

BFS Naples

HQ AF South, Naples, BFPO 8

Inspection dates

23 -24 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years (Foundation Stage 1 and 2) develop their basic skills well and make good progress. They are confident and enthusiastic learners.
- Pupils achieve well. Those who have been at the school two years or more make particularly good progress.
- The proportion of pupils who attain the standard expected for their age by the end of Years 2 and 6 is often above average in all subjects.
- Teaching is good with some that is outstanding and this is why pupils, including those with special educational needs, make good progress.
- Behaviour and safety are good. The positive attitudes that pupils bring to their lessons enhance their progress.
- The headteacher provides good leadership. She knows the strengths and weaknesses of the school well and, along with the other senior leaders, demonstrates the capacity to improve provision further.
- The school governance committee (SGC) works well with school leaders and provides effective support and challenge.
- Staff and governors have created a happy, caring school with a strong sense of family. As a result pupils feel safe and are happy.

It is not yet an outstanding school because

- The proportion of pupils reaching the higher levels in writing by the end of Key Stage 1 and in writing and mathematics at the end of Key Stage 2 has not been consistently high enough over time.
- On occasion pupils' misconceptions, particularly in mathematics, are not identified quickly enough.

Information about this inspection

- The inspector observed parts of 11 lessons, seven with the headteacher, and attended an assembly. Pupils were observed at work and play and the inspector listened to a small group of pupils reading. The work in pupils' books, including those who had left the school in July 2014, was looked at.
- Meetings were held with the headteacher, senior staff, the Chair of the School Governance Committee and pupils. The inspector also spoke by telephone to the Service Children's Education adviser allocated to the school.
- A range of documentation was considered including the school's self-evaluation; records of the monitoring of teaching and learning; the improvement plan; an analysis of the school's performance data; a summary report by the school's adviser and minutes of school governance committee meetings.
- Thirteen responses to the parental online inspection questionnaire (Parent View) were taken into account. Three meetings were also held with individual parents.
- Eleven responses to the staff questionnaire were taken into account.

Inspection team

Christopher Keeler, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- BFS Naples is the only school administered by Service Children's Education in Italy.
- It is smaller than most primary schools and the number on roll changes frequently as many pupils join or leave throughout the year.
- Almost all of the pupils have a parent in military service, mainly in the Royal Navy. Most of the remainder serve in the Royal Air Force or the Army.
- The proportion of disabled pupils and those with special educational needs is considerably less than average.
- Almost all pupils are of White British heritage.

What does the school need to do to improve further?

- Increase the proportion of pupils who reach the higher levels, particularly in writing at the end of Year 2 and writing and mathematics by the end of Year 6, by:
 - raising teachers' expectations of what pupils are capable of achieving
 - developing further teachers' skills in identifying pupils' misconceptions during lessons and taking immediate steps to address them
 - promoting pupils' mathematical knowledge and understanding with regard to mental arithmetic and problem solving
 - providing more frequent opportunities for pupils to write at length in subjects other than English.

Inspection judgements

The leadership and management are good

- The headteacher, together with the senior leadership team, has a very clear understanding of the strengths and weaknesses of the school based on accurate self-evaluation.
- Leaders at all levels, including members of the school governance committee, are as one in their determination to be recognised as an outstanding school in the near future. Together they demonstrate the capacity to take the school forward.
- Systems for monitoring and evaluating performance are rigorous and targets are closely aligned to the school improvement plan, as well taking account of the needs of individual members of staff.
- Effective systems are in place to monitor the progress of all groups of pupils as they move through the school, including the very few with special educational needs.
- The school promotes equality of opportunity and tackles discrimination well by monitoring the difference in progress between groups. An analysis of current school-held data, together with a scrutiny of pupils' work and the outcomes of lesson observations, shows no variation currently between the rate of progress for different groups of pupils.
- Middle leaders manage their subjects and phases well. They monitor provision effectively and work very closely with the headteacher in identifying and addressing the areas that require improvement. Together they show a sense of purpose and determination to help raise pupils' performance even further.
- The broad and balanced curriculum meets the needs of all pupils well. However, they do not write at length often enough particularly in subjects such as science, geography and history.
- Pupils' social, moral, spiritual and cultural development is good and opportunities are used well to promote British values such as tolerance and respect towards others. The Children's University programme fosters an awareness of the importance of life-long learning. By learning Italian, pupils are also being introduced to a different lifestyle and culture that broadens their perceptions of the world.
- The majority of parents who completed the online survey, Parent View, felt that the school was well led and managed.
- The school meets requirements for safeguarding.
- **The governance of the school:**
Members of the school governance committee are kept abreast of the quality of teaching and pupil performance. Members support and challenge school leaders well. The Chair rightly acknowledges that it is time to increase the level and frequency of monitoring by members seeing for themselves the extent to which elements of the school improvement plan are making a difference to pupils' achievement.

The behaviour and safety of pupils are good

- Pupils demonstrate generally good behaviour both during lessons, assemblies and as they move around the school. On occasion the concentration of a minority of pupils falters and they become restless. This is often when teachers do not pick up on pupils' misunderstanding or when the work set is too difficult.
- Pupils have positive attitudes to learning. They respond quickly to their teacher's

instructions and questions and this is a major reason why they make good progress.

- Pupils show respect towards each other and adults. They work well together in groups and when set individual tasks.
- The strong sense of family that pervades the school is best shown when pupils are at play. The older pupils keep a close, watchful eye on the younger ones and demonstrate a strong duty of care. It is no surprise that pupils say that they are happy at school and feel safe.
- Pupils report that bullying is rare and this is supported by the school incident log. Pupils say they know who to turn to if they are concerned. They know what constitutes bullying in its many varied forms, including physical and verbal abuse, as a result of a planned programme of anti-bullying awareness training. Pupils are acquiring an increasing awareness of prejudice in relation to racism and homophobia.
- The school works hard to keep pupils safe and secure and staff complete careful risk assessments when planning trips to augment the curriculum.
- There were no concerns expressed by parents who completed the online questionnaire about behaviour and safety. They believe that their children are happy and well looked after. Attendance is in line with the national average and good systems are in place to follow up any absences.

The quality of teaching

is good

- The quality of teaching over time is good and sometimes outstanding. As a result pupils, including those with special educational needs, make good progress.
- A significant feature of the school is the extent to which the headteacher is involved in teaching pupils and supporting staff. This provides a good role model to teachers and also enables the headteacher to monitor provision.
- Sometimes teachers do not have sufficiently high enough expectations of what pupils, particularly the more able are capable of achieving and this is evident in the level of challenge provided in mathematics.
- Teachers assess pupils' progress well at key points throughout the year and especially on transition from one class to the next. Regular pupil progress meetings take place between senior leaders and the class teachers to identify underachievement. This enables new targets to be set and support provided where necessary.
- On occasion, teachers do not identify pupils' misconceptions quickly enough during lessons and take immediate steps to address them. This is particularly evident in mathematics and can inhibit progress.
- Teachers use a range of strategies to promote learning well. These include clear explanations arising from good subject knowledge, especially in English, and targeted questioning that allows pupils to think and reflect. Teachers ensure high levels of pupil engagement through lots of active learning that successfully promotes the acquisition of skills and understanding during lessons.
- Teaching assistants make a valuable contribution to pupils' progress. The relationships they have with pupils are extremely good. They are acutely conscious of what pupils are to learn and this is reflected in the quality of their explanations, questions and overall encouragement.
- Pupils work is marked regularly. Teachers tell pupils how well they have done and often provide targets for improvement.

The achievement of pupils

is good

- Many pupils join the school at different points in the academic year. Given their different starting points, all pupils including the very few with special educational needs make at least expected and often good progress. This is confirmed by an analysis of school data, a scrutiny of pupils' work and the outcomes of lesson observations conducted during the inspection.
- The results of Key Stage 1 tests and assessments were above the national average in reading, writing and mathematics in 2013 and the unvalidated outcomes in 2014 indicate a similar picture. This trend in achievement has been sustained over the past four years. However, there is room for improvement in the proportion of more-able pupils reaching the higher level in writing, particularly boys.
- By the end of Year 6, in 2014, the unvalidated outcomes of national tests and assessments show that the proportion of pupils reaching the expected standard in reading and writing exceeded the national average with mathematics broadly in line.
- In 2013 at the end of Key Stage 2 all pupils reached levels above those expected in reading, writing and mathematics. However, 2014 unvalidated outcomes of national tests and assessments for Year 6 show that the proportion of more-able pupils attaining the higher levels in writing and mathematics dipped. Furthermore, there has been an inconsistent trend over time in the proportion of more-able pupils reaching these higher levels.
- Disabled pupils and those with special educational needs make similar progress, given their starting points, to other pupils. This is because the quality of support is good and their progress is closely monitored by senior staff.

The early years provision

is good

- By the end of the Early Years, above average proportions of children reach the level expected in respect of all the learning goals. In many areas they exceed the level expected but there is still room for further improvement in the proportion of children exceeding the expected levels in aspects of physical development, mathematics and understanding of the world.
- Pupils make good progress in the Early Years because they are taught well by a cohesive team who understand how children learn. There is a good balance between teacher-led activities and those in which children are encouraged to find out for themselves and to think creatively and imaginatively. However, from time to time some children, particularly the more-able, are ready for a more direct approach from adults in order to accelerate their learning.
- The strong emphasis on speaking and listening is a significant feature of this provision. Staff intervene in children's play to good effect. They model the use of language well and introduce new vocabulary at every opportunity. Careful and subtle questioning promotes children's thinking and supports learning well.
- The phase is well managed by a knowledgeable and respected leader who has a wealth of experience in Early Years provision. She not only monitors the quality of teaching but gives good advice and direction to all staff, thereby sustaining the quality of experiences children receive.
- At the time of the previous inspection improvements were required in the resource and use of the outdoor area. This has been accomplished and the changes made enhance learning effectively.

- The systematic teaching of phonics during the Early Years provides children with the basic building blocks for reading. Pupils in Year 1 are benefiting from this early start as they can apply their phonic knowledge well when meeting unfamiliar words. This provides a good basis on which to grow into fluent and confident readers.

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	132370
Local authority	Service Children's Education
Inspection number	446696

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

Type of school	Primary
School category	Service Children
Age range of pupils	3 - 11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	Service Children's Education
Chair	Colonel J David McIlroy
Headteacher	Mrs Hazel Jones
Date of previous school inspection	14-15 June 2011
Telephone number	0039-081-839-55111
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