barriers for pupils from different ethnic backgrounds or pupils with different levels of ability accessing provision. There is less inclusion of children and young people from the wider community particularly involving pupils from an adjacent special school. The learning mentor and other staff have effectively encouraged pupils to be more involved but there are still some parents that require additional support to understand the benefits of involvement for their children.

Areas for improvement, which we discussed, included:

- work with the Local Authority to develop shared responsibility with partner schools and other settings to ensure the core offer is firmly established and accessible to all families
- develop the family liaison role to help encourage reluctant families to be involved once the school has identified children in need of additional support and opportunities
- ensure that management protocols of the school and forthcoming Children's Centre support continuity of provision for families in the community across the phases in care and education.

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

Janet Thompson
Her Majesty's Inspector