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Mr P Upton  
Headteacher  
St Augustines of Canterbury RC Primary School  
Downend  
Bristol  
BS16 6QR

Dear Mr Upton

**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 7 and 8 July 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 and young people's personal wellbeing 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: discussions with you, other school staff, parents and pupils; and an analysis of school documentation, including the school development plan, assessment and monitoring information and details of individual support provided for some pupils. I also looked at emails and letters received from parents and carers of pupils from service families.

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

## Key features

- Parents spoke highly of the welcome that the school gave them and their children during the process of seeking school places. They were particularly grateful for the school's help with unfamiliar administrative procedures for school admissions, which they had found confusing and not well suited to their particular circumstances. A family leaving the area reported that the school had been helpful in supporting them through the difficulties of obtaining suitable school places in another local authority.
- Relationships between the school and service families are good. Parents reported that, on an individual basis, the school was good at listening and responding to their queries and any issues brought to their attention arising from their circumstances as service families. However, it has not yet considered pupils from service families as a group that might have common needs. There is no written plan for them and they are not mentioned as a group in school documentation. Consequently, it has not monitored provision and outcomes over time for service families in the school and has not invited service families as a group to discuss the implications of their particular circumstances.
- Pupils from service families make similar progress to others in the school; their achievement is at least satisfactory and some make good progress in their learning. When necessary, the school has provided appropriate additional support for these pupils to improve their personal development and their progress in learning, which has been monitored well and adapted to suit their particular circumstances.
- The school has good links with other agencies which benefit all its pupils including those from service families. Attention to the individual needs of pupils is a strength of the school.
- Staff have not received any training on working with service families from the local authority or any other source.
- The transfer of records is satisfactory between schools some differences exist between the practice of schools within the United Kingdom and British schools abroad, which have entrusted parents and carers to pass on details by hand rather than sending them securely by post. The school acknowledges that it would be useful to contact the previous schools to discuss the pupils in addition to considering the records received. This is particularly important when a pupil has an identified special educational need or disability, or if they are considered to be particularly vulnerable as a result of unique family circumstances.
- Records from previous schools are used well to ensure that the school has a good understanding of pupils' achievement on entry to the school which is then carefully monitored over time. There is sometimes some repetition of curriculum content, as with transfers between schools for any pupil. However, the school is effective at ensuring that work is pitched at the right level for individual pupils.

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 in my previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website under the URN for your school. It will also be available to the team for your next institutional inspection.

Yours sincerely

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