

Ayios Nikolaos Primary School

BFPO 59, Cyprus.

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is too variable Not enough lessons in key Stage 1 and 2 are managed effectively to ensure that learning is always good.
- Teachers do not give sufficient attention to organising tasks in the best possible way to secure good learning or to check that pupils in all groups and of all abilities are moving on at a good rate.
- Despite well-focused systems for checking the quality of teaching, school leaders have not had enough impact on improving teaching. This is because teachers have not fully and consistently acted upon areas identified for improvement.
- Targets for the improvement of teaching are not acted upon quickly enough.

The school has the following strengths

- The youngest children in the school learn well and make good progress.
- Pupils behave well and the vast majority enjoy their lessons.
- Senior leaders have a good understanding of what makes a good lesson and what good learning is. They have an accurate view of the school's strengths and weaknesses.
- Parents are overwhelmingly supportive of the school.
- The school looks after its pupils well.
- The subjects studied and activities offered to pupils help them to develop a wide range of academic, creative and personal skills.

Information about this inspection

- Inspectors watched fifteen lessons in all age groups. They observed most of the lessons jointly with the headteacher or deputy headteacher.
- Meetings were held with senior leaders, staff, a group of six parents, two members of the school governance committee and pupils. A telephone discussion was held with a representative of the from Service Children's Education.
- Inspectors looked at the school's work, policy documents and procedures, pupils' books and other information about pupils' achievements and progress.
- Inspectors considered the responses of 29 parents who submitted their views on Parent View, the online survey.

Inspection team

Daniel Towl, Lead inspector

Her Majesty's Inspector

Jackie Krafft

Her Majesty's Inspector

Full report

Information about this school

- Ayios Nikolaos is situated on the Eastern side of Cyprus. It is a smaller than average school.
- Most pupils are from families with parents who are serving military personnel. Some parents are civilians who are working with the Ministry of Defence or choose to send their children to the school.
- A small number of pupils are from minority ethnic backgrounds.
- The proportion of pupils with special educational needs who have school action plans is average. The proportion that have school action plus plans is above average when compared to similar schools.
- There have been a number of staff changes since the last inspection including the appointment of a new headteacher, now in post for just over four terms, and both Key Stage 2 teachers.
- The school's population changes frequently during the year as pupils join and leave at various times depending on parents' postings. On average, pupils stay at the school between two and three years.
- The school meets floor standards which are set by the government as a minimum amount of progress expected of pupils between Year 2 and Year 6.

What does the school need to do to improve further?

- Rapidly strengthen teaching especially in Key Stages 1 and 2 so that more pupils make good rather than adequate progress by:
 - making sure that pupils' tasks and activities are efficiently managed, time used wisely and no opportunities to learn are wasted
 - ensuring that where classes are split into several groups that all pupils are learning equally well
 - being alert to individual pupil's needs, responding to what they are doing and challenging all abilities to do their best
 - identifying pupils' misunderstandings and correcting them quickly
 - ensuring that marking prevents pupils from repeating the same mistake.
- Increase the impact that senior leaders have by ensuring:
 - areas identified through monitoring to improve teaching are implemented within shorter time scales
 - that targets for performance management are even more sharply focussed on improving teaching.

Inspection judgements

The achievement of pupils

requires improvement

- While pupils are making the progress expected, their achievement requires improvement because not enough of them make good or better progress. The school's own information about pupils' learning shows that their progress is improving.
- By the time children start Year 1 most are working at or above the levels expected for their age and show a good level of all-round development. They concentrate hard to finish their activities, get on well with each other and readily make choices about what they want to do and how they want to do it. They readily engage with each other, for example discussing colours and painting different shapes.
- Pupils make their best progress in reading. Children gain good early skills in the youngest age groups and this helps them to enjoy reading. Older pupils are confident and competent readers. Both older and younger readers show a readiness to use their knowledge of how letter sounds combine to tackle previously unseen texts and difficult words. In a religious education lesson older pupils made good use of their reading skills while considering some challenging questions about the trials of Job in the Old Testament.
- Pupils who need extra support make the expected rate of progress and sometimes they do better than expected, as do pupils who are at the early stages of learning English. While they receive some good individual support, it is not always of the same high quality in whole-class activities.
- In 2012 the standards reached by pupils in Year 6 were above average in reading and average in mathematics and writing. At the end of Year 2, the standards reached were above average in reading, writing and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough is good or outstanding across the school.
- Teachers plan interesting activities for pupils but the organisation and management of lessons does not always lead to good learning in Key Stages 1 and 2.
- In Key Stages 1 and 2 teachers are not routinely ensuring that pupils' errors and misconceptions or low work rate are spotted and corrected quickly. This is more noticeable where classes are split into several groups which are led by different adults. Teaching is not always accurate and not enough consideration is given to making sure that all the groups and individuals are learning equally well. Therefore pupils do not learn or complete as much work as they could.
- Teaching is good for the youngest children in the school. Here, teachers and teaching assistants work well together to provide stimulating and exciting experiences both inside and outside the classroom. Teachers are aware of individuals and ensure that everyone is encouraged to take part. Children get involved in varied activities that effectively develop important language and social skills.
- Where teaching is better in Key Stage 1 and 2, groups and individual pupils are well supported, they are kept on task and are skilfully moved on to their next steps in learning. Pupils in one small group, for example, made good progress as they were helped and challenged to search for and identify new letter sounds in a short text.
- Relationships between adults and pupils are good. This means that pupils are well behaved and remain willing to learn. On a few occasions, where pupils lose interest, they are not always expertly managed to regain their focus.
- Pupils' work is regularly marked and there are good examples in pupils' books to show that some pupils respond to what the teacher has written. The quality of marking is variable. It does not always help pupils to put right their errors and so they make the same mistakes over again.

The behaviour and safety of pupils are good

- Pupils of all ages enjoy school and get on well together. There is a high level of respect between pupils and between pupils and adults.
- Pupils attendance is above average. The headteacher and school governance committee take strong steps to ensure that pupils attend well.
- Pupils welcome the opportunities to be part of the school council or curriculum task-group which gives them a chance to express their ideas for change for example increasing the range of activities at breaktime.
- Attitudes in lessons are mostly good. Pupils are usually attentive and get on well with the tasks and activities that they are given because teachers plan interesting work.
- On a few occasions individual pupils do not concentrate. This happens when the tasks set for them are not challenging enough, it is not clear what is required or the teacher or teaching assistant does not involve individuals at critical points in the lesson.
- Pupils told inspectors that they feel safe and that behaviour was normally good. Pupils understand how to keep themselves safe, including when using the Internet. They told inspectors that bullying was rare. Pupils are aware of matters concerning bullying both that it is not tolerated in school and what to do if they are concerned about it. A very few parents felt that the school did not follow-up matters quickly enough but the school's records show that any concerns are dealt with thoroughly.

The leadership and management requires improvement

- Senior leaders provide accurate, open and honest feedback to teachers about their lessons. Such openness has not had a big enough influence on making sure that more teaching is good.
- The school's self-evaluation is accurate and the plans for improvement identify the right priorities.
- The headteacher has taken the right steps to reorganise the roles and responsibilities of staff to strengthen the quality of what the school does. English and mathematics subject leaders are developing their roles especially in relation to assessing and checking pupils' progress. There is now a good range of activities to check the quality of teaching, learning and pupils' progress but timescales for improvements in teaching are not rapid enough. Performance management targets are not as sharp as the on-going feedback provided by senior leaders for example about the quality of lessons and the quality of work in pupils' books.
- The leadership and management of the Early Years Foundation Stage, the youngest pupils, are good. The work of this part of the school is carefully checked and where necessary improvements are made. This helps children learn well and get off to a good start.
- Parents show strong satisfaction with the school, expressed personally to inspectors and made clear through the Parent View survey on the internet. Parents confirmed that their children are happy to come to school and that staff willingly talk with them about concerns that they may have about their children.
- Senior leaders have worked closely with Service Children's Education to raise the quality of provision at the school but despite some improvements, for example in ensuring that teachers' assessment of pupils' work is accurate, consistently good teaching is not secure.
- The wide range of activities and experiences is successful in helping pupils develop their creative skills and strongly supports their personal development. It makes a strong contribution to pupils' enjoyment of school and to their good behaviour. Their understanding of the local community and other communities, including an understanding of other faiths and religions, is well developed.

- The provision for pupils who require additional support is checked carefully and appropriately documented. This helps pupils to make adequate and sometimes good progress.
- Procedures to safeguard pupils meet requirements. Pupils are well cared for. Good links are made with outside agencies to help pupils and families who may need extra support from time to time.

■ **The governance of the school:**

The school governance committee is fully aware of the priorities of the school and works closely with the headteacher. More and more, committee members are asking challenging questions about how well the school is doing and how much progress pupils are making. The committee is successful in reinforcing links between the school community and that of the base which benefits both parents and pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132414
Local authority	Service Children's Education
Inspection number	397724

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

Type of school	Primary
School category	Ministry of Defence
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Service Children's Education
Chair	Lt Col Dave Worden
Headteacher	Sarah Flett
Date of previous school inspection	13–14 October 2009
Telephone number	00357 2395 7548
Fax number	00357 2395 7547
Email address	ayiosnik@logo.cy.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

