



Episkopi

Inspection report

**Better
education
and care**

Unique Reference Number 132419
Local Authority Service Children's Education
Inspection number
Inspection dates 13 March 2007
Reporting inspector C. Keeler HMI

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

Type of school	Primary	School address	British Forces Episkopi
School category	Community		BFPO 53
Age range of pupils	3-11	Telephone number	00357 25 96 3425
Gender of pupils	Mixed	Fax number	00357 25 96 2467
Number on roll (school)			
Appropriate authority	The local authority	Chair	Lt. Col. Simpson
		Headteacher	Mr P Kerr
Date of previous school inspection	8-11 October 2002		

Age group 3-11	Inspection date 13 March 2007	Inspection No.
-------------------	----------------------------------	----------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005 the school must provide a copy of this report, free of charge or in prescribed cases on payment of such fee as they think fit (not exceeding the cost of supply), to any person who asks for one.

Introduction

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

Description of the school

Episkopi Primary School is administered by Service Children's Education (SCE) and provides education for the children of service personnel. No pupils are entitled to free school meals and there are few pupils from minority ethnic backgrounds. The number of pupils with learning difficulties/disabilities reflects the national average. Pupil mobility is high. A regimental change occurs every two years when between a quarter and a third of the school population changes within a 6 – 8 week period. In addition there are 'trickle postings' which means that rarely a week goes by without new families arriving and departing from the school.

Key for inspection grades

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

Overall effectiveness of the school Grade: 1

Episkopi is an outstanding school. It is an outstanding school because of the excellent leadership of the head and deputy head teacher who together are committed to providing the best possible education for all pupils. Their educational vision and high expectations of both teachers and pupils impact positively on every aspect of school life. This school intends to make a difference to the lives of the young people in its care and it achieves its aim. As a consequence they make very good progress during their time at the school and attain very high standards.

Pupils enter school, whether it is in the Foundation Stage (FS) or at other times during Key Stages 1 and 2, with attainment that is average. They make very good progress overall as they move through the school because of rigorous assessment systems, particularly on entry, and outstanding teaching. Achievement is outstanding. Pupils in Year 2 and Year 6 attain standards that are well above the national and service children's education (SCE) average in English, mathematics and science. The percentage of pupils attaining the higher level 5 in all subjects is also significantly above average. Pupils with learning difficulties/disabilities and those identified as gifted and talented make good progress.

Teachers have high expectations and plan lessons to meet the learning needs of all pupils effectively. They are enthusiastic and committed to providing positive learning experiences which enable all pupils to prosper. Resources, especially information and communication technology (ICT) are used skilfully to support teaching and learning. Target setting is used to focus on improvement and pupils are given good guidance through marking so that they know what they must do to get better. The curriculum is under constant review and this reflects the determination to provide experiences that are relevant and of the highest quality. A range of extra curricular activities in school and trips or residential events in the wider community, successfully enrich and augment the curriculum.

Pupils enjoy school and like their teachers. They are encouraged to take responsibility, demonstrate independence and work and play co-operatively. They know what it means to live safe and healthy lives. The school tries hard to identify pupils' talents and nurture them, recognising and celebrating individual and collective achievements. Behaviour is good during lessons and in the playground. The quality of care, guidance and support is outstanding and contributes strongly to pupils' progress and well-being. The view of the head teacher that 'every child is special' gives a good indication of how the school views its role in safeguarding the interests of all pupils. This is acknowledged by parents.

The school has made good progress since the previous inspection and is well placed to continue in this vein. The quality of self evaluation is outstanding and the school improvement plan is a useful tool for taking the school forward. The work of curriculum teams is proving very effective in involving all staff in initiatives designed to raise standards. Curriculum leaders particularly in English, mathematics and science monitor teaching and standards very effectively. The school now intends to ensure that all curriculum leaders develop appropriate skills that will sustain high standards of teaching and learning in all subjects. They are right to do so. The school governance committee are very supportive of the school and are developing the ability to hold the school to account.

What the school should do to improve further

- Ensure that the good quality curriculum leadership seen in English, mathematics and science is developed in all subjects in order to sustain high standards.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. Pupils start school with attainment that is broadly average. However, the language skills of some pupils are not as well developed as they should be. By the time they enter Year 1 most pupils have reached or exceeded the nationally expected goals for their age because of high expectations, good teaching and well planned learning experiences. Pupils make very good progress through Years 1 and 2 and as a result standards are very high by the age of seven. They make exceptional progress in Key Stage 2, so that by the end of Year 6 standards are well above the national and SCE average with a high number of pupils attaining the higher level 5 in English, mathematics and science. The reason that pupils make exceptional progress and attain so highly is that the quality of teaching across the school is outstanding. The average amount of time that pupils stay at Episkopi is two years. Many pupils therefore, enter the school at times other than Foundation Stage 1. As a result of excellent assessment systems on entry these pupils 'hit the ground running'; in effect their learning needs are quickly identified and catered for. This applies to those pupils with learning difficulties/disabilities (LDD) as well pupils identified as gifted and talented. It is to the schools' credit that they make such good progress. There is clear evidence to indicate that the longer pupils are at the school the more progress they make.

Personal development and well-being Grade: 1

Pupils enjoy school and this is acknowledged by parents. They appreciate being part of a caring community. This is a school where every child really does matter. Every individual pupil is valued. As the head teacher commented, 'every child is special'. This is reflected in the way the school works hard to identify and nurture pupils' talents so that they can experience success whether academically or in the sporting arena. Personal attributes such as responsibility, independence, and teamwork are encouraged and developed effectively. Pupils are aware of what constitutes a healthy lifestyle and the range of extra curricular activities available in school and in the community provide excellent opportunities for them to put their knowledge into practice. Some pupils are concerned that the snacks available during breaks could be healthier. The fact that pupils are making representations to the school leadership about such issues is, in itself testimony to the good work done by the school in this respect. The school council takes its role very seriously and meets regularly to discuss ways of improving the school. This experience enables pupils to learn about the democratic process; as one stated, 'every one has something to say and this often makes decisions difficult'. Behaviour is good and often very good, during lessons, in the way pupils move around school and in the playground. Pupils' spiritual, moral, social and cultural development is very good. As pupils move through the school they are made aware of different religions and cultures and this is reflected in their positive attitudes towards others.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall which is why pupils make excellent progress. The quality of teaching observed during the inspection ranged from good to outstanding and this reflects the view of the school. It is outstanding overall because of the very high expectations of the school leadership and this is successfully communicated to all staff. It is also enhanced in the way teaching and learning and the curriculum is managed. All teaching staff are involved at differing levels in ensuring that the needs of pupils are met both in the short and long term. This whole school involvement enhances continuity and progression in both teaching and learning. It is also evident in the infectious enthusiasm and commitment demonstrated by staff as they go about their business.

Teachers know their pupils well and this is a feature of the school. The relationship between all adults and pupils is very good and promotes a healthy learning environment where pupils want to learn. The school is particularly strong at assessing pupils learning needs both at the point of entry and at times

during the year. This not only helps the school to tackle gaps in learning but also allows for continuity and progression, building on the acquisition of skills, knowledge and understanding. Characteristics of lessons include focussed planning, very good subject knowledge, high levels of engagement through very good questioning that affords pupils the opportunity to think and reflect, the pace at which lessons are delivered and good use of resources, particularly interactive whiteboards that help to sustain and motivate pupils. It is because lessons are interesting and involve pupils that they find learning fun. Teaching assistants work well with individuals and groups and give good support.

Curriculum

Grade: 1

The quality of the curriculum is outstanding because it is never left alone! A review of provision is not an irregular event at this school. This reflects the determination of the school leadership to do the very best for a continually changing school population. It is managed extremely well. It also ensures that pupils' academic and social and emotional needs are effectively met and this is a contributory factor in securing high standards. A range of extra curricular activities, trips, visitors, residential experiences and the skills and talents of parents all enrich the curriculum. Good provision is made during lessons for pupils with LDD and those identified as gifted and talented. The school is conscious of the need to extend further the level of challenge for its very high achievers and is right to do so. Plans are in place to enable pupils in Years 5 and 6 to learn French.

There are very good planned opportunities for pupils in each year group to apply and practise basic skills in other subjects. This not only makes the curriculum more meaningful but also impacts significantly on standards. A good example of this is the excellent improvement of pupils' writing skills. One of the reasons that this has come about is because they have been encouraged to use a range of genres in a variety of contexts.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. The school takes great care of its pupils. Child protection procedures are in place. The assessment of pupils as they enter Episkopi is excellent and the school goes to great lengths to secure all relevant details. This means that the right level of support can be immediately given to all pupils and is a key factor as to why pupils do so well. There is a very good a system in place to monitor pupils' progress and the information gleaned is used effectively to intervene in order to bring about improvement. Challenging targets are set and pupils are given good guidance in how to achieve them. Good quality marking makes pupils aware what it is that they need to do next in order to improve and this helps them to make the progress that they do. Occurrences of bullying are extremely rare and

this is confirmed by pupils. However, if such an incident was to take place, the pupils would have no hesitation to turning to any member of staff for assistance. They are also confident that the matter would be dealt with straight away. Parents are of the opinion that their children are well looked after and cared for.

Leadership and management

Grade: 1

The quality of leadership and management is perceived by the school to be good. The head teacher is being too modest, it is outstanding. It is outstanding because it underpins the excellent provision and achievement of all pupils. The head and deputy headteacher provide 'combined' strong leadership. They share a clear educational vision and successfully convey this to staff, parents and pupils. They have worked hard to establish a unique partnership model that is highly effective in raising and sustaining high standards. The quality and effectiveness of self evaluation is outstanding and as a consequence the school is well placed to maintain the momentum for improvement that is a hallmark of this school. The focus on teamwork has been successfully extended to the work undertaken by curriculum teams. The curriculum leaders particularly in English, mathematics and science demonstrate a very good understanding of the strengths and areas requiring development in respect of their subjects. They have produced plans in order to bring about change. However, the impact these initiatives are intended to have on pupils' performance is not always sufficiently clear. They are involved in monitoring teaching and standards and are key players in driving initiatives designed to improve what goes on in classrooms. The head and deputy headteacher are aware of the need to develop the leadership skills of all curriculum leaders in order to further improve and sustain provision. The school believes in investing in the professional development of all staff, both teaching and non teaching and this has impacted positively on way the school is organised, managed and administered.

The School Governance Committee (SGC) is extremely supportive of the work of the school and recognises its considerable achievements. As a committee they are beginning to develop the role of critical friend and this supports the work of school leaders. Recent changes to the role of the SGC will require a closer working relationship between the school and its members.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Annex A

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall
---	----------------

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	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

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	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

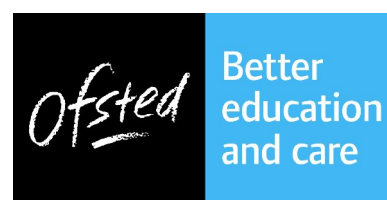
The quality of provision

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?	1
How well are learners cared for, guided and supported?	1

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B



23 March 2007

Dear Pupils

Thank you very much for making feel so welcome when I visited your school recently. I enjoyed talking to you; especially the school council and also watching you work during lessons. You told me that Episkopi is 'a great school' and I agree. In fact I think it is outstanding.

I thought that you would like to know what else I decided.

The main strengths of your school are:

- the head and deputy head teacher provide excellent leadership and they are well supported by the teachers, classroom assistants and those who work in the office and around the school to make everything go smoothly
- excellent teaching which is why you are doing so well, particularly in English, mathematics and science
- the good behaviour you demonstrate in the classroom, as you move around school and in the playground
- the way your teachers let you practise and develop your writing skills in other subjects
- the care that all your teachers show towards you.

Mr Kerr would like more teachers to become even better at making sure that you have the opportunity to do consistently well in all subjects and I agree.

I wish you well for the future.

Yours sincerely

C Keeler
Her Majesty's Inspector