



# BFS Naples

## Inspection report

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Unique Reference Number 132370  
LEA Service Children's Education (SCE)

Inspection dates 28 March 2006  
Reporting inspector Christopher Keeler HMI

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

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Type of School	Primary	School address	HQ AF South
School category	MoD		Naples
Age range of pupils	3-11		BFPO 8
Gender of pupils	Mixed	Telephone number	0039-081-509-1653
Number on roll	83	Fax number	0039-081-509-6555
Appropriate authority	SCE	Chair of SAC	Cmdr P Ireland
Date of previous inspection	17-21 June 2002	Headteacher	Miss F Cole

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Age group	Published	Reference no.
3-11	April 2006	132370

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

The British Forces School Naples (BFS) is administered by Service Children's Education (SCE). Pupils are drawn from all three military services plus a small number of NATO personnel. The number on roll changes frequently as pupils join and leave throughout the year. Attainment on entry to school is in line with the national average. The percentage of pupils for whom English is an additional language is low at 2%. There are two pupils with statements of special educational need in the school. The Headteacher has been in post for fifteen months and there have been a number of staff changes during this period.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

BFS Naples is a good school with outstanding provision for pupils' personal development and well being. It provides a good quality education, and this view is shared by the school and parents. The headteacher has a clear vision based on the pursuit of excellence within an atmosphere that encourages learning. This is shared by all staff and reflected in the school motto, 'Working together for the success of all'. There is a real family ethos, with each child included and valued. As one pupil pointed out, 'I like it here because everybody is very friendly'.

The school is well led and managed at all levels including subject leaders who are developing a good understanding of their role. Good leadership in the Foundation Stage promotes good progress, with standards by the end of the Reception year that are generally above the level expected for the pupils' age. Most pupils, including those with learning difficulties and disabilities (LDD) make good progress in Key Stages 1 and 2. They attain high standards particularly in English, mathematics and science. This is reflected in the results of national test results taken at Year 6.

The quality of the curriculum is good. It meets statutory requirements with the exception of provision for gymnastics, which is due to a lack of suitable facilities. The school makes good use of the local environment to enhance pupils' understanding of the world. Teaching is good overall. The quality of assessment is generally good but the school's policy is not always applied consistently and as a result some pupils are not clear as to how they can improve. Pupils identified as gifted and talented do not make as much progress as they should due to a lack of challenge.

The school is well placed to improve because the headteacher knows and understands the school's strengths and weaknesses.

**Grade: 2**

## What the school should do to improve further

- Improve assessment and its use to maximise the progress of all pupils. Ensure that the practice of informing them how to improve their work is consistently applied throughout the school.
- Implement specific strategies to enhance the learning of gifted and talented pupils and provide them with more challenge.

## Achievement and standards

The pupils' achievement is good and the standards they reach are well above average. In the Foundation Stage, the children settle in well and make very good progress with most pupils' reaching levels above that which would be expected for their age. This good start is maintained in Years 1 and 2, where the pupils continue to build effectively on their earlier attainment in reading, writing, and mathematics and they make good progress. The number of pupils consistently attaining the higher Level 3 in writing tests at the end of Key Stage 1 is impressive. This is the result of good teaching and effective assessment. The pupils in Years 3 to 6 continue to make good progress overall, especially in English, where they make significant gains in their understanding and generally meet challenging targets. Attainment in mathematics is good at the end of Year 6. However, progress in mathematics is only satisfactory in comparison to the progress in English. Some pupils, notably the most able, whilst performing well, are insufficiently challenged and are therefore capable of more.

### Grade: 2

## Personal development and well-being

The quality of pupil's personal development and well being is outstanding. Pupils develop very good personal qualities during their time at school. They get great pleasure from coming to school, achieve well, and attend regularly and this ensures that they are well prepared for their future economic well-being. The school is rightly proud of its 'caring ethos' and lives up to its aim of being at the centre of the community. The pupils' spiritual, moral, social and cultural development is very good. Their appreciation and understanding of the local culture is enhanced by the opportunity to learn Italian and taking part in host nation theme weeks, during which pupils explore the local environment. The pupils learn from positive role models from other cultures. For example, pupils clearly knew about prominent black Victorians and could also articulate the part played by Rosa Parks in American history. As one pupil remarked, 'This has taught us that it is our duty to treat everyone equally and with respect.'

Drawing on a strong positive ethos, the pupils quickly learn right from wrong. Their behaviour and relationships with each other are outstanding. They feel very safe in school and know who to turn to if they have a problem. Concerns about bullying are rare. All pupils have a good knowledge of what constitutes a healthy lifestyle. They know the types of food that are good for them and those that are not and this is reflected in the choices they make.

The pupils make a good contribution to their school and the local community, initiating charitable collections for a number of good causes. They are

developing respect and concern for others and as such are on course to becoming responsible citizens. The pupils' views are appropriately sought on a range of issues. The class and school councils give pupils the chance to learn about the democratic process and make decisions of which they are justly proud.

**Grade: 1**

## **Quality of provision**

### **Teaching and learning**

Overall, the quality of teaching and learning are good with some outstanding features. Teachers' expectations are mostly high, lessons are well organised, explanations clear and questions used effectively to extend pupils thinking. Pupils' work is, in the main, pitched at the right level, building on what the pupils know and can do. In these cases, teachers know what they want the pupils to learn and make it clear to them. As a result, the pupils are motivated, try hard, and make good progress in developing the skills and knowledge needed for future learning and achievement. However, on occasions, the teaching does not build sufficiently well enough on what the pupils already know. For example, higher-attaining pupils are not always given appropriate levels of challenge. As a consequence, the pace of learning for these pupils is sometimes not as good as it could be. The teachers generally assess work carefully and the pupils know exactly what it is they need to do in order to improve. However, the quality of assessment varies throughout the school. Usually it is good and some outstanding practice was observed during the inspection that resulted in pupils making good progress. But agreed practice is not always followed and as a consequence, some pupils are not as clear as they might be about how well they are doing and how they can get better. Good mechanisms are in place to track pupils' progress and an analysis of national and annual tests are used to identify areas of weakness and to set curricular targets. Teaching assistants make a valuable contribution to the pupils' learning, including those with learning difficulties, because they are well informed, establish good relationships and focus pupils on their work.

**Grade: 2**

### **Curriculum and other activities**

The school is correct in judging the quality of the curriculum to be good. It is well planned and takes into account pupils' previous learning. It covers all that is required with the exception of gymnastics, and that is due to a lack of

suitable facilities. The quality of the curriculum in the Foundation Stage is good and pupils have many opportunities to acquire a range of skills in relation to the areas of learning. This represents a significant improvement since the previous inspection.

Teachers often plan work that link subjects together and sustains pupil's interest. Opportunities are also provided for pupils to apply literacy and numeracy skills in other areas of learning, although the school acknowledges that this approach now needs to be embedded. Over the past two years the school has worked hard to improve the quality of pupils' writing to good effect and this is evident in the high standards attained in national tests. The use of information and communication technology (ICT) to support the development of pupil's skills is another area that the school has focused on successfully. Good advantage is taken of the unique location of the school to enhance the curriculum through visits to places of historical and geographical interest and this is benefiting pupils' understanding. Religious education is taught using the SCE agreed syllabus and collective worship takes place every day. A range of extra curricular activities such as, art, music, drama, ICT and many sports activities enhance the curriculum and also promote the development of pupils' social, emotional and physical skills.

## **Grade: 2**

### **Care, guidance and support**

The school's view that it offers pupils a good level of care, guidance and support is correct. This is supported by parents, as expressed in the inspection questionnaire, the school council and the school advisory committee. The quality of relationships between staff and pupils is good and this forms the basis of the good level of support where pupils feel able to approach teachers and support staff with confidence. Pupils are happy and secure. There are very few incidents of bullying, a view expressed by pupils. They are confident that if bullying did occur appropriate action would be taken. Child protection procedures are in place and all staff know what to do should the need arise. The school has very good links with support agencies such as the educational psychologist, school welfare officers and the speech therapists, all of whom provide a valuable service for pupils. Pupils with learning difficulties/disabilities are quickly identified and make good progress due to the support they receive. Individual learning plans are of a high quality and set out achievable targets for improvement. The school has established a gifted and talented register. These pupils would now benefit from specific strategies designed to challenge and extend their thinking. Such strategies are not yet in place. Significant progress has been made in the use of assessment over the past year and there is evidence of outstanding practice going on in the school. Most pupils know what

they must do to improve, however, some do not. This is because the consistent implementation of school policy has not always been carried out.

**Grade: 2**

## **Leadership and management**

Leadership and management are good. This reflects the views of the school and parents. The headteacher is determined that each pupil will achieve as well as possible. She is committed to improving standards even further and this is reflected in her resolve to maintain high quality teaching and learning. Her vision is shared by all who work in the school.

The school evaluates its work effectively and is aware of its strengths and weaknesses. Improvements since the previous inspection are evident, particularly, the provision for ICT and the part played by subject leaders. Significant strides have also been made in the use of assessment but agreed practice is not yet consistently adhered to throughout the school and this needs to be addressed. Target setting procedures are in place as are mechanisms to keep a check on pupil's progress. The headteacher and staff have produced a school improvement plan designed to take the school forward. However, care should be taken to ensure that action taken is evaluated by its impact on pupils' learning.

The headteacher monitors the quality of teaching and has successfully empowered subject leaders to take an increasing role in the drive to sustain and improve standards. They display good subject knowledge, monitor the quality of work produced by pupils in their books and analyse the results of national tests in order to meet pupil's needs and help them make good progress.

The school advisory committee is very supportive of the work of the school and the work of the headteacher in particular. They are kept informed as to the progress of the school improvement plan and the performance of pupils in national tests. They are developing the role of critical friend.

The school is well placed to continue improving.

**Grade: 2**





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## Inspection judgements

**Ofsted ruling is now that both columns must stay in no matter what type of school**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16–19</b>
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

### Achievement and standards

How well do learners achieve?	2	
The <i>standards</i> <sup>1</sup> reached by learners	2	
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and/or disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	2	

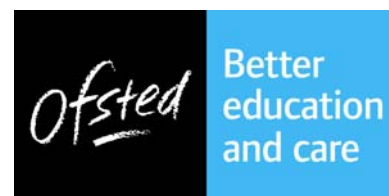
<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>2</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	
Does this school require special measures?	<b>No</b>	
Does this school require a notice to improve?	<b>No</b>	

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise	<b>Yes</b>
Learners are discouraged from smoking and substance abuse	<b>Yes</b>
Learners are educated about sexual health	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	<b>Yes</b>
Risk assessment procedures and related staff training are in place	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism	<b>Yes</b>
Learners are taught about key risks and how to deal with them	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form	<b>NA</b>
Education for all learners aged 14–19 provides an understanding of employment and the economy	<b>NA</b>

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31 March 2006

Dear Children

Thank you very much for being so welcoming and friendly towards us during our recent visit to your school. We very much enjoyed the opportunity to talk with you and your teachers about how well you are doing. We thought you would like to know what we have said about your school.

Your school is a good school. Here are just a few things we really liked about it:

- Your head teacher is a good leader and together with your teachers are working hard to give you a good education.
- You behave very well and are kind and considerate to each other.
- We think you listen carefully to what your teachers have to tell you and you try hard.
- You enjoy coming to school and your attendance is good.
- You have told us you feel safe and secure and know the importance of staying healthy and taking regular exercise.

We have made the following suggestions to help the school get even better:

- By the end of Year 6, many of you do very well in the tests but we have suggested to your teachers that some of you could do even better, especially those of you who have special talents.
- That you are all told how to improve your work once it has been marked.

Please keep working hard and doing the best you can. We wish you well in the future.

C. Keeler  
Her Majesty's Inspector

