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Dear Mr Montacute

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 24 January 2007 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 students, scrutiny of relevant documentation and observation of activities.

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

#### Achievement and standards

Achievement and standards are good, as confirmed by data.

- Personal development and well being are good and enhanced by the varied and interesting curriculum that the school now offers its students. Pupils enjoy their time at school and speak enthusiastically about the provision on offer.
- The personalised learning programme, organised as an extension to the school curriculum, aims to reduce disaffection and is ensuring that

more students are interested in staying on at school. The school records a greater increase in the number of students participating in these activities and as a result attendance and punctuality have improved from an already good level. It also ensures that students achieve good basic skills in literacy, numeracy and information and communication technology (ICT) so that by the time they leave they are well prepared for the future.

- Healthy lifestyles and good exercise are encouraged through additional clubs and activities. Students have conducted surveys to gauge interests and improved motivation.
- The additional clubs, competitive sports and a house system are all contributing to students' development and welfare.

### Quality of provision

The quality of provision is good.

- The personalised learning programme has greatly enhanced opportunities to get students involved in choosing their preferred courses and learning.
- The use of learning mentors and a school counsellor, as well as the multi-agency working, ensures that all students are well supported. As a result exclusion rates have reduced further and students feel safe and well cared for.
- The curriculum is rich and the 'Curriculum Plus' programme helps the school to identify students from primary schools who would benefit from additional support. This work includes discussions with parents.
- The Age Concern programme run by students, as part of the extended schools project, has helped develop ICT skills for the elderly in the community. It has had a very positive impact on students' perception of older people. Parents and adults from the community would like to see more adult classes run at the school. Students have a good understanding of life in the community.
- There are special days held for the most able students and good use is made of the sports facilities and their professionals for those who are more talented.
- Pupils and parents are highly complimentary about the provision saying that the school gets better and better in what it offers them. This is improving students' perception about education.
- Through the personalised alternative curriculum the care and support for the gifted and talented and the most vulnerable is tailored to meet their needs. As a result students gain good knowledge about their society and make better choices for their future.

- The school ensures that the latest information about the students is up to date and accessible to all staff. This is used by them to track students' participation in courses.

## Leadership and management

Leadership and management are good with some outstanding features.

- There is an effective team approach to the management of the extended services which are well managed by the senior leadership team. The service offers good flexible learning programmes to students and parents. Consequently, they are very well tailored to individual need.
- The school makes very good use of resources, including staff expertise and talent, and outside agencies, to provide a range of well co-ordinated extended services.
- Parents' and students' views are taken seriously and the support for the most vulnerable students is good.
- The school has not fully established how it will measure the outcomes from the extended services and how this impacts on individual students, although standards have been maintained and students speak of enjoying their time at school.

## Inclusion

Inclusion is good.

- The alternative curriculum provided for students from Year 10 onwards means improved motivation amongst students as indicated by better attendance and reduced exclusions.
- There is a choice of courses on offer for all students from Year 8 and this enables them to make subject choices based on personal interest. This could be a second foreign language, sport coaching or astronomy. These subjects are studied for approximately two hours per week.

Areas for improvement, which we discussed, included:

- developing the monitoring and evaluation of individual pupils so that strategies of support can be sharper and more focused
- enhancing the adult and parent programme so that fuller use can be made of the school premises.

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