

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



1 October 2010

Mrs S Bowen  
Headteacher  
Woolaston Primary School  
Netherend  
Lydney  
GL15 6PH

Dear Mrs Bowen

**Ofsted 2010–11 survey inspection programme: the quality and impact of partnership provision in schools for children in service families**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 13 and 14 September 2010 to look at the school's contribution to the quality of provision and partnerships for children who are in families of service personnel.

As outlined in my initial letter, as well as looking at key areas of partnerships, including the quality of the partnerships between schools and agencies and between schools and parents, I looked at how effective the partnerships are in improving children's personal well-being and learning. I also considered the nature of the support given to these children, including those children in the most vulnerable circumstances, or those who have a particular special educational need or disability, and the arrangements to ensure the continuity of provision during children's move in and out of your school.

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 without their consent.

The evidence used to inform the judgements included: a review of school documentation and assessment data; discussions with parents and carers of pupils in service families, with the pupils themselves and with senior staff in the school.

The school's contribution to the quality of provision and partnerships for children who are in families of service personnel is good.

### **Key features**

- Parents and carers of pupils from service families report that the school gives a warm welcome and help to newcomers and prospective families. They speak very positively about the good quality of their partnership with the school and how this helps pupils to settle in happily and thrive at the school.
- The school works well with individual service families. Staff have a good understanding of their circumstances and the issues that affect them. Senior leaders acknowledge that more consideration of service families as a group within the school would improve the provision for them further.
- The movement of pupils from service families in and out of the school is managed with sensitivity and effectiveness. The school assesses pupils on entry to ensure that their needs are met and tailors provision to suit them. It also ensures that when service family pupils leave the school, they are clear about their achievement and any help that they need with their work. However, the school acknowledges that it needs to review the procedures for gathering information on new pupils coming from other schools to ensure that information is received as quickly as possible.
- The school monitors pupils' progress regularly to ensure that their individual needs, including those from service families, are met well. The school analyses the outcomes for service family pupils well. This shows that their achievement is in line with the rest of the pupils in the school, including those who have special educational needs and/or disabilities.
- Where appropriate, the school liaises with external services to provide further support for those who need it. Careful attention to their individual needs and close liaison with their families help to ensure that their personal development is good, as are their behaviour and attendance.
- The school plans well to meet the needs of service families and parents and carers report that the school is very good at responding to their individual needs and concerns. However, the visit has prompted senior leaders to consider accessing training and resources for staff from other agencies to improve their work in this area further.
- The school has good relationships with the military base from which the service family pupils come. They have had meetings with the liaison officer and the chaplain, who conducts the annual remembrance service.
- Parents and carers from service families contribute to the curriculum in the Early Years Foundation Stage. Senior leaders acknowledge that these links

could be strengthened by seeking ways to involve them in the curriculum in Years 1 to 6 as well.

I hope that these observations are useful as you continue to develop the work with children and their parents who are in families of service personnel.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Andrew Harrett**  
**Her Majesty's Inspector**