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Miss Burgoyne  
Headteacher  
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Dear Miss Burgoyne

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 16 October 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, parents, pupils and a representative of the governing body and the Local Authority Speech Therapy Service. Relevant documentation was scrutinised and the breakfast club and after-school care activities were observed.

The overall effectiveness of the extended provision was judged to be good. All elements of the core offer are in place although the impact in attainment at this stage is limited to a few pupils. Support for children with speech and language difficulties and their families are firmly established. This support contributes positively to the standards and achievement that these learners reach by the time they leave the school and promotes their transition to the junior school. Integrated childcare and after school activities introduced since the beginning of term are well supported by children and families. Together with the out of school learning opportunities that took place throughout the summer they make a positive contribution to the children's personal development and well-being.

## Achievement and standards

The school's extended services have made a good contribution to children's progress and well-being. Well established trends of above average standards and achievement that pre-date the school's involvement in extended services have been maintained. Children enter the school with broadly average starting points but some have delayed speech and language development. They make good progress and by the end of the Foundation Stage they reach above average attainment except in the areas of communication, language and literacy where attainment continues to be below average. Over time their performance improves. By the end of Key Stage 1 almost all children reach standards that are above average in reading, writing and mathematics. Girls achieve higher standards than boys. Results in 2006 show a dip in attainment. The school has investigated the reasons and is taking appropriate action. Personal development and wellbeing is good, and attendance is above average and improving. Children are knowledgeable about staying healthy and are being prepared well for their future working lives.

The school has some evidence to link the improvements over time in children's speech and language development to the growth of extended provision. Children's progress is carefully tracked by the school, and data suggests that most children participating in the 'talking partners' and life skills parts of the programme along with those receiving support for speech and language development have successfully moved forward in their confidence and achievement. Participation is highest in the out of school learning activities, care and after school clubs that began in the last few months. Boys' engagement in these aspects of the programme is much higher than girls. Monitoring and evaluation systems have yet to extend to identify the impact such activities have on children's achievement and standards. In discussions children said they are happy and enjoy the activities. They take pride in gaining new skills to improve their physical fitness, promote their curiosity in learning, and expertise and safety in cycling. Teachers report that pupils are becoming confident learners.

## Quality of provision

The overall quality of provision is good. Direct access by children and their families to specialist speech and language assessment provided in regular weekly sessions is well attended. Increasing numbers of referrals combined with guidance and well targeted support from an extended team of trained staff in the school is helping to tackle problems and resolve them successfully by the end of Key Stage 1. Breakfast club provision is well organised and supported with a programme of interesting activities of good quality. Take-up is high and meets parents and children's needs. Children are familiar with the routines and are settled. A relevant programme of out of school activities and after school clubs is delivered by a range of external providers. The programme of activities is well co-ordinated by the school and coaching staff

provide a programme of activities shaped to appeal to the interests of children and their families generally. Take-up has been high and the school has responded quickly to arrange repeat sessions of the most popular to meet demand. Procedures to monitor and evaluate the impact they have on children's achievement and standards are not yet in place. Parents are very positive about the quality of activities and the value for money, when charges are made. Family learning, parenting support courses and adult learning courses are on offer.

### Leadership and management of extended services

Leadership and management are good. The headteacher and governors have a clear and shared vision for extended services and there is good awareness of strengths and weaknesses in provision. Arrangements to gather parents and children's views are firmly in place. Plans for the further development of integrated services are purposeful, are based upon an audit of need and are closely monitored. High priority is placed on every child matters (ECM) outcomes. Systems to record and evaluate them more formally are being investigated. Management of the extended schools programme is integrated within current practices in the school. However, parents and community groups are not routinely involved in the strategic management of the programme or represented on the management group.

### Inclusion

Extended services are aimed at overcoming the specific barriers to learning which a small number of pupils face. An inclusion team of committed and skilful staff has been established by developing the potential of teaching assistants and giving them delegated responsibility and appropriate training. Staff are clear about how they ensure that the work in targeted programmes contributes effectively to raising achievement. Procedures for monitoring and measuring impact are rigorous and well targeted to need in specific instances. For example; one child's development from single word sounds to speech in full sentences is precisely recorded.

Areas for improvement, which we discussed, included:

- systematic monitoring and evaluation of the out of school learning, after school activities and care provision and their impact on pupils' academic achievement and personal development
- securing adequate strategic involvement of all partners, particularly parents, in the management of the extended schools programme.

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

Gina White  
Her Majesty's Inspector