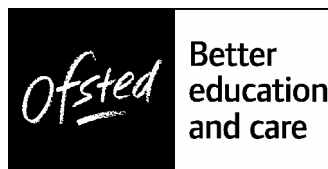


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13 March 2007

Mrs Pauline Berry
Headteacher
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Dear Mrs Berry

Ofsted survey inspection programme - Evaluation of the impact of extended services on children and young people and their families 2006/07

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 27 February 2007 to evaluate the impact of your extended services.

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 and parents, scrutiny of documentation, analysis of pupils' work and observation of a sample of extended services provided by the school.

The overall effectiveness of the extended services in your school was judged to be outstanding.

Achievement & standards

Extended services are having an excellent impact on pupils' personal development and a good impact on their academic standards and progress. Though standards are below average in Key Stage 2 tests, the starting point for most pupils has been considerably lower; progress in relation to their base line is good.

- Pupil groups heavily involved in extended services (e.g. those attending booster sessions or Friendship Club, those formerly with poor attendance and those at risk of exclusion) are making very good progress, consolidating basic study skills, social skills and personal confidence.
- The excellent personal development of pupils is illustrated by the way attendance has risen from 91% to 95% in recent years and the reduction in exclusions (from 28 fixed term exclusions in 2003) over the same period. Classes and corridors are orderly, safe and pleasant, offering a marked contrast to the situation described by parents and staff several years ago.
- Much of this improvement can be attributed to the build up of extended provision in the last four years. The programme is so extensive and attractive that nearly all pupils are directly involved in some element of additional activity and many join in a wide variety on a daily basis. Pupils' attitudes to school are more positive as a result; they enjoy attending; they value the clubs and booster sessions they go to; and they demonstrate the supportive relationships with others that the school seeks to foster.
- Similar effects are evident amongst parents who find the school remarkably willing to support. Attitudes are thus highly supportive and a great many parents, formerly uninvolved in their children's learning, now ensure good attendance and respect for staff and come themselves to coaching, language classes, behaviour management sessions and many other events at the school.

Quality of provision

The quality of extended services is outstanding. To enhance this excellent provision further, the school is keen to make further expansion to provision, such as greater community use of its premises, current services more than meet the core offer.

- The provision is particularly good because there are so many different activities, all focussed on helping academic progress and social progress at the same time. For instance, the many catch-up and booster clubs each week aim to bring pupils together in manageable settings, working in pairs and other small groups, using games in a light-hearted environment while improving numeracy and literacy skills.
- Parenting support is excellent. It takes many forms but virtually always involves a focus on how to promote their children's good study habits, get work completed at home and ensure parents can see where study programmes are leading. For example, many Turkish speaking parents attend a well run English as a second language class primarily so they can follow their children's progress at school and support them more effectively. Individual parents have been helped by the school to make life-changing decisions for themselves and their children.

- Swift and easy referral to specialists helps underpin this support for parents but also directly helps pupils on a daily basis. The school has excellent links with social services, health and educational welfare and uses these very effectively. The response of these professionals is very rapid because communication between them and the school is so good.
- Where the school offers less direct provision than some, for instance in child care, this is because it rightly judges that partners are already making suitable provision on their premises and it directs parents and pupils to them efficiently.

Leadership and management of the extended services

Leadership and management of extended services are outstanding.

- The headteacher and her team have consciously used the extended services as one way to improve performance in a school - which was once far less popular and had a weaker academic record.
- Over the last four years achievement has been improved substantially. The school is quick and accurate in evaluating pupils' needs, whether social, emotional or academic. It is equally good at setting up strategies to help pupils and their parents. The school has ensured that the number and take-up of activities is high and the quality of leadership excellent.
- The school has succeeded in setting up access to an invaluable supply of specialist external support.

Inclusion

Inclusion is excellent.

- The response to the needs of those with English as an additional language (EAL) is very effective and the same is true for pupils with learning difficulties or disabilities, looked-after children, those excluded from other schools or at risk of exclusion from this one. The provision for more able pupils has improved substantially in the last two years.
- Overall the school has used extended services exceptionally well to raise standards and to promote personal development for all.

Areas for improvement

The school is aware that there is scope for making wider community use of its premises without duplicating good provision elsewhere. It is also right in seeking to raise the academic progress of middle ability pupils further.

I hope these observations are useful as you continue to implement 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