

# Dhekelia Primary School

## Inspection report

---

Unique Reference Number	132417
Local Authority	Service Children's Education
Inspection number	320703
Inspection dates	20–22 May 2008
Reporting inspector	James Kilner HMI

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

---

Type of school	Primary
School category	
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	220
Appropriate authority	Service Children's Education
Chair of SGC	Colonel J Menzies
Headteacher	Mr G Procter
Date of previous school inspection	November 2004
School address	Dhekelia Cyprus BFPO 58
Telephone number	00357 24 744288
Fax number	00357 24 744880

---

Age group	3–11
Inspection date(s)	20–22 May 2008
Inspection number	320703

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

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

## Description of the school

Dhekelia Primary School is situated on the British Army's Dhekelia garrison in Cyprus. It provides education for the children of service and Ministry of Defence personnel. Pupil mobility is exceptionally high with many pupils entering and leaving the school at times other than at the beginning of the school year. Very few pupils remain in the school for longer than two years. During the past five years pupil numbers have halved. Above average numbers of pupils are identified with learning difficulties and/or disabilities. There are below average numbers of pupils who speak English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade: 2

Dhekelia Primary is a good school. The level of care, guidance and support given to the pupils is excellent. There is a genuine commitment to care throughout the school, summed up by one pupil who said, 'our ethos is such that we care for each other and are proud of who we are.' Pupils enjoy school; one referred to it as 'a great school where people help us.' From the moment families are informed of their move to Dhekelia, the school fosters a close working relationship with parents. The small number of parents who responded to the inspection questionnaire praised the way in which their children were introduced to life at the school.

Children start in the Foundation Stage with skills, which are typical for their age although their communication, language and literacy skills and social and emotional development are slightly less strong. Because of good provision, effective induction procedures and liaison with home, children get a good start to their school lives in the Foundation Stage. They achieve well to reach levels above those expected for their age by the time they move into Year 1.

All pupils achieve well during their time at the school. Recently there has been an influx of pupils with little or no prior experience of the English National Curriculum. The result was a dip in standards at the end of Key Stages 1 and 2 in 2006. Nonetheless, early assessments and generally good teaching ensure that pupils make good progress and reach standards, which are above average. Pupils with learning difficulties and or disabilities make the same rates of progress as their peers.

Pupils are courteous to one another and to adults in the school. They are given many opportunities to take responsibility. Whilst behaviour is good, it can falter when pupils lose interest during over-long lesson introductions. Pupils learn much about the culture of their host island and are active in the community. However, they are not as aware of the issues surrounding the increasingly diverse nature of society in Britain in 2008.

Teaching and learning are good in Foundation Stage and Key Stage 1 and range from satisfactory to good in Key Stage 2. The school is unrelenting in its drive to ensure that the quality of teaching is consistently good. The leadership team work closely with the SCE advisory service to improve identified weaknesses in teaching. Good teaching is exemplified by the strength of relationships between pupils and adults, high expectations and planning for activities to meet the needs of all pupils. Teaching assistants give good quality support to all pupils in their care; they work closely with class teachers on planning and assessment. However, in lessons where teacher input is too long, pupils have insufficient time to explore their learning in any great depth. On these occasions written work is incomplete and pupils, particularly the more able, are not able to demonstrate fully their understanding.

The school makes creative and good use of its unique surroundings to enhance learning opportunities for pupils. Effective work by SCE advisory staff has led to increased opportunities for music and drama across the curriculum. A recent review of the whole school curriculum has been successful in identifying opportunities to develop pupils' literacy and numeracy skills in other curriculum areas.

Leadership and management of the school are good. All issues for action following the last inspection have been tackled successfully. Under the astute guidance of the headteacher, subject leaders for English, mathematics and science effectively monitor standards and teaching in their areas. Pupils' abilities are thoroughly assessed when they start at the school; this ensures that provision is closely matched to their needs from the outset. An effective tracking system assists in the monitoring of pupils' progress. School leaders discuss with classteachers the individual rates of academic progress of their pupils. Good provision is made for any pupils identified as talented or gifted.

The school governance committee (SGC) have only been able to undertake the necessary minimum of duties due to unavoidable work commitments. However, a well-produced strategic plan, drawn up by the current chair of the SGC, is designed to ensure stability of membership and the potential to offer a greater level of challenge and support.

## Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. This judgement corresponds to the school's self-evaluation. The recent amalgamation of the two separate Foundation Stage units has been successful, creating an exciting and stimulating environment where children are given good quality opportunities to explore the world and develop particularly their communication and social skills. Children rapidly become independent in their learning. Children are able to choose activities through a helpful system that displays photographs of the daily routine. This ensures that even the youngest children know what the day will hold for them. A well-equipped, safe and stimulating outdoor area is carefully set out with planned opportunities for children to develop both physically, emotionally and socially. In Foundation Stage 2, role-play techniques are taught to children. This ensures their experiences in these areas are meaningful and maximises opportunities for speaking and listening. The Foundation Stage is well led and managed with smooth, seamless transition from Foundation Stage 1 to Foundation Stage 2 and into the main school. Plans are in place to improve the provision further by ensuring a free flow of activities between Foundation Stage classes and Year 1. Teaching is consistently good. Teaching assistants ably contribute to the regular assessment of children's progress as they play and learn. Support for children identified with additional learning needs is good. Well-qualified and effective classroom assistants guide these children in their academic, social and emotional development so that they make the same rates of progress as their peers.

## What the school should do to improve further

- Ensure that pupils are provided with sufficient time and opportunity during lessons to complete work and demonstrate their understanding.
- Develop pupils' understanding of what it is like to live in an increasingly diverse British society.

## Achievement and standards

Grade: 2

Achievement is good and standards are above average. The school population has been subject to a significant upheaval due to recent changes. Faced with these challenges the school ensures swift and effective early assessment of pupils' abilities. From average starting points, pupils make good progress overall. In 2007, pupils in Year 2 and Year 6 achieved standards above the national average. From lower than normal starting points, the current Y6 cohort are expected to achieve well. The scrutiny of work and data tracking undertaken during the inspection indicates that pupils, particularly in Year 6, will reach the challenging targets set, although standards are not expected to be as high as those reached in 2007. Pupil targets are set in numeracy and literacy but not all pupils are conscious of what their targets are. Pupils with learning difficulties and or disabilities make the same rates of good progress as their peers.

## Personal development and well-being

Grade: 2

Pupils enjoy school and attendance is good. The school has robust monitoring procedures to check absence including close working relationships with external agencies and immediate contact with parents. Pupils are aware of the importance of staying safe and in leading active and healthy lives. They recognise what constitutes a healthy diet and particularly relish the wide range of sporting activities that nurture and foster enjoyment.

Incidences of bullying and racism are rare. Pupils are extremely confident that teaching staff will take appropriate action. Pupils' spiritual, moral, social and cultural development is good overall. However learners' understanding of Britain as a diverse society is underdeveloped; currently they lack sufficient knowledge as to how to engage with others from different cultural backgrounds. Pupils know the difference between right and wrong. The standard of behaviour is generally good during lessons and breaks. However, when pupils have to spend too long listening to their teacher, their attitudes to learning wane. Pupils are proud of their achievements and are keen to succeed. As a consequence, pupils are well prepared for the next stage of their learning. Pupils are given good opportunities to contribute to the school community. They act as mentors and buddies to newly arrived schoolmates. Members of the school council and the pupil voice take their role seriously. The skills and personal attributes that they are acquiring, such as tolerance, patience and listening to what others have to say stand them in good stead for the future.

## Quality of provision

### Teaching and learning

Grade: 2

The quality of teaching and learning has improved since the last inspection. It is consistently good in the Foundation Stage and Key Stage 1. In Key Stage 2, it is variable ranging from satisfactory to good. Characteristics of good teaching include high expectations, good relationships that impact on pupils' attitudes to learning, effective use of the interactive whiteboard, well-structured lessons, and tasks that are well matched to pupils' learning needs. Teaching assistants give good,

unobtrusive support to both individuals and groups and this enhances progress. The quality of support and focused teaching given to pupils with learning difficulties and/or disabilities is good. Their learning needs are quickly identified and effectively met. On occasions, lessons are dominated by lengthy teacher input that restricts the time for pupils to apply and practice skills to develop their knowledge and understanding. As a result, pupils' productivity during writing tasks, for example, is not as good as it should be. This is particularly the case with regard to the more able pupils.

## Curriculum and other activities

Grade: 2

The quality of the curriculum is good. Following the last inspection the science curriculum was subject to a thorough audit. The result has been improvements to teaching and learning as well as pupils and parents' understanding of key concepts. The school exploits fully the learning opportunities created by its unique location. Exciting opportunities are created for pupils to explore the flora and fauna of the island as well as developing an understanding of its culture. Older pupils are able to participate in extended visits away from the school, exploring and experiencing other parts of the island. Those pupils identified as being gifted or talented in the area of sport or the arts are given opportunities to develop their gifts beyond the school.

Pupils are actively involved in the development of the curriculum. The school listens to their ideas for developing their learning opportunities. Plans are in place to develop the curriculum further through a greater emphasis on pupils' social and emotional development. The school offers a range of popular extra-curricular activities, including hockey in which many pupils excel. Outside consultants offer support for class teachers, for example in drama and music, enabling pupils to develop their skills as independent learners across all areas of the curriculum. The curriculum is well led and managed with plans to develop more meaningful cross curricular links with an emphasis on the application of literacy and numeracy skills.

## Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. There exists a strong sense of care by all adults towards pupils. There is an equally strong sense of care by pupils for each other, particularly by older pupils towards those younger than themselves. Good induction procedures are in place for both pupils and parents. Pupils settle in to school routines quickly. Child protection procedures, risk assessments and all other checks to safeguard pupils are securely in place and meet current requirements. The school makes good use of external agencies to support pupils' learning. The quality of care, guidance and support shown to pupils with learning difficulties and/or disabilities is exemplary. Good support from teaching assistants, carefully designed and monitored learning logs and effective tracking of pupil progress all impact positively on achievement. Marking is good. Pupils receive feedback on how well they have done and, in the main, how to improve.

## Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher exemplifies the open, caring and welcoming ethos of the school. An effective leadership team monitor and evaluate the work of the school. School development planning is effectively linked to subject leaders' evaluations. Appropriately, the school keeps the need to raise standards as a guiding principal in all its work. Identified weaknesses in teaching are being successfully tackled with the support of the SCE advisory service.

Class teachers meet termly with senior leaders to discuss rates of pupil progress. This information is further scrutinised by subject leaders to ensure that no pupil is in danger of being left behind. The management of provision for pupils with learning difficulties and/or disabilities is good. Despite there being a high staff turnover of classroom assistants, many undertake accredited training under the guidance of teachers who are qualified assessors.

The work of the school governance committee (SGC) has been limited in recent years due to commitments beyond the school. However, the current leader of the SGC has recognised this weakness and has set in motion a series of strategic plans designed to ensure the SGC offers greater challenge and support. The school has made good progress with all issues from the last inspection and has good capacity to improve further.



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](http://www.ofsted.gov.uk).

## Annex A

# Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The effectiveness of boarding provision	NA
The capacity to make any necessary improvements	2

## Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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?	1

<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.

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	3
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

1 June 2008

Dear Pupils

### Inspection of Dhekelia Primary School, Cyprus

Thank you for the warm welcome you gave us when we visited your school. You were very friendly, polite and enthusiastic about what you do. You are clearly very happy at Dhekelia and proud of your school. You told us many interesting things that helped us. We spent a lot of time finding out how you get on in your lessons, looking at your work and talking to your teachers. We think that Dhekelia is a good school. Here are some of the things we particularly noticed:

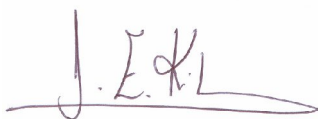
- you are making good progress during the time you spend at school because of good teaching
- the exciting way you are allowed to explore your surroundings and learn about life on the island
- the way the headteacher and all staff take care of you and give you help and advice to improve is excellent
- your behaviour is generally good both in lessons and at playtimes
- the school is well led and managed by your headteacher and staff
- children in the Foundation Stage get off to a good start.

We have asked your headteacher to:

- make sure that you get the chance to complete more work during lessons
- to tell you more about life in Britain and how it is made up of people from different cultures.

It was good to meet you all and we wish you every success for the future.

Yours sincerely

A handwritten signature in purple ink, appearing to read 'J. L. Kilner', with a long horizontal flourish extending to the right.

James Kilner  
Her Majesty's Inspector