

King Richard School

Dhekelia, Cyprus, BFPO 58

Inspection dates 13–14 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This is an excellent school which has improved significantly in the last five years.
- The Principal and his senior team are doing a superb job. The school has improved because they have an excellent understanding of potential areas for development, and have worked very hard to make the necessary improvements.
- They have particularly focused on improving teaching. Senior leaders visit lessons regularly to check quality and provide advice and guidance. Teachers benefit from valuable training opportunities, including many opportunities to follow courses in the United Kingdom.
- Almost all teaching is now at least good; it is often outstanding. Teachers make excellent use of the relatively small class sizes, tailoring their teaching to match each student’s precise needs. Where teaching is good rather than outstanding, teachers typically do not make best use of questioning in their lessons.
- The school provides a positive environment in which staff and students work hard. Relationships between students and teachers are strong.
- Students behave impeccably and have excellent attitudes to learning. They are extremely well cared for and supported by staff.
- Excellent teaching, care and support enable students to make rapid progress during their time here. This happens whether they stay for just a few terms or for their entire secondary education. Students do very well and leave Year 11 with above-average examination results.
- The sixth form is also outstanding. At the time of the last inspection it had significant weaknesses, but it has improved rapidly over the past few years. Students join the sixth form with very different needs and starting points. Staff work hard to ensure that what the school offer meets everyone’s individual needs.

Information about this inspection

- Inspectors observed teaching and learning in 22 lessons, and made a number of short visits to other lessons. Every teacher was observed teaching. Almost all of these lessons were observed jointly with senior leaders from the school.
- Inspectors held meetings with students, staff and the vice chair of the school governance committee (SGC).
- Inspectors observed the school’s work and looked at a wide range of documentation, including information relating to students’ achievement.
- Inspectors considered the 17 responses to the online (Parent View) questionnaire. They also considered 33 questionnaires completed by members of staff.

Inspection team

Christopher Russell, Lead inspector

Her Majesty’s Inspector

Pauline Robins

Her Majesty’s Inspector

Full report

Information about this school

- King Richard School is located in Dhekelia Station on the island of Cyprus. Most students' parents are serving in the British Forces.
- The school is much smaller than most secondary schools in England.
- The school works in a soft federation with St John's School, the other Service Children's Education (SCE) secondary school on the island. The Principal and one of his deputies divide their time between the two schools. King Richard also has its own head of school. The two schools maintain separate school governance committees.
- Mobility is very high: many students transfer frequently between schools as their parents move between postings.
- Almost all students are White British and very few speak English as an additional language.
- A broadly average proportion of students are disabled or have special educational needs. The proportions supported at school action, or at school action plus or with a statement of special educational needs, are average.
- The school meets the current government floor standards, which set minimum expectations for students' attainment and/or progress.
- A very small number of students follow vocational courses at sites outside the school, but within the garrison.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by developing the way in which some teachers use questioning in their teaching, ensuring that they:
 - ask probing questions that extend pupils' understanding and thinking
 - insist that pupils answer questions clearly and fully
 - listen to pupils' responses carefully and use this information to extend their questions.

Inspection judgements

The achievement of pupils

is outstanding

- Very few students spend their entire secondary education at King Richard. They join at different times, often with below-average starting points. However long they stay, they make outstanding progress during their time in the school. Students who stay to the end of Year 11 achieve above-average GCSE examination results.
- Sixth form students have very varied starting points. Many have relatively low GCSE examination scores. Staff carefully analyse their particular needs and devise specific programmes to meet them. This helps to ensure that, whatever their individual starting points, students achieve very well.
- All groups of students do well at the school. Disabled students and students with special educational needs make similar progress to other students. Even those who are at the school for a very short time do well while they are here. They make rapid progress because staff identify their needs quickly and provide them with high quality, individualised support.
- The school prepares students very well to move on successfully when they leave. Every student who left Year 11 or the sixth form last year moved on to education, training or employment.
- Students read and write well. They typically talk confidently and clearly although, on occasion, teachers do not insist that they speak clearly and fully when they answer questions in class.
- In general students do not take examinations early. They only do so when it is clearly in their best interests and will not depress their achievement.

The quality of teaching

is outstanding

- Teaching is almost always at least good and very often outstanding. The school has some fantastic teachers.
- Teachers have very thorough subject knowledge. They know their students extremely well and plan their lessons carefully to ensure that work is at just the right level for everyone. Teachers across the school play their part in helping students to develop their key reading and writing skills.
- Teachers have excellent relationships with the students in their classes, typically making very good use of humour to create a positive, friendly classroom atmosphere. Lessons are varied and interesting. Teachers confidently try new and imaginative approaches, safe in the knowledge that students will cooperate fully and respond enthusiastically.
- In the sixth form teachers often teach groups of one or two students. This can be very difficult in some subjects, for example the humanities, which are easier to teach when there are more students to participate in discussion. However, teachers have adapted their teaching to minimise any difficulties and to exploit the opportunity that small class sizes bring to provide students with more individual attention and help.
- Students have a very clear understanding of how to improve their work. Some of this comes from the written comments that teachers make when they mark their work. However, much comes from the dialogue that they have with their teachers during the lesson: teachers make excellent use of the small class sizes, providing students with very precise verbal feedback about how to improve their work and what to do next.
- In lessons that are good rather than outstanding teachers do not make best use of questioning and class discussion. They ask good questions, but do not probe students' answers fully or modify their supplementary questions in the light of students' responses.

The behaviour and safety of pupils

are outstanding

- This is a calm, pleasant and very purposeful school. It is friendly and very welcoming. Students

get on extremely well together. New students are accepted quickly.

- Students have excellent attitudes to school. They are friendly and polite, and they behave very well. Misbehaviour in lessons is extremely rare.
- Students feel very safe. Bullying is not an issue for them as they have confidence in the pastoral support team to resolve issues should they arise
- Staff provide students with extensive care and support. Students appreciate the huge amount of one-to-one help that they receive. Students with special educational needs are very well supported. Their needs are thoroughly analysed when they join the school so that no time is wasted.
- Attendance levels are high: students enjoy coming to school and they attend regularly.

The leadership and management are outstanding

- King Richard has improved considerably in the five years since it was last inspected. The Principal, head of school and other senior leaders and staff are highly committed to the needs of their students. They work hard to ensure that the school continues to improve. Staff morale is high: responses to the inspection questionnaire were extremely positive.
- Rigorous systems are in place to manage teachers' performance. Each teacher is set challenging targets, including very specific targets about how well students in their classes will achieve. Systems are in place to ensure that teachers only receive financial rewards when they meet their targets.
- Senior leaders visit lessons regularly to check on teaching. Senior and middle leaders then work closely with teachers to help them to improve. The Principal is mindful of the dangers of complacency and isolation that teaching in a school like this could bring. Much is done to ensure that this does not happen. For example, teachers routinely attend courses in England, combining their visits with trips to a number of English schools that King Richard has links with.
- Students are also set challenging targets. Those who arrive during the year are tested carefully to analyse their starting points and identify any gaps in their skills knowledge and understanding. Information about how well students are doing in different subjects is collected regularly. Excellent use is made of this information to identify students who need additional help and support.
- Service Children's Education staff correctly judge that King Richard is a highly successful school that requires little support. However, advisors play a useful role, for example in moderating teachers' judgements about students' achievement. Links with St John's School play a valuable role in the school's development. For example, King Richard is a very small school and some subjects have only one teacher. These teachers benefit from being able to work on developments with teachers of the same subject at St John's.
- Despite the school's very small size, older students are able to choose from a range of academic and vocational courses. They also benefit from an extensive choice of opportunities after school, including many sporting clubs and the chance to study Latin or Greek. These opportunities contribute a great deal to students' spiritual, moral, social and cultural development.
- The sixth form is extremely well led and has improved considerably over the past few years. Students benefit from high quality, individual attention and support from the head of sixth form. This is a very inclusive sixth form because staff recognise that their students have no other options for post-16 study. They have created a very flexible curriculum (choice of subjects) to meet students' varied needs and requirements. Some students follow a vocational course arranged with the vocational unit on the base, for example in customer services, alongside one or two A level courses at the school. These options play a valuable role in widening the range of courses that the school can offer.
- The school forms very close partnerships with parents. Parents who responded to the online questionnaire or to the school's own questionnaire have very positive views of the school.

■ Systems and processes that keep students safe meet requirements well.

■ **The governance of the school:**

- The school governance committee plays a very valuable role in the school's development. Governors are well informed about the school's performance, including students' achievement and the quality of teaching. They play an important role in the development of the school improvement plan. They provide effective support and challenge to the school's leaders and provide a valuable link between the school and station.
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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	132420
Local authority	Service Children's Education
Inspection number	407043

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11-18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	135
Of which, number on roll in sixth form	16
Appropriate authority	Service Children's Education
Chair	Major Danny McDermid
Principal	Martin Ainsworth
Date of previous school inspection	5-6 November 2008
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