The paper deals with the assessment of school extracurricular classes from primary school pupils’ point of view. It points to the moment at which extracurricular activity in schools began to lose its momentum in favour of concentration merely on didactic functions. The other functions, such as organisation of pupils’ free time, development of their interests, offering various activities or socialising are hardly present in schools’ set of priorities, or if present, they appear in a deformed state. The results of research, presented in the paper in the form of a diagnosis of extracurricular activities in schools, reveal that schools have very limited potential in this respect.

**Key words:** extracurricular classes at school, organisation of children’s and adolescents’ leisure time.

Strategies aiming at optimization of didactic-educational activity as well as at the improvement of schoolwork quality are nowadays indicative of the right direction of reforms undertaken in highly developed countries. There is a growing perception of the need for a versatile educational influence on children and adolescents, whose aim is to develop and shape their interests, social conscience, preparation for a fulfilled life, as well as to comprehend the outside world and their own self. It is becoming a common practice to assess the value of schools not on the basis of school ‘criteria,’ but rather on the basis of ‘life’ criteria (Banach 2003, p. 22). It appears that there are great possibilities in achieving the goal by means of extended extracurricular activity in schools. Undoubtedly, in terms of a number of organised extracurricular classes, it is school that has a leading role. Its capability of affecting...