



SHAPE International School (British Section)

Inspection report

Unique Reference Number 132374
LEA Service Children's Education (SCE)

Inspection dates 16-17 May 2006
Reporting inspector Pauline Robins HMI

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

Type of School	Primary	School address	British Section
School category	Voluntary Controlled		SHAPE International School
Age range of pupils	3-11		SHAPE BFPO 26
Gender of pupils	Mixed	Telephone number	0032 65 44 52 83
Number on roll	174	Fax number	0032 65 44 56 14
Appropriate authority	Service Children's Education	Chair of governors	Lt. Col. R. A. Robinson
Date of previous inspection	March 2001	Headteacher	Mr D. K. Turner

Age group	Published	Reference no.
3-11	24 th May	132374

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Introduction

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

Description of the school

The British section of SHAPE International School (SIS) primarily serves the families of British military and Civil Service personnel serving at the Supreme Headquarters Allied Powers Europe (SHAPE). The school admits pupils from other nations whose parents are serving in SHAPE. As there is no British regiment or squadron based at SHAPE pupils can arrive and leave at any time during the academic year. This 'trickle posting' system results in high levels of turbulence for both pupils and staff. Not all British pupils have an uninterrupted experience of the National Curriculum and there are gaps in their learning caused by regular movement between schools. Some pupils have attended a variety of national school systems, for example in Northern Ireland, Scotland and America. Approximately 20 % of pupils are non British and many of these are at the early stages of learning English as an additional language. At the time of the inspection approximately 13 % of the pupils have learning difficulties or disabilities but there are no pupils with a statement of special educational need. Since August 2004, with the exception of the headteacher, there has been a completely new senior management team as a result of promotion or returning to the U.K. The campus and all facilities of SIS are shared by 12 nations and the British section does not own its own school buildings or outside facilities.

Key for inspection grades

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

Overall effectiveness of the school

The school judged itself to be predominantly good. However, the inspectors believe that the British Section of SHAPE International School is outstanding. This is because all elements of the school's work are at least good and many features are exemplary, including teaching and the tracking of pupil's progress. Inspectors agree with parents that, 'this is an excellent school where pupils benefit greatly from being here.'

Underpinning this successful school is outstanding leadership and management, especially by the headteacher. There is a strong partnership between staff, parents and pupils. Together, they demonstrate an outstanding capacity for further improvement, reflected in consistently improving standards.

Pupils benefit from excellent provision in the Foundation Stage. Pupils of all abilities, backgrounds and needs are successfully included in the school. Standards are very good and pupils enjoy learning and make very good progress overall. The staff are committed and care about the pupils development. A further strength includes pupil's spiritual, moral, cultural and social development, which is excellent. This is undoubtedly enhanced by being part of an international campus where pupils of many nationalities meet socially and in some instances learn together.

Because the school assiduously monitors and evaluates its own performance, it is aware of the need to introduce a curriculum that enables pupils to build on previously acquired skills as they move from the Foundation Stage to Key Stage1. Plans are in place to bring this about.

Grade: 1

What the school should do to improve further

- Further develop the current initiative which aims to bring continuity to the transition of pupils from the Foundation Stage into Key Stage 1.

Achievement and standards

Standards and achievement in both Key Stage 1 and 2 are very good. In the past three years results in the end of key stage teacher assessments and tests have been above both SCE and national averages. Although there is an upward trend in results, the small numbers in each year group and the high levels of pupil mobility make meaningful analysis of such data unreliable. However, the

rigorous monitoring of its own data by the school is robust and confirms that both standards and progress in all classes are very good.

Pupils in the Foundation Stage progress well and in 2005 standards attained were significantly better than pupils in other SCE schools. Particularly good progress is being made in Knowledge and Understanding of the World. Although slower progress is made in Personal, Social and Emotional learning this is still within acceptable levels and already identified by the Foundation Stage Manager as an area for further development.

The school sets and regularly meets challenging targets. There are no significant differences between the progress that different groups of pupils make. Pupils at the early stages of learning English are included well in class activities and so make very good progress. Pupils with learning difficulties achieve well throughout the school because their progress is monitored closely and their needs are met effectively. This is also true for the higher achieving pupils.

Grade: 2

Personal development and well-being

Pupils' spiritual, moral, social and cultural development is excellent. Pupils are thoughtful, hold clear views on what is right and wrong, work and play well together, and take considerable responsibility for their work and for setting themselves credible academic targets. The relationships between British pupils and other nationals within school and on the base are very good.

Pupils enjoy coming to school. When asked their views on the quality of teaching, they say that teachers make learning fun. Pupils are always given lots to do which makes learning interesting. Behaviour in class, the playground and elsewhere is excellent; as is attendance. Any occasional bullying is dealt with effectively; staff and pupils know what to do when it occurs.

Pupils have a very good awareness of healthy life styles. For instance, when having a picnic in class, the teacher asked four year olds which were the healthy foods. The children readily gave the correct answers. The recent 'Keep Healthy Week' linking PE, food and other issues has done much to raise consciousness generally. There is a full programme of PE in the school and pupils take part in additional activities on the base. The food on offer at lunch time is good but the range is limited and the presentation unattractive by modern standards. Rightly, the school has plans to improve this.

The school is at the centre of the local British community and pupils participate in various charity and other events. Pupils are helped to prepare for their future economic and social well-being through their studies and also through activities

such as serving as prefects and librarians, membership of the school and class councils, and running the school bookshop.

Parents consider that the school contributes well to their children's personal development. In a recent survey, 94 % said that the values and attitudes of the school have a very positive effect and 96 % commented favourably on the high standard of behaviour.

Grade: 1

Quality of provision

Teaching and learning

Teaching is at least good and often outstanding in all key stages. Throughout the school pupils enjoy learning and achieve well because teachers ensure that lessons are presented in interesting and varied ways. This includes effective use of Information and Communication Technology (ICT) as a teaching and learning tool. Science teaching is a particular strength. Teachers plan their work well and have high expectations, catering effectively for the range of needs and abilities. Pupils also benefit from high quality support from teaching assistants (TAs) particularly those pupils with learning difficulties and those learning English as an additional language. TAs are well trained and play an active role in the teaching, assessment and personal support of pupils.

There is a strong link between teacher's evaluative marking and pupils' good progress. Pupils know and understand their targets for improvement. Teachers use assessment information to help pupils reach their targets by regularly monitoring progress and adjusting their lesson planning appropriately. In some classrooms pupils very successfully analyse each others work and give positive feedback balanced against perceptive points for improvement. They also use 'talking partners' to explain to each other how they work through the problem solving process; this further enhances their learning and understanding.

Grade: 1

Curriculum and other activities

The curriculum is very good. It covers all aspects of the National Curriculum and more. There is a good balance between developing key skills in literacy, numeracy, ICT and other subjects. The curriculum for the very youngest children is excellent, offering an interesting and appropriate variety of experiences, including learning in French for half of the day.

Teachers are cautiously innovative, preserving that which is good but also making changes to the curriculum where appropriate. A good example of this is the innovatory work being undertaken to develop an integrated Foundation Stage and Key Stage 1 curriculum. This is to ensure that pupils make the move between key stages with minimum disruption to their learning. Teachers are also exploring ways to develop critical skills such as literacy in all areas of the curriculum.

The way in which the curriculum is modified to support children with special educational needs is impressive. In addition, the more able are catered for well though there is scope to improve their curriculum still further.

There is a good programme of activities such as dance and chess, outside the formal curriculum. They are supplemented by those available on the base, including SHAPE Seals swimming club and junior league soccer, which the school encourages pupils to use. School activities include visits to different places which enhance pupils understanding of the work they are doing in class.

Grade: 2

Care, guidance and support

The care, guidance and support provided by the school are outstanding. What comes across very strongly is how much the staff care about pupils. When pupils on the school council were asked what is good about the school, they picked out staff commitment and the support teachers and others provide. As a result pupils feel safe and valued.

The school monitors pupils' performance very thoroughly and uses this information well to influence teaching and target support. The quality of teachers' marking is very good; when asked, pupils can give a clear assessment of how well they are doing and what they have to do to improve. Pupils' involvement in marking their own work and that of other pupils is very effective in helping them understand what constitutes good work. Impressively many pupils are able to use their own judgement and, with some guidance, set their own targets for improvement.

Child protection procedures are in place and work effectively. The school has excellent links with outside support agencies. The school's Personal, Social, Health and Citizenship Education programme is effective, well- planned and well-delivered. It prepares pupils to think for themselves and develop a balanced view of the world.

Grade: 1

Leadership and management

The leadership and management of the school are outstanding. The headteacher has a calm and understated style of leadership which inspires his staff and pupils to work with him. He has a clear vision for the school and has the drive and conviction to achieve it. The headteacher is ably supported by a recently appointed deputy who recognises where she needs to take a lead and is effective in her role. All staff are empowered, be that as key stage or subject leader, or as a classroom teacher; there is a 'can do' culture in the school. As a result, standards and pupils' progress have improved and pupils flourish within an ethos of challenge and support.

Middle managers play an important part in raising standards by monitoring and improving the provision in their areas. School self-evaluation is very strong. School leaders have an accurate understanding of the school's strengths and areas for development. Priorities for school improvement arise out of careful analysis. There are rigorous procedures for monitoring and improving the quality of teaching. Excellent use is made of assessment data to monitor pupils' progress and to target support.

The School Advisory Committee (SAC) are very supportive. They meet regularly and have recently revised their committee structure to better meet the needs of the school. However, they are accepting of the information given to them by the headteacher and do not always provide him with the level of challenge which he would value.

As a result of the dedication and rigour shown by the headteacher and his staff this is a school which is not complacent and has made improvements since the last inspection. It clearly has the capacity to improve further.

Grade: 1

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall	16–19
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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?	1	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	1	
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> ¹ 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 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	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community.	1	
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?	1	
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?	1	

¹ 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.

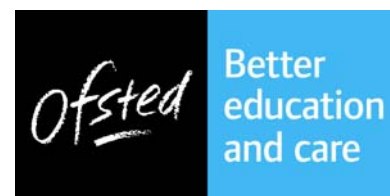
Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

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

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British Section
SHAPE International School
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23rd May 2006

Dear pupils

I would like to thank you all for the tremendous welcome you gave to Mr Armitage and me. Thank you for being so friendly and telling us about your school, particularly the school council and the group who spoke to me. They really put forward your views well. We are writing to let you know what we found out.

We think that you are lucky to be attending such an interesting and outstanding school where you are happy, have fun and learn many new things. Well done for working so hard, behaving well and helping each other, because this helps you to make really good progress.

Mr Turner and the staff are working very hard to make it even better and this is why we think their leadership is outstanding. We really like the range of activities that help you to enjoy learning. We agree that you are extremely well taught and cared for. We also found that you benefit from a fantastic range of visits and an exciting curriculum.

All the best schools keep on finding ways to make things even better and the staff already have lots of ideas about what they want to do. When we talked to Mr Turner we agreed that one of the most important changes to make is in the curriculum at the lower end of the school. Teachers will be looking at ways to make the curriculum in the Foundation Stage and Key Stage 1 link together so that children find it easier to make the move into the 'big school'.

Yours sincerely

Pauline Robins HMI
Paul Armitage HMI

