



# Ayios Nikolaos Primary School

## Inspection report

Unique Reference Number 132414  
Local Authority Service Childrens Education  
Inspection number N/A  
Inspection dates 20-21 March 2007  
Reporting inspector Pauline Robins HMI

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

Type of school	Primary	School address	Ayios Nikolaos Primary School
School category	Community		JSSU (Cyp)
Age range of pupils	3-11		BFPO 59
Gender of pupils	Mixed	Telephone number	00357 2395 7548
Number on roll (school)	126	Fax number	00357 2395 7547

Appropriate authority	The local authority	Chair Headteacher	Lt. Col. C. McIntosh Mrs Mary Murdoch
Date of previous school inspection	18 March 2003		

Age group 3-11	Published 20-21 March 2007	Reference no. N/A
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## Introduction

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

## Description of the school

Ayios Nikolaos is a smaller than average primary school with nursery provision. Nearly all the pupils come from service families although a small minority come from families where parents work in service-related activities. The majority of pupils are of White British heritage. Slightly over a quarter (28%) of pupils are identified as having learning difficulties or disabilities and two have a statement of special educational need. The pattern of postings means that pupils frequently join or leave the school during the school year. Most remain for eighteen months to two years although a few civilian personnel stay for up to four years. There have been significant changes to the teaching staff since the last inspection and the school experiences a high turnover of support staff.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade: 3

Ayios Nikolaos is an improving school with some good features. The headteacher is committed to its further development and has a strong and now stable senior management team to help and support her. Satisfactory monitoring and evaluation systems are in place to assess the performance of the school but in some instances these are quite new and have not yet completed their cycle. As a result, some of the school's self evaluation judgements cannot yet be fully substantiated. Some improvements in practice are not yet fully secured throughout the school. However, the school now has good capacity to improve further.

Pupils' achievement is satisfactory overall. Pupils achieve well in Years 5 and 6 but their achievement in Years 1 to 4 is not as good. This is because teaching in these year groups is not as effective and consequently pupils' progress slows. Outstanding and good teaching in Years 5 and 6 ensures that pupils make better progress and by the end of Year 6 their standards are above average. By the time they leave Year 6, pupils are well placed for the next stage of their education. The provision in Foundation Stages 1 and 2 is outstanding. Consistently good teaching and an exciting and varied curriculum help children to achieve well and reach above average standards. Their progress is constantly monitored and the information is gathered together in a very helpful report for parents. Children enjoy learning and make particularly good progress in their personal, social and emotional development. This means children quickly establish very positive attitudes and, by the end of Reception, are well prepared for entering Year 1.

The curriculum is good as it provides a full range of learning opportunities. Creative arts are a strength, pupils are given the opportunity to learn to play a musical instrument and enjoy singing in musical harmony. The wide range of extra curricular activities enriches the curriculum and adds to the pupils' enjoyment. Pupils are very confident and speak about their school with pride. Although the School Council has only been operating since September it is already having an impact. Councillors have instigated changes to the tuck shop so that it is providing more healthy options and wisely spend their budget allocation on refurbishments. Pupils' behaviour in and around the school is good and aided by good levels of supervision. However, pupils' attitudes to work, although good in Years 5 and 6, are more variable in Years 1 to 4 when they are not always fully engaged in their learning. Pupils are well cared for and they value the intimacy of a small school. As a result relationships are good throughout. Teachers' marking generally gives pupils advice on what they need to do to improve their work. However, individual targets for improvement are currently only set in writing and maths and not in other areas of literacy nor in science.

## What the school should do to improve further

- Improve the quality of teaching so that it is consistently good.
- Embed the recently introduced monitoring and evaluation systems so that they impact fully on pupils' progress.

## Achievement and standards

Grade: 3

Pupils start Nursery with broadly average attainment. By the time they leave Reception, standards are above average, although boys' writing is not as strong as the other areas of learning. There are several reasons for children's good achievement in the Foundation Stage; teaching is consistently good, the small steps in learning that children make each day are carefully recorded to build up a detailed picture of their progress, and the curriculum is planned and resourced extremely well. These strong aspects mean children enjoy their learning and are very well prepared for moving into Year 1.

From Years 1 to 6, achievement is satisfactory overall. Pupils make very good progress in Years 5 and 6, as a result of consistently good teaching, but in Years 1 to 4, progress is satisfactory. In the national tests, standards are generally above average at both Year 2 and Year 6. There has been a slight downward trend in the proportion attaining higher levels at Year 2. This is mainly due to one or two pupils not doing as well as expected in the assessments. Over the last three years, the proportion reaching the higher levels at Year 6 has been above average in reading, mathematics and science but slightly below average in writing. The school identified this and has been focusing on improving pupils' writing. There have been positive developments in the way pupils' progress is assessed and monitored. Each pupil has been given specific targets to improve their writing and there are signs that this is beginning to take effect.

## Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have a well-developed sense of right and wrong. In assemblies they reflect on moral issues and celebrate one another's achievements. Through the School Council, pupils learn about how decisions are made. Their suggestions are acted upon and they are given a sizeable budget to spend on school improvements which they have used judiciously. Pupils enjoy coming to school and this is demonstrated in their good attendance. They take pride in their school and most have a positive attitude to their learning. However, attitudes are more positive in the classes where teaching and learning are good or better.

Pupils are very aware about the importance of adopting healthy lifestyles. They enjoy healthy snacks from the tuck shop, the availability of drinking water and talk with real enthusiasm about their enjoyment of and success in sporting activities.

## Quality of provision

### Teaching and learning

Grade: 3

The quality of teaching observed during the inspection ranged from inadequate to outstanding. Teaching and learning are good in the Foundation Stage and this is why pupils make good progress. Where teaching is weak the progress pupils make is not as good as it is in other classes. This is particularly the case in Years 1 to 4. In some of these classes pupils spend too much time sitting on the floor listening to the teacher and too little time engaging in purposeful activities designed to take their learning forward. In some cases pupils' learning is also inhibited by having to undertake low level tasks that do little to excite pupils and sustain their interest. As a result, some pupils become easily distracted and do not focus enough on their work. A lack of subject knowledge, pace and an inability to identify gaps in pupils' learning during some lessons also hold back pupils' progress.

In Years 5 and 6 the quality of teaching and learning is at least good and often outstanding. The pace of lessons is good and subject knowledge is used to good effect especially when explaining and clarifying points raised by pupils. Other positive characteristics include; effective questioning that helps pupils to clarify their thinking and therefore enhances their understanding, excellent relationships that instil confidence and raise self esteem and a good understanding of pupils' strengths and weaknesses coupled with the ability to use this information to take learning forward. This is why these pupils make extremely good progress and are confident, independent learners.

### Curriculum and other activities

Grade: 2

The quality of the curriculum is good. It meets statutory requirements and is sufficiently broad and balanced. Pupils are given opportunities to practice and apply basic skills including using information and communication technology (ICT) in other subjects. French has been taught as an after school club until recently and plans are in place to make this a more permanent feature. Good opportunities exist for all pupils to take part in the creative arts, particularly in music through violin tuition. This is to be extended to include guitar lessons for pupils in Year 5. The use of the environment through the 'host nation' activities has given pupils a good insight into local customs and they have benefited from these experiences. This programme has had to be temporarily curtailed due to

lack of staffing; however, plans are in hand to remedy the situation. The school acknowledges that pupils' awareness of what it means to live in multi racial Britain is not as well developed as it should be. A range of extra curricular activities, trips to museums and places of educational interest and visitors to school all enrich the curriculum and make learning fun. Residential experiences provide pupils with the chance to acquire physical skills, develop independence and teamwork as well as promoting their social awareness.

## Care, guidance and support

Grade: 2

Staff are committed to the care of their pupils and this is reflected in the close supervision they receive at all times. In the Foundation Stage, staffing levels are high and children get a lot of individual attention, encouragement and support. Relationships between pupils, and between pupils and adults, are very good. Behaviour is good and pupils say that there is no bullying. Pupils like the fact that this is a small school, everyone knows each other and as a result they get a lot of individual attention. Despite the high levels of mobility, those who join the school are welcomed and settle in quickly with the support of the staff and other pupils. Procedures for child protection meet current guidelines. Pupils know that there is always someone to turn to if they require help or support. Pupils with learning and emotional difficulties are well supported. There is evidence in the classrooms of pupils talking together to clarify thinking and solve problems. Pupils are set targets in writing but not yet in other areas of the curriculum such as mathematics and science. Generally the school works well with parents but a significant percentage who responded to the inspection questionnaire indicated that they would like to be better informed and would welcome a more rapid response to enquiries.

## Leadership and management

Grade: 3

Leadership and management are satisfactory overall and good in the Foundation Stage. The headteacher has worked hard and is committed to improving the quality of provision and standards within the school. She is well supported by a new and very able deputy headteacher. Together with the FS leader they make a strong team whose skills complement each other. Their combined endeavour is beginning to have an impact but this is not yet consistently evident throughout the school. Since September monitoring and evaluation systems have been developed and strengthened. However, these have yet to have a sustained impact on the quality of provision and the consistency in teachers' practice. The schools' view of itself in some aspects is currently more positive than the judgements made by inspectors. Middle leaders are keen to take responsibility for their subject areas. They are scrutinising work in pupils' books and carrying out some lesson observations. However, there is inconsistent practice between subjects and in understanding the importance and accountability of the subject leader role.

The work of the School Governance Committee (SGC) is good. The chair and vice chair clearly understand their role and are successfully making the transition from an advisory role to governance. They know the questions which need to be asked in order to hold the school to account and have a good working relationship with the headteacher. There are clear mechanisms in place to ensure continuity when deployment leads to a change of personnel.



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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?	3	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	1	
The effectiveness and efficiency of boarding provision	NA	
The effectiveness of the school's self-evaluation	3	
The capacity to make any necessary improvements	2	
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

How well do learners achieve?	3	
The standards <sup>1</sup> reached by learners	2	
How well learners make progress, taking account of any significant variations between groups of learners	3	
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
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 learners 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	

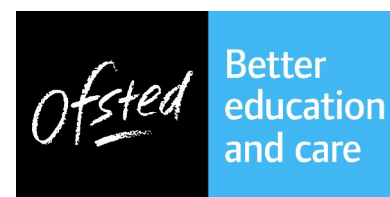
<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	
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	

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
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	



23 March 2007

Dear Pupils

Ayios Nikolaos Primary School, JSSU (Cyp), BFPO 59

Thank you for the warm welcome you gave to me and the inspection team. We enjoyed meeting you and hearing about your school. A particular thanks to the school council and the group of new pupils who were so confident in talking to us and telling us their views so clearly.

We found that you enjoy coming to school and like being in a small school. Everyone is very friendly, there is no bullying and new pupils are helped to settle in quickly. Those of you who leave the school at the end of Year 6 get really good results in national tests. This is because the teaching in Years 5 and 6 is so good and you are working really hard. Those of you in Years 1 to 4 are reaching good standards but could be making even better progress. At the moment some of you do not always find some of the lessons very interesting.

The staff of Ayios Nikolaos really care about you and make sure that you are safe and well looked after. Most of you know how to make your work better, especially in writing, and you have targets set for this area of your work. We would like to see targets set for other areas of the curriculum, especially maths and science so that teachers can be sure that you are making the right amount of progress.

We have asked your headteacher and all the staff to concentrate on two areas for development

- Improve teaching so that it is always good and to make sure that you all make the best possible progress.
- Keep a careful eye on how well you and the school are doing.

We are sure that by working together with your teachers you will help to bring about the necessary improvements.

Yours sincerely

Pauline Robins HMI

