

# SHAPE International School (British Section)

Inspection report

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<b>Unique Reference Number</b>	132374
<b>Local Authority</b>	Service Children's Education
<b>Inspection number</b>	341756
<b>Inspection dates</b>	8–9 November 2010
<b>Reporting inspector</b>	Christopher Keeler HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Ministry of Defence
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	Service Children's Education
<b>Chair</b>	Lt Col Jeane Ebling
<b>Headteacher</b>	Mr Rowley Bucknill
<b>Date of previous school inspection</b>	16–17 May 2006
<b>School address</b>	British Section SHAPE International School SHAPE BFPO 26
<b>Telephone number</b>	0032 65 44 52 83
<b>Fax number</b>	0032 65 44 56 14
<b>Email address</b>	head.shape@scschools.com

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<b>Inspection date(s)</b>	<b>8-9/11/2010</b>
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors. The inspectors visited ten lessons, saw nine teachers and held meetings with the headteacher, staff, representatives of the school governance committee and groups of pupils. They observed the school's work, and looked at a range of evidence including the school's data about pupil's achievement and progress, monitoring records, self-evaluation and development plans and questionnaires completed by staff, pupils and 54 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- the relationship between the quality of teaching and achievement across the school
- the impact of recent initiatives on improving the quality and use of assessment
- the transition of pupils from the Early Years Foundation Stage to Key Stage 1
- the success of leaders and managers at all levels in driving, securing and sustaining improvements in the quality of education.

## Information about the school

The British section of SHAPE International School (SIS) primarily serves the families of British military and Civil Service personnel at the Supreme Headquarters Allied Powers Europe (SHAPE). The campus and facilities of SIS are shared by 12 nations and the British section does not own its own school buildings or outside facilities. The school admits pupils from other nations whose parents are serving in SHAPE. As there is no British regiment or squadron based at SHAPE, pupils can arrive and leave at any point during the academic year. This 'trickle posting' system results in high levels of mobility for both pupils and staff. Approximately 30% of pupils are non-British and many of these are at the early stages of learning English as an additional language. At the time of the inspection, 8% of pupils had learning difficulties and /or disabilities but there were no pupils with a statement of special educational needs. The current headteacher took up his appointment in August 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

SHAPE is an outstanding school. Pupils' achievement is outstanding because they attain high standards and make good progress during the time they are at SHAPE. Pupils do so well because of the work of outstanding leaders and managers who have high expectations of pupils and staff.

Pupils enter school at different times during the academic year. The school manages this well and ensure that pupils settle quickly into school life. Generally, pupils' attainment is broadly average on entry to the school. Pupils are assessed at an early stage and work is tailored to their learning needs so no time is lost in enhancing progress. All pupils make good progress, particularly those who are at the early stages of learning English and levels of attainment are high by the end of Year 6. Pupils' excellent attitudes to learning contribute in no small measure to the good progress they make.

The major reason why pupils make good progress and achieve so well is because the quality of teaching is outstanding. High expectations, carefully planned lessons rooted in effective assessment, challenging activities that engage and motivate pupils and regular opportunities for pupils to discuss and explain their thinking are characteristics of all lessons. The support and guidance given to pupils by learning support assistants helps them to make good progress. The curriculum places emphasis on the acquisition of basic literacy and numeracy skills. A thematic approach is used to cover the foundation subjects but this does not allow for the development and progression of basic skills throughout these subjects to enhance learning further. Good use is made of visits, including residential experiences, to enhance the quality of learning.

The quality of care, guidance and support is outstanding and this is underpinned by excellent relationships between adults and pupils. All staff are committed to providing a level of care that makes pupils feel safe and secure and this allows them to focus on their learning.

The headteacher has an accurate understanding of the schools strengths and areas for development based on rigorous self-evaluation. He is ably supported by the senior leadership team who share the commitment to providing the best possible education for all pupils. The school improvement plan is an efficient tool for driving improvement and initiatives are well monitored and evaluated to determine their effectiveness on pupils' outcomes. Above all, school leaders take the views of parents

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and pupils seriously and respond quickly to any concerns such as, for example, successfully addressing the safety of pupils within a very complex organisation. The senior leadership team makes a significant contribution to monitoring the quality of educational provision and this ensures that high standards of teaching and learning are maintained. The school governance committee is highly supportive of the school. Members have a good understanding of how the school operates and what it is trying to achieve. They are developing the ability to hold the school’s leaders to account. Given the high levels of sustained attainment and pupils’ achievement, together with the manner in which the school’s leaders rigorously evaluate the work of the school the capacity for sustained improvement is outstanding.

### **What does the school need to do to improve further?**

- To plan and embed the progression of basic skills within the wider curriculum.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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Pupils’ progress is good. This applies to all groups of pupils including those with special educational needs and/or disabilities. Pupils at the early stages of learning English receive good targeted support and as a result make particularly good and sometimes outstanding progress. Attainment by the end of Year 2 has been consistently above average for a number of years. Performance in mathematics and writing is particularly strong. Results in end of Key Stage 2 national tests have continued to be well above Service Children’s Education average and the national average since the previous inspection. Of particular note is the well above average proportion of pupils who reach the higher Level 5, particularly in mathematics.

Pupils’ behaviour is exemplary. They listen carefully to their teachers, work well together and are rarely off task. Pupils display excellent attitudes towards their work and are keen to succeed in what they are expected to do. These personal attributes together with excellent teaching are why all pupils do so well during their time at SHAPE. The extent of pupils’ spiritual, moral, social and cultural development is good. Pupils feel very safe while at school and appreciate that there is always an adult to turn to if they have any concerns. They particularly value the way that staff accompany them outside into the play spaces that are shared with other international sections. Pupils have a good understanding of what constitutes a healthy lifestyle. Attendance is above average. Pupil’s high attainment along with their excellent attitudes to learning and developing social skills reflects the outstanding extent to which pupils are acquiring skills that will enable them to contribute to their future economic well-being.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b> Taking into account:	<b>1</b>
	1

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Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers have high expectations and are acutely aware of what they want their pupils to learn. Teaching proceeds at a fast pace and pupils are given opportunities to work together in order to share their thoughts and ideas. Lessons are carefully planned and pupils are challenged. They are engaged in their learning through a strong emphasis on exploration underpinned by practical activities that inspire and motivate all groups. Teachers' good subject knowledge is used extremely effectively to guide and support learning. The development and use of language is a key feature in all classrooms. Good, targeted questioning requires pupils to think and articulate their thoughts and this in turn helps them to manipulate ideas and consolidate understanding. The use of resources including information technology, make a significant contribution to the quality of learning.

Teachers use assessment well to monitor pupils' progress and this enables them to accurately meet their learning needs. The marking of pupils' work is of a high standard throughout the school. Pupils receive feedback that acknowledges their achievements while also indicating how they could improve. There is a close link between individual targets and the feedback received through marking and discussions that take place during lessons, particularly during plenary sessions. This feedback is another example of the high expectations held by staff and the constant focus on realising the potential of all pupils.

The curriculum meets statutory requirements. There is a clear focus on developing the basic skills of reading, writing and mathematics delivered through lessons devoted to these subjects. A significant part of the curriculum is planned around modules and topics which pupils say they enjoy. However, opportunities for pupils to practise and apply basic skills are not always explicitly planned within these topics

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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and consequently a progression of basic skills does not flow through the school. All pupils benefit from up to half a day each week of French language teaching. Good use is made of the local environment in order to make learning stimulating and relevant. For example, pupils have visited the beach as part of an art project and the battlefields of World War 1 as part of their history studies. The curriculum is further enhanced by a range of clubs that foster pupils’ talents as well as contributing to their social and emotional development. The international mix within the British Section is used to help pupils find out about other nations and cultures.

The quality of care, guidance and support is outstanding. Well–targeted support enables every child to have the opportunity to make good progress and realise their potential. The relationships between adults and pupils are excellent. As a result pupils feel safe and confident. Pupils display excellent behaviour and positive working habits during lessons and this is a significant factor in their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

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The headteacher and the senior leadership team demonstrate high expectations for their pupils and staff. School self-evaluation is accurate and all staff share the same desire to work together to secure and sustain high standards. Middle leaders make a significant contribution to the improvement process because their skills are utilised to good effect. Initiatives designed to bring about improvement are well-focused and subject to rigorous monitoring and evaluation. As a result the quality of teaching is outstanding, all pupils make good progress and achievement is high.

The headteacher has established effective links with parents. The school listens carefully to parental concerns and acts quickly to address them. Parents are kept informed about the curriculum, their child’s progress and achievements. As a result, they are well placed to support their child’s learning. The school works particularly well with external agencies to support vulnerable pupils and there is a clear link between the quality of additional support and the good progress made by pupils.

Safeguarding arrangements are secure. The single central record is in place and child protection training has been undertaken by all staff. Particular attention has been given to ensuring pupils’ safety around the school site; the resulting increased supervision contributes to the strong sense of security felt by pupils. The extent to which the school monitors the performance of all groups of pupils is exceptional, especially those with learning difficulties and/or disabilities, gifted and talented and those with English as an additional language. All pupils have targets relating to the core subjects and well delivered additional support is provided when necessary. As a consequence, their progress is enhanced. The senior leadership team has worked to good effect to promote community cohesion within the school and the multi-national SHAPE community. However, the school acknowledges that pupils do not have a secure understanding of what it means to live in multi-ethnic Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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## Early Years Foundation Stage

Children make good progress in the two Early Years Foundation Stage classes. Their achievement is usually in line with or above national expectations in most aspects of their learning and development. They make particularly good progress in developing their personal and social skills and in speaking and listening. The school has correctly identified that in the most recent cohorts, children’s skills in early reading, writing and calculations are not as well developed. As a consequence there has been a greater focus on developing children’s skills in using letters and sounds to good effect.

The quality of teaching and care for children is good. Children settle quickly into classroom routines because staff are caring and provide children with clear expectations. The emphasis on the development of speaking and listening skills means that children are provided with a good range of interesting and exciting activities which engage and capture their interest and enthusiasm. The physical environment presents some challenges because opportunities are restricted for continuous, integrated indoor and outdoor learning. Indoor areas are spacious and well organised and the good use of resources provides a stimulating environment for learning.

Staff make regular observations of children to gather evidence of their progress and achievements. This is presented as a ‘learning journey’, which parents value. The Early Years Foundation Stage is well led. A recent evaluation of provision has identified where further development is needed and good plans have been put in place to bring about improvements. New initiatives, such as providing parents with information about how to help their children to learn about letters and sounds has been particularly effective in developing children’s early reading and writing skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The response of parents was overwhelmingly supportive of the school. All parents feel that their children enjoy school, that the quality of teaching is good, their children make good progress and that the school is well led and managed. The inspection team agrees with this view.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at SHAPE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 128 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	76	14	26	0	0	0	0
The school keeps my child safe	38	70	14	26	2	4	0	0
The school informs me about my child’s progress	37	69	16	30	1	2	0	0
My child is making enough progress at this school	34	63	17	31	0	0	0	0
The teaching is good at this school	41	76	12	22	0	0	0	0
The school helps me to support my child’s learning	41	76	12	22	1	2	0	0
The school helps my child to have a healthy lifestyle	39	72	14	26	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	63	14	26	1	2	0	0
The school meets my child’s particular needs	43	80	11	20	2	2	0	0
The school deals effectively with unacceptable behaviour	36	67	14	26	0	0	0	0
The school takes account of my suggestions and concerns	31	57	19	35	0	0	0	0
The school is led and managed effectively	43	80	11	20	0	0	0	0
Overall, I am happy with my child’s experience at this school	46	85	8	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 November 2010

Dear Pupils

**Inspection of SHAPE School, BFPO 26**

Thank you for making us feel welcome when we inspected your school recently. We enjoyed our visit and were very pleased to talk to you and see you at work and play.

I am writing to tell you what we found. SHAPE is an outstanding school. This also reflects what you and your parents feel about the school. All of you told us that you are happy and enjoying your time at SHAPE. Your headteacher and all the staff work very hard to get things right for you. The teaching you receive is outstanding and this is why you are making such good progress and reaching above average standards in English and mathematics and science.

We thought that your behaviour in lessons was exemplary. During lessons you pay attention and work very well together. All the staff make sure that you are exceptionally well cared for and that you get any help you need so that you feel safe and secure.

We have asked the school to look at the following areas to help you to improve even further by:

- ensuring that you have plenty of opportunities to practice and apply basic skills in all subjects.

Thank you again for your help. Good luck in the future.

Best wishes

Christopher Keeler  
Her Majesty's Inspector

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