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Mr Keith Hargrave
Principal of The Canterbury Campus
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Dear Mr Hargrave

Ofsted survey inspection programme – Impact of Extended Services

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 19 and 20 February to look at the impact of extended services on children and young people.

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 a number of activities.

The overall effectiveness of the extended provision was judged to be good, with several outstanding features.

Achievement and standards

The extended services make an outstanding contribution to students' achievement and standards, and their personal development and wellbeing.

- The extended services are an important part of a whole school strategy to boost achievement and personal development. Despite their often low starting points, students' achievement is consistently outstanding, as demonstrated by their results and other school data. The standards attained by students, as measured by public examinations and other indicators, have risen significantly in recent years as extended services

have developed. Measures of parental engagement have also shown good improvement.

- The balance of care and challenge offered in the extended programme has made a significant difference to outcomes for a number of students, especially some of the more vulnerable individuals. Examination performance has been positively influenced by the Easter revision college, and some students have gained Level 2 qualifications as a result of their out of hours activities.
- Students' attitudes to education are positively influenced by extended services. Although attendance remains below the national average, some stay on after the age of 16 as a result of their involvement, and exclusions are minimised.

Quality of provision

The quality of the extended services is good.

- The rich range of out of hours activities is well designed to raise the students' achievement and promote the outcomes of Every Child Matters. Breakfast and after school activities and clubs strongly support healthy lifestyles, community contribution and staying safe. Inspection evidence indicates that they develop social and moral understanding and communication skills, as well as being fun.
- The programme offers good continuity of support, with provision for younger children, those with learning difficulties and disabilities, those from other schools and adults. Links are beginning to broaden the curriculum and encourage interaction across age groups.
- Activities win a good response from students and families, as shown in levels of participation, behaviour and enjoyment. Students enjoy the activities they choose to use and a growing number discover and develop interests within and beyond school.
- Students have a major say in shaping activities through their Parliament, and staff make strong efforts to meet their preferences.
- Well coordinated support services make students feel well cared for, valued and, as those interviewed agreed, "lucky to be here". Students say they are helped to overcome personal obstacles and achieve as well as possible. While complex needs persist, the need for formal referrals to specialist support has fallen.
- Nearly all features of the core offer are provided on the Campus, though childcare is yet to be offered outside term times and a full breakfast is not yet available to all. The school has well developed plans to complete the full offer.

Leadership and management of extended services

The leadership and management of the extended services are good, with outstanding features.

- Governors and managers share a strong commitment to providing every student with the very best support in the interest of raising aspirations and achievement. They have achieved an enormous amount.
- Very effective partnerships and efficient working arrangements have been formed. Links with the city council and the local authority aid productive community consultation and strategic planning. Students, families and the wider community now make year-round use of exceptionally good facilities and services on the extensive campus.
- Services are kept under review and continue to evolve to meet identified needs. Students and parents are regularly consulted about out of school activities through questionnaires.
- The senior leadership team oversees all services, and good communications and professional development support high quality. An extended workforce has been trained to take on significant responsibilities for services, freeing teachers to focus on learning, and maximising community use of the campus.
- Extended services are intrinsic to the school's self evaluation and planning. A campus wide review underpinned the design of the programme, and a multi agency forum meets regularly to share information and coordinate projects to meet emerging needs.
- Planning shows flexibility and foresight; as community use of the campus increases, new systems are being developed to maximise the efficient use of facilities and improve the use of information.
- The school has made a good start on monitoring and evaluating services. It has good information about uptake and quality of services, and, informally, monitors the difference they make. It can show that, while the challenges of its context and students' needs for support remain largely unchanged, locally coordinated multi agency working has led to a reduction in formal referrals and better outcomes for some more vulnerable students. However, systematic tracking of impact is at an early stage.

Inclusion

Inclusion is outstanding.

- Inclusion is without doubt at the heart of the school's extended provision. The by-invitation breakfast club, supported homework club and residential holiday activities are coherent extensions of the inclusive curriculum.
- More vulnerable groups have shared equally in the improved outcomes of their peers. No groups underachieve. There is anecdotal evidence that extended services - whether adult literacy teaching or after school sport - help the integration and achievement of potentially isolated students such as those who join with school with little English. Equally, young mothers from other schools are continuing their education while their babies are cared for in the nursery.

- Resources are well deployed to maximise participation and students and parents say opportunities are affordable.
- Though the school has yet to reduce the gender difference in test and examination results below the national level, the uptake of sports and arts activities is becoming more equal.
- The school's data does not currently enable it to check how far various vulnerable groups participate in the extended opportunities.

Areas for improvement, which we discussed, included:

- completing the core offer
- improving monitoring data to support evaluation of the extended services.

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

Susan Bowles
Her Majesty's Inspector