

27 October 2010

Ms M Lishman  
Headteacher  
Edith Weston Primary School  
Weston Road  
Oakham  
Rutland  
LE15 8HQ

Dear Ms Lishman

**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 6 and 7 October 2010 to look at the school's contribution to the quality of provision and partnerships for children and young people 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 when children 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: meetings with senior staff, parents and carers of service children, a representative of the governing body and a group of children from service families. I spoke to representatives of the local authority with whom the school works in partnership and considered school documentation, including assessment and achievement data, pupils' records and the school improvement plan.

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

## Key features

- In past years, large proportions of pupils from service families have left or joined the school simultaneously. The school population is now more stable, although a significant proportion moves in or out of the school during the course of the year.
- Parents and carers spoken to during the visit were very confident that the school deals well with their concerns and understands the particular issues that are important to service families. Contact between the school and service families is regular, personal and effective. They reported that their children are happy in the school and share their confidence in the adults in the school, which the pupils confirmed in my discussions with them.
- Parents and carers of pupils from service families contribute well to the life of the school. They have helped to build a mini-assault course and set up an armed services day at the school. Pupils report that they are proud of the contribution that their parents and carers make to the school.
- The school has effective strategies for identifying the individual needs of pupils from service families, although these are sometimes hampered by the slowness with which some schools send on the pupils' records. Pupils are accurately assessed on arrival and class teachers are swift to raise concerns when necessary. The school has good systems for ensuring that pupils settle in well.
- The school works well with the local authority to identify and provide support for pupils who have special educational needs and/or disabilities. Support is tailored well to suit individual needs, regularly reviewed and adapted to changing needs. As a result, pupils with special educational needs and/or disabilities make satisfactory and sometimes good progress in their learning and personal development, showing particular improvements in their self-esteem and confidence.
- Parents and carers of such pupils are regularly informed of their child's progress and have confidence in the system. They report that they are involved in the process and know how they can help their children make progress at school.
- Other pupils from service and civilian families also make satisfactory progress in their learning. Although school data indicate that those who have been in the school for a considerable time make better progress than others, there are still some weaknesses in achievement across the school, particularly in writing. Recent changes to assessment arrangements and careful strategic planning are beginning to have some impact in raising achievement, although this is not yet secure or sustained.
- Existing and retired personnel from the armed services are well represented on the governing body, bringing a range of expertise to ensure that pupils' achievement improves to match their good personal development. The governing body is increasingly strategic in its work, developing greater capability in providing the school with support and challenge.

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

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