

SHAPE International School (British Section)

SHAPE, BFPO 26

Inspection dates 18-19 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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 a school of high quality. Pupils have a strong start to their education. They achieve highly in their academic and personal skills.
- Under the outstanding leadership of the headteacher, high standards have been maintained and improved since the last inspection.
- The headteacher and deputy headteacher are a very successful team. They are very effectively supported by all the staff. There is a strong drive to make the school even better. Despite this, some improvements could be secured even more quickly than planned, if the school's cycle of review was shortened.
- A very careful check is made on how well pupils are doing. If any pupil starts to fall behind they quickly get the support they need to get back on track.
- High-quality teaching across the school and the exemplary attitudes of pupils are key to the school's success. Almost all pupils make good or excellent progress regardless of when they join the school.
- Pupils' behaviour is excellent especially when the school is altogether, for example in assembly.
- Relationships in classrooms are markedly respectful and this establishes a strong learning culture. High expectations prevail throughout the school. Pupils' social skills are excellent.
- Pupils enjoy the very broad curriculum which ensures that they do well in their academic skills in English, mathematics and science. It also includes a wide range of creative, cultural and physical activities.
- The School Governance Committee makes a strong contribution to the school by keeping a very close eye on its performance. Members of the committee provide a good balance of support and challenge to the headteacher.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons.
- Discussions were held with the headteacher, staff with phase or subject responsibilities and pupils. A telephone discussion was held with the school's adviser from Service Children's Education.
- The lead inspector met with five members the School Governance Committee, including the Chair.
- Inspectors reviewed information about pupils' progress, safeguarding, improvement plans and other key policies and documents. Inspectors scrutinised a wide range of pupils' books.
- There were responses from 46 parents to the online Parent View questionnaire. Twenty-nine staff completed a survey about the quality of leadership and management.

Inspection team

Daniel Towl, Lead inspector

Her Majesty's Inspector

Michelle Winter

Her Majesty's Inspector

Full report

Information about this school

- The British Section of SHAPE International School primarily serves families of British military and civil service personnel at the Supreme Headquarters Allied Powers Europe (SHAPE).
- The school admits pupils from other nationalities whose parents are serving at SHAPE. Ten different nationalities are represented. About one third of pupils speaks English as an additional language and about a fifth has special educational needs or disabilities.
- The school meets the government's targets for pupils' attainment and progress in English and mathematics.
- The campus and facilities are shared by other nations at SHAPE.
- Most pupils stay for about two years. In the last academic year 62 pupils joined the school and 52 pupils left as a consequence of the 'trickle posting' of personnel to SHAPE.

What does the school need to do to improve further?

- Ensure that any weaknesses identified during school leaders' review of practice are rectified speedily.

Inspection judgements

The achievement of pupils

is outstanding

- The proportion of pupils making expected and better than expected progress is high, especially in English and mathematics. Pupils show equally high achievements in other subjects, for example art where they develop good skills using a range of media.
- Attainment in English and mathematics is high. Since the last inspection there has been an improving trend in pupils' achievements.
- Few pupils spend the whole of their primary education at the school. Whenever they arrive they make outstanding progress, especially in the latter part of Key Stage 2.
- In national tests in 2013 a high proportion of pupils reached the higher Level 6 in reading and mathematics. The school has set itself even higher targets for this year.
- Children in the Early Years Foundation Stage start school with the skills expected for their age. They get off to a 'flying start' so that they master the skills they need to be confident to begin Key Stage 1.
- Pupils who join the school from other national groups in SHAPE, and who often speak English as an additional language, do well and make accelerated progress. They rapidly reach the higher levels in English and mathematics.
- Disabled pupils and those with special educational needs are supported well in lessons. Adults provide additional explanations, where necessary, and encourage pupils to 'have a go'. Almost all of them make good progress. This means they catch up to reach levels of attainment that are average or higher than average.
- Pupils read confidently and write for a wide range of purposes. Pupils' improving achievements reflect the school's focus on this area of learning. Pupils are confident in putting pen and pencil to paper. Any pupils who are struggling to master reading skills have the support they need. They use their knowledge of phonics successfully to read new words.
- Pupils are developing the confidence to carry out mathematical investigations. By the time they are in Year 6 they are happy to tackle open-ended problems that require them to find 'general terms'. They are successfully learning higher-level computer skills; for example, Year 5 pupils successfully used a program to manipulate photographs to illustrate and complement written work linked to a topic on 'space'.

The quality of teaching

is outstanding

- The day-to-day high-quality teaching across all year groups and subjects is the cornerstone of the school's success in achieving high and improving standards.
- Teachers' strong awareness of each pupil's performance means that lessons and additional support are well targeted to enable all pupils to make rapid progress from the moment they join the school.
- Commonly, teachers have precise subject knowledge. They ask challenging questions and plan activities that 'move on' at pace, ensuring that pupils are very productive and industrious. For example, following an informative and brisk introduction, Year 2 pupils settled quickly and wrote imaginatively as they created poems about colour.
- Teachers in the Early Years Foundation Stage take every opportunity to further children's learning. They listen to children carefully and use well-judged questions to extend their thinking.
- Occasionally, despite the overall high quality of lessons, teachers miss opportunities to make the most of the full potential of the interesting tasks that they have planned.
- Additional support from adults such as learning assistants and volunteers makes a very valuable contribution to pupils' learning because they receive much helpful individual support.
- Lessons are planned carefully. Across all subjects, the range of opportunities for pupils to work alone, in pairs and groups helps to develop excellent personal, interpersonal and other social

skills.

- In class pupils are busy and work purposefully. They feel confident to offer their views and ideas knowing that contributions are welcome.
- Teachers are adept at giving purpose to pupils' activities by skilfully linking subjects. For example, pupils develop their good writing skills while learning about subjects such as geography, history and science.

The behaviour and safety of pupils are outstanding

- Pupils enjoy school. Consequently attendance is high and punctuality is good.
- The headteacher and all staff set high expectations of behaviour and they are clear about the standards expected in all their dealings with pupils.
- The behaviour of pupils is outstanding. Incidents of poor behaviour are extremely rare but when they occur, they are dealt with sensitively and effectively so that behaviour improves over time. Pupils know the difference between right and wrong.
- Relationships are built on mutual respect. Adults speak respectfully to pupils and pupils respond positively. Adults also demonstrate positive relationships with each other.
- Positive behaviour contributes effectively to good learning. Pupils' attitudes to learning are extremely positive and this leads them to take a full part in lessons and get on diligently with their work. In the very best lessons, their application is excellent and overall there is a prevailing culture of hard work.
- All parents who responded to the online survey 'Parent View' agree that the school makes sure that pupils behave well.
- Pupils know what constitutes bullying including the possibility of on-line bullying. They know how to keep themselves safe. Other forms of bullying are extremely rare. All parents who responded on-line agree that their children feel safe at school.
- The school's work to keep pupils safe and secure is outstanding. Staff place the highest priority on keeping pupils safe. Leaders review incidents and accidents rigorously to identify any dangers and trends. They act quickly to improve matters if any issues are identified.
- Very thorough risk assessments ensure that policy decisions are translated into safe practice. An example is the careful management of the shared temporary playground while building work is underway.

The leadership and management are outstanding

- The headteacher and dedicated staff team set themselves high standards in all aspects of school life. Pupils and parents have very high confidence in the school. Staff questionnaires show that they are overwhelmingly supportive of the way the school is led and managed.
- The headteacher's strong presence in the school sets the tone of respect, reflective practice and thoughtfulness. These themes pervade the school and are reflected through the excellent role models of all staff.
- The clear drive to improve the school and address any weaknesses is supported through careful analysis of pupils' performance. Despite the very effective management of the school some opportunities are missed to sharpen practice even more so that the cycle of review and development leads to speedier improvements.
- The Early Years Foundation Stage has very effective leadership which ensures that the youngest pupils do well and are ready for the challenges of Year 1. Children's progress in physical development has improved because leaders identified relative underperformance in this area and have changed how this aspect is taught. Children enjoy challenging opportunities to stretch themselves, to improve their fitness and, for example, to jump, throw and kick.
- Rigorous attention to checking pupils' progress has ensured that those who are most at risk of falling behind develop the skills that they need to make rapid progress, especially those who

are new to speaking English. Careful planning for improvement has made a big difference. Pupils achieve high levels and standards have risen since the last inspection. Pupils who require additional support receive the help they need so that they can make equally good progress.

- All those with leadership responsibility are fully aware of the strengths and weaknesses of the school because they are regularly involved in the analysis of pupils' progress. Leaders provide appropriate training to raise the skills of the staff team and specific individual support for colleagues. The performance management of teachers is closely related to both pupils' performance and to the National Standards for teachers.
- The school offers a very broad and stimulating curriculum. Teaching in a wide range of subjects supports pupils' excellent development of key skills in English and mathematics. It also ensures that they have meaningful activities to develop their artistic talents and interests in art, 3D modelling, music, physical education and cultural activities. These opportunities contribute very effectively to pupils' cultural and spiritual development.
- Pupils have a truly well-rounded and coherent experience. Every opportunity is taken to make the most of the international community to enrich the curriculum and pupils' learning experiences.
- Arrangements for maintaining the welfare and safety, including safeguarding, of pupils are robust, thorough and effective. This aspect of the school's work has a high profile, not only with school staff but also with the School Governance Committee, whose members have particular expertise and experience in this area.
- The Service Children's Education Service knows the school well. They provide helpful and timely support, advice and training.

The **governance of the school:**

The School Governance Committee is very effective. It has a strong membership with considerable expertise and experience. The committee works very closely with the headteacher and is not afraid to challenge leaders if its members have concerns about school. Members are well informed about the strengths and weaknesses of the school. The committee is not only considering current performance but thinking strategically about how to ensure the school maintains current high standards during a period when the school is approaching a change of premises. Committee members successfully use their contacts within, and knowledge of, SHAPE to bring a wider perspective to the school to support pupils' welfare and curriculum experiences. They successfully help the school make the most of the international environment.

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	132374
Local authority	Service Children's Education
Inspection number	442644

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	144
Appropriate authority	Service Children's Education
Chair	Lt Col James Vigne
Headteacher	Rowland Bucknill
Date of previous school inspection	8 November 2010
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