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Mr C Field
Headteacher
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Dear Mr Field

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 29 and 30 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 in the most vulnerable circumstances, or those who have a particular special educational need and/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: discussions with you, staff, parents, pupils and governors; scrutiny of the documents; and observation of pupils at work in a lesson.

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

Key features

- The school is fully committed to supporting pupils through the partnerships it develops, which are excellent. Parents and pupils talk very positively of the relationships that are established. Parents welcome very much your accessibility, of which the 'meet and greet' at the start of each

school day is a key feature. The school makes the most of its relatively small size to know its pupils very well indeed. This results in pupils making good progress in both their academic and personal development.

- The school does not identify service children as a discrete group but the school's monitoring systems indicate which pupils are from service families and information about their progress is readily available.
- Very strong partnerships have been established with local authority extended services which support both the personal and academic development of pupils successfully. These partnerships also provide additional assistance for families.
- When families receive additional support, there is a seamless link between 'help' at home and 'help' in school. This ensures continuity and consistency of approach for pupils and enables them to make good progress.
- Excellent links are made with the local Naval family support services underpinned by regular meetings, involving a wide range local support services and nearby schools. The school uses materials provided by the services such as the publication 'When a special person goes away' when this is appropriate.
- The special needs coordinator is very experienced and knowledgeable and ensures that assessments of additional need are made quickly for the most vulnerable pupils. Specialist support is organised as appropriate and pupils' progress is monitored carefully. Class teachers have specific responsibility for creating and monitoring individual learning plans for pupils with special educational needs and/or disabilities. The school librarian ensures that relevant children's books and publications are made available that may be of particular interest to pupils from service families.
- Although there are no well established links to the national Ministry of Defence (MoD) partners, the school, along with local partner schools, has recently made contact with the Service Children in State Schools (SCISS) group, an aspect of partnerships likely to be developed.
- There are governors who have an excellent knowledge of the local Naval base and understand the broad issues facing families in the services. This has a very positive effect on the development of partnerships. These ensure that any concerns regarding the needs of pupils from service families can be discussed knowledgeably. The links with the local MoD base also serve to extend curriculum experiences for pupils in the school's weekly 'skills' programme and also enables the school to call on volunteer personnel from to support a variety of in school projects.

I hope that these observations are useful as you continue to develop the work with children and young people 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

Daniel Towl
Her Majesty's Inspector