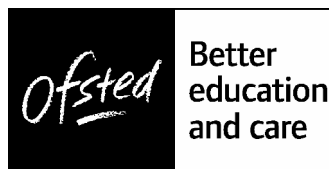


Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404045
F 020 7421 6855
www.ofsted.gov.uk



12 March 2007

Mrs Kate Luffingham
Headteacher
Estover Primary School
Miller Way
Estover
Plymouth
Devon
PL6 8UJ

Dear Mrs Luffingham

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 1 March 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 good.

Achievement & standards

Achievement and standards are good.

- Pupils make outstanding improvements to their personal and social skills from a very disadvantaged start point. Academic progress is satisfactory overall and pupils with learning difficulties or disabilities –over a third of the school – achieve well. Progress is strongest in Key Stage 1 and is now sustained adequately in Key Stage 2. In the past progress in Years 3 and 4 has been

weak but is now improved to satisfactory levels. Extended services make a good contribution to these outcomes.

- The school's many clubs and activities help pupils mix well, make friends and grow in confidence. Staff use these activities to create numerous opportunities for pupils to succeed and have their success acknowledged. Breakfast club and after-school club further promote independence. Staff see pupils becoming much more effective learners as their confidence, communication skills and ability to work with others all improve.
- Many pupils have learning difficulties or disabilities and a significant proportion are vulnerable in other ways, including "looked after" children. The school is very successful in directing parents and carers of these children to external services such as Family Support Workers, health care professionals, the Education Welfare Officer and others. The school has also provided immensely valuable help to specific families at times of great emotional needs.
- An expansion of provision for gifted and talented pupils is taking place and interim evaluation shows very good progress in music, mathematics and information and communication technology (ICT) for those participating.

Quality of provision

The quality of extended services is good.

The school makes good provision in all areas of the core offer. Where partners can make better provision it supports them well.

- A wide range of sports and musical activities are offered each week, which pupils respond to very positively. These are enhanced by occasional visits to the school by specialists, such as the African drumming day observed during this inspection.
- School records show that take up of extra curricular activities has risen over the last three years from about 1/3 of all pupils to 2/3. Parental consultation led some areas of expansion, for instance, sports clubs for younger pupils.
- The school's breakfast club and after school club are popular and effective. Larger scale before and after school care is provided by the nearby children's centre where holiday clubs are also run. This typifies the way the school operates in close partnership with other institutions on the same campus. It helps plan and pay for many joint services, including the multi-agency coordinator who audits community needs and develops shared networks. The campus as a whole also provides extensive opportunities for wider community use.
- Referral to external providers of educational, social and health services is consistently swift and well directed. Parents gave moving testimony to the way their circumstances and that of their children had been transformed by such support. Parents are using external support increasingly, but more services are concentrated elsewhere in the region and the school cannot always ensure easy access to help even when referral is rapid.

Leadership and management of the extended services

Leadership and management of extended services are good.

- The school organises provision very efficiently. The headteacher deploys an effective team of teachers and support assistants very well. All the services are well planned.
- While the impact of services is only monitored in general terms, the extent and quality of provision is evaluated regularly and shows successful expansion of services over the last few years.
- The focus on supporting the most vulnerable families and pupils shows an outstanding awareness of inclusion issues and how best to meet them.
- Areas of relative weaknesses are known to the school and being acted upon.
- Governors play a good role in promoting and evaluating extended provision.

Areas for improvement included:

- focussing provision to improve progress in lower Key Stage 2
- using data more extensively to show the impact of extended services on particular groups of pupils
- working with the local authority to ensure easier access to external specialist services.

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