

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)



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Mrs J Woodthorpe  
Headteacher  
Campton Lower School  
Rectory Road  
Campton  
Shefford  
SG17 5PF

Dear Mrs Woodthorpe

**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 14 and 15 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 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 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: meetings with school staff, pupils and parents; a discussion with a representative from the Army Welfare Service at the Defence Intelligence and Security Centre (DISC), Chicksands; a meeting with the Chair of Governors; and a review of school documentation and pupils' work.

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

## **Key features**

- Despite the significant number of arrivals during each academic year, teaching and learning are planned well around pupils' individual needs. The curriculum is tailored to take account of their range of backgrounds and to engage all of their interests. The school has adopted flexibility due to the nature of 'trickle posting', where members of the military are posted individually or in very small numbers at any time.
- Staff are proactive in assessing pupils and mapping the provision most suited to them, including those that have special educational needs and/or disabilities or who require specific intervention or support.
- Ongoing thorough assessment procedures and careful scrutiny of data highlight where the mobile children are not making the required progress or have gaps in their learning. Resources are used well to ensure that these pupils get the support they need to catch up and move forward.
- Parents speak highly of the school. Pupils also confirm that settling in was made easier by the warm welcome they received, including the effective use of the buddy system. They believe the additional classroom support when they first arrive is helpful.
- External support services are wide-ranging and the school has developed positive links with other professionals. The school acknowledges that this is an area that they continually work to strengthen.
- The school has occasionally provided tailored emotional support for pupils who need it. This is most effective when provided regularly and sustained.
- Transition between schools is managed very well. Admissions and transfer procedures are thorough. The school recognises, however, that there are a variety of bespoke systems in each feeder school and that the Common Transfer File (CTF) is not coordinated consistently, resulting in staff frequently having to chase other schools for pupils' records. Parents express equal frustration at systems for the transfer of their children's records being so unclear.
- A bespoke role for liaison between the school and the DISC Base is not in place. Currently, you and the DISC Welfare Officer are responsible for communicating on a needs basis. Parents expressed that there are sometimes issues they want to discuss, particularly around transition and deployment, which do not fall within the direct remit of the school or the base. This can cause some confusion and uncertainty for parents.
- Communication channels with parents are tailored to families' individual circumstances. The variety of methods used ensures that absent carers still

receive important information in a timely fashion. The 'Learning Logs' contain interesting tasks for parents and their children to do together.

- Parents' access to the school's 'Learning Platform', available on the internet, also helps their understanding of what their children are learning and enables them to support their children more effectively. This is particularly helpful to parents working away.
- The school has rigorous safeguarding procedures to ensure that highly mobile families do not fall through the net. It communicates directly with the next school or local authority about significant issues.
- The school positively promotes its partnership with parents, and acknowledges the benefits of receiving information on varying home circumstances as promptly as possible, ensuring that support is provided swiftly where needed, such as following a recent deployment. The school continues to work at this partnership; ensuring bridges are built with parents.

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 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

**Jane Melbourne**  
**Her Majesty's Inspector**