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Mrs Sandra Palmer
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Dear Mrs Palmer

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 25 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, governors and providers, scrutiny of relevant documentation and observation of activities.

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

Achievement and standards

Achievement and standards are satisfactory. The personal development and well being of pupils are good.

- Last academic year too many pupils did not make the expected progress. The school identified that some aspects of extended services could have been used to target pupils' needs more accurately. A re-focussing of study support, particularly for Year 6, has helped to raise achievement to satisfactory but the focus is insufficient for younger pupils in Key Stage 2.

- The various clubs for pupils have made a good contribution to their personal development by raising confidence and ability to apply their skills and knowledge in a range of different situations. There are good examples of Gypsy/Roma and Travellers of Irish heritage participating in additional opportunities at the school. The majority of these pupils make at least satisfactory and sometimes good progress.
- Additional work with other agencies, for example, the sensory circuit developed with the occupational therapy service, has helped pupils with particular physical and/or attention difficulties. A number of the 14 pupils who are currently involved could explain how starting the day with this physical stimulation followed by relaxation helps them to behave better in school.
- Behaviour throughout the school is good. The children are knowledgeable about how to keep healthy and the active sports and play clubs are well attended. The school also recognises achievements and involvement of pupils in other activities outside school.
- The special educational needs coordinator (SENCO) offers an effective support session that helps many pupils address some of their social and emotional needs.

Quality of provision

The quality of provision is satisfactory with some good features.

- Family learning opportunities have helped the small number of children involved each year to value learning alongside their parents. They have also helped parents to understand how children learn and how they as parents can offer help. There are some good examples of parents who have gained accreditation as a result of these courses.
- The school, with other providers, offers a good range of enrichment opportunities outside the school day. The school has welcomed use of its facilities by local community groups out of school hours and the school swimming pool is a popular resource for the community during the summer holidays.
- An external provider offers before and after school care in a building on the school site. Holiday care by the same provider has not been popular and has been cancelled in the past. Consultation about this provision has not taken place but is planned for the future.
- The external building is also used by a pre school group helping to develop suitable transition links when pupils move into the foundation stage at the school.
- There are satisfactory links with the local secondary school. For this rural school links are difficult and often costly. The school has tried to overcome this by the use of video conferencing but this development has been significantly delayed by technical problems. The school continues to seek effective support from the Local Authority to resolve this.

- The SENCO effectively helps families to be aware of other services and with some services links are very well developed. There are less effective links between the school and child and adolescent mental health services. Protocols to assist a more complementary approach between school intervention and health service intervention have not been established.

Leadership and management of extended services

Leadership and management of extended services are satisfactory with some good features.

- The school very effectively monitors the progress children make and identifies those in need of additional support but does not always link this with the provision of extended services other than in Year 6.
- Some aspects of the extended services are well designed to ensure identified pupils participate and the sensory circuit is a good example of this.
- There is a suitable focus on ensuring an enriching balance of opportunities for pupils. Evaluation of some of the clubs is good and demonstrates how they help to improve pupils' personal development and well being. As part of evaluation the school seeks and acts upon the views of parents, pupils and class staff. The package that different groups of pupils receive and how that has influenced their achievement is not as effectively evaluated.
- Governors at the school have an overview of the provision but are only in the very early stages of being able to challenge the effectiveness of extended services in raising achievement and standards.
- As a rural school the coordination of extended services with neighbouring schools is difficult and Local Authority work has only just begun to address this. The school consults with parents and pupils but has not led wider consultation within the community.

Inclusion

Inclusion is satisfactory.

- Clubs are open to all pupils including sports clubs and choir. The school works hard to enable all pupils to participate if they wish. They ask individuals why they do and do not participate in clubs but have not identified if any groups are under represented to inform future development.
- While the school is offering a range of provision there is still insufficient focus on ensuring the extended services are helping to address underachievement by different groups of pupils soon enough.

Areas for improvement, which we discussed, included:

- evaluate extended services alongside the rates of pupils' progress to ensure that the development of services supports early involvement and as a result helps to improve achievement as well as pupils' personal development
- ensure consultation with the wider community informs the development of services within the cluster of schools
- through cluster arrangements establish protocols with agencies where links are less effective so that quick referrals and shared intervention help improve the progress of more vulnerable pupils.

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