

# EXECUTIVE COUNCIL

## CONFIDENTIAL

**Title of Report:** Inspection Reports on the Falkland Islands Community School and the Infant Junior School-Camp by Mr Christopher Spencer, Chief Inspector of Service Children's Education

**Paper No:** 285/10

**Date:** 16 December 2010

**Report of:** Director of Health & Education/Assistant Director of Education

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### 1.0 Purpose

To provide Honourable Members with the reports on the Primary and Secondary schools arising from an Inspection between November 15<sup>th</sup> and the 18<sup>th</sup>.

### 2.0 Recommendations

- (a) That Honourable Members consider and accept the reports.
- (b) That Honourable Members approve the release of the reports to parents of students in both schools and to the public.

### 3.0 Summary of Financial Implications

There are none in the body of the report although costs will be incurred if the Inspector's recommendations are acted upon.

### 4.0 Background

- 4.1 The previous Inspection took place in 2007. At that time the Infant Junior School Camp IJS was judged to be an effective school where standards and achievement are satisfactory. The Falkland Islands Community School, FICS, was judged inadequate with overall achievement and standards deemed as unsatisfactory at the end of both key stages.
- 4.2 An interim review of FICS in 2008 judged that FICS had made satisfactory progress and capacity to improve further was judged to be good. Ironically the judgement carried with it the proviso that continuity of leadership and the new management structure was maintained.
- 4.3 The next inspection in the two-year cycle was planned for 2009 but, due to prior commitments within Service Children's Education (SCE), did not take place until between the 15<sup>th</sup> and the 18<sup>th</sup> November 2010.

- 4.4 Mr Christopher Spencer, Chief Inspector for SCE, undertook the Inspections on behalf of the Education Department.
- 4.5 Following the Inspections Mr. Spencer provided feedback to the Headteacher and the Assistant Director of Education. Finally the Inspector met with the Honourable Members holding the Education portfolio and provided feedback on both schools.
- 4.6 The inspection process includes surveys of parents, students and staff.
- 4.7 The evaluation schedule used for the inspection was based on that used for Ofsted inspections in England and within Service Children's Education in 2010. It should be noted that this current schedule has fewer grades and revised assessment criteria compared to those in use at the time of the previous inspection so that direct comparisons are not possible.
- 4.8 The inspection process is a snapshot and intended to validate the school's Self Evaluation process.

## **5.0 Infant Junior School - Camp**

### 5.1 Areas in which the school is good include:

- The extent to which pupil's feel safe.
- Pupils' behaviour.
- The promotion and adoption of healthy lifestyles.
- The contribution of students to the school and wider community.
- Pupil attendance.
- Pupil's moral, social and cultural development.
- The effectiveness of care guidance and support.
- The extent to which the curriculum meets the needs of students.
- The school's engagement with parents and carers.
- Survey results from Parents, students and staff were positive and supportive.
- The effectiveness of the school in promoting learning and well-being.
- The promotion of equal opportunities and way it tackles discrimination.
- The quality of provision in the Early Years Foundation Stage.

### 5.2 Not unexpectedly the school needs to focus on:

- a) raising standards across all subjects but especially in Mathematics
- b) Improving the standard of teaching so that more is good.
- c) Making more effective use of school leaders so through sufficient release time, developing action plans, and developing a programme of continuous professional development

- 5.3 The report finds that IJS-Camp is a satisfactory and improving school that has good capacity for sustained improvement under the current leadership.

## **6.0 The Falkland Islands Community School**

- 6.1 Areas in which the school was judged good or outstanding were;
- a. Pupil's behaviour
  - b. Pupils adoption of healthy lifestyles.
  - c. Pupil 's contribution to school and the wider community
  - d. Pupil attendance
  - e. Pupil's spiritual, moral, social and cultural development
  - f. Pupil's needs met, where relevant, through partnerships.
  - g. The effectiveness of care guidance and support
  - h. Generally positive relationships with parents and students
  - i. The effective use of partnerships to promote learning and well-being
  - j. The quality of the LSAs
  - k. Use of Interactive Whiteboards
  - l. All classroom management
- 6.2 To improve further the school needs to ;
- a. Ensure that school leaders devise a clear vision for the school and gain the commitment of all staff.
  - b. Continue the drive to raise standards across the school in all subjects
  - c. Develop the use of assessment to support teaching and learning.
- 6.3 The school has moved forward significantly since 2008 and 2009. However the Headteacher has failed in sharing his ambition and vision with his staff. Many teachers are disillusioned and dispirited. A large majority of staff stated that they had no confidence in the Headteacher.
- 6.4 The effectiveness of leadership and management in embedding ambition and driving improvement is judged to be inadequate because the Headteacher had not taken effective steps to disseminate his vision and aims for the school.
- 6.5 For this reason it was judged that the school was severely hampered in its ability to move forward despite the Inspector's judgement that the school was poised to be rated good. The school was therefore judged as being **inadequate**.

## **7.0 General Feedback**

- 7.1 On the positive side the Inspector spoke of how much he enjoyed visiting the school and speaking with the pupils. He had found everyone open in their discussions with him. He also spoke of the satisfactory outcomes and the impressive curriculum this was especially true of FICS which is a very small secondary school by any standards. The Inspector recognised the impact of annual cohorts that could vary significantly in terms of size and ability.
- 7.2 The inspector saw little disruption, low-level or otherwise, but the evidence was that it existed and in some cases was the result of unmotivating lessons.

7.3 The Inspector felt that issues that needed to be addressed seriously by the Education Department were

1. The employment of a School Improvement Partner (This was also recognised by previous Inspectors but turned down in the 2009 budget requests).
2. An improved and co-ordinated approach to Continuing Professional Development for long-term staff. He felt that this should be a requirement of staff rather than any discretionary entitlement.

## **8.0 Financial Implications**

8.1 There are no costs as such associated with the report but two of the recommendations would have a cost attached.

Cost associated with a School Improvement Partner would involve two visits per year plus a retainer to provide distance support from England.

2 x return flights	£3400
28 days accommodation	£2800
20 days payment at £350 pd	£7000
Total	£13,200

8.2 Funds are regularly requested in the annual INSET vote for CPD but are usually not available because they cannot fall into the mandatory or operationally essential categories. This could change in the budget currently being prepared, on the basis of this report

## **9.0 Human Resources Implications**

9.1 There are no HR issues other than the question of CPD for long established staff

## **10.0 Legal implications**

10.1 None

# Stanley Infant Junior School and Camp Education

## Inspection Report

Visited 15 and 16 November 2010

Christopher Spencer  
Assistant Director of Education and Chief Inspector  
Service Children's Education

HQ SCE  
BFPO 40  
UK



# Stanley Infant and Junior School Inspection Report November 2010

## Introduction

The inspection was carried out by the Chief Inspector and one primary headteacher from Service Children's Education over two days. All classes were visited so that a range of lessons and pupils' work was observed. Discussions were held with the headteacher, senior teachers and core subject coordinators. Parents,' pupils' and staff views were sought through questionnaires.

### **Key for inspection grades**

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

The evaluation schedule used for the inspection was based on that used for Ofsted inspections in England and within Service Children's Education in 2010. It should be noted that this current schedule has fewer grades and revised assessment criteria compared to those in use at the time of the previous inspection so that direct comparisons cannot be made with any judgements in former reports.

The following terminology is used in the report to describe the three key stages covered by the school:

**Foundation Stage** refers to pupils in Pre-School and Reception, whose 4<sup>th</sup> and 5<sup>th</sup> birthdays fall during the current school year;

**Key Stage 1** refers to years 1 and 2 of the English National Curriculum; these are pupils whose 6<sup>th</sup> and 7<sup>th</sup> birthdays fall during the current school year;

**Key Stage 2** refers to years 3 to 6 of the English National Curriculum, pupils whose 8<sup>th</sup> to 11<sup>th</sup> birthdays fall during the current school year.

The inspection was conducted by two inspectors over two days. All classes were visited at least once, including joint observations with the acting headteacher, and acting deputy headteacher. A range of pupils' work was reviewed. Discussions were held with senior leaders, and the co-ordinator for special educational needs. The views of parents, pupils and staff were gathered through a questionnaire. In addition, pupils were interviewed to ascertain their views of the school. The school completed a detailed self-evaluation before the visit.

# **Stanley Infant and Junior School Inspection Report November 2010**

## **Information about the school**

Stanley Infant and Junior School is a school of 255 pupils that serves the population of Stanley in the Falkland Islands. There are more girls than boys in the school. Very young children in Foundation Stage 1 attend for a half day session either in the morning or the afternoon. Some 16 per cent of pupils have special and additional education needs and 22 learners speak English as an additional language. Of these, 10 are at an early stage of English language acquisition. Many of these EAL learners come from Chile. Class sizes are similar to that found in England. In Year 2 and 6, there are two forms of entry. Setting by ability takes place in Years 2 and 6 for literacy and numeracy and, from Foundation Stage 2 to Year 3, for phonics lessons.

The school currently has both an acting head and an acting deputy head. A substantive replacement may not be in post until September 2011. All teachers are trained in the United Kingdom and most have UK experience. Many of these teachers are employed on fixed term contracts by the Falkland Islands Government. The accommodation is bright and attractive but is a mix of a variety of buildings both purpose built and non-purpose built. The school is also responsible for the education of those pupils who reside in the outlying countryside and islands known as Camp Education. There are currently 22 pupils being educated in these remote parts. It has not been possible to evaluate fully the quality of provision in Camp Education during this inspection although one outlying school at Goose Green was visited by inspectors and found to be offering good provision.

## **Overall effectiveness of the school**

**Grade: 3**

Stanley Infant and Junior School is a satisfactory and improving school that has good capacity for sustained improvement under the current leadership. Recent initiatives have moved the school forward at a much higher rate of progress. The school has improved since its last inspection but key aspects of the issues identified for improvement in 2007 have still to be completed.

## **Stanley Infant and Junior School Inspection Report November 2010**

### **What does the school need to do to improve further?**

Raise standards in all subjects, especially mathematics so that pupils attain at least in line with English national expectations or better and ensure that they all make the expected gains in their progress by:

- developing the use of target setting
- developing the recently introduced pupil progress interviews so that appropriate intervention strategies are implemented and
- implementing a continuous professional development programme for all staff that supports new members and facilitates the sharing of good practice.

Improve the quality of teaching and learning so that more is good by:

- strengthening assessment for learning practices so that they are consistently applied across the school and
- developing and promoting further the agreed monitoring policy that verifies, teachers' planning, classroom observations and regular work sampling.

Make more effective use of school leaders so that all contribute to school improvement by

- ensuring that leaders have sufficient release time for them to undertake their responsibilities
- establishing action plans that indicate clearly what needs to be achieved and how they will do this and
- develop a programme of continuous professional development to enable leaders at all levels to achieve their aims.

**Outcomes: how well pupils are doing taking into account any variation**

**Grade 3**

Over the last three years, attainment at the end of Year 6 has been about average. However, in 2010, standards were below in English and well below in mathematics. The school attributes this to staff recruitment difficulties from the beginning of the year.

Pupils enter the school with broadly average standards. Young children make satisfactory progress in the Foundation Stage. They continue to make satisfactory progress throughout the school and achieve average standards at the end of Year 6. Performance in mathematics was well below in 2010 and this is now a focus for improvement for the school.

Progress in lessons is very closely related to the quality of teaching. Where teaching is securely good, pupils make the expected gains in their work. On occasion, where teaching is only satisfactory, pupils do not achieve as much as they could. This is partly because assessment-for-learning practices are not fully embedded across the school. Teachers are not always clear about the starting points for their children. Consequently, the work learners are required to do may not always meet their needs. This is particularly so for higher attainers. Children say they feel safe, secure and appreciated. They say that there is a 'happy relationship' between adults and pupils. Where there are incidences of poor behaviour, adults are quick to react. Although children state that they find such incidences unpleasant, they have confidence in their teachers acting appropriately to manage the situation.

Inspectors find the behaviour of children around the school to be good. Whilst children concur with this view, they do note that there are some incidences of low level disruption that can impede their learning. The school has worked hard to develop healthy lifestyles for pupils and this is now beginning to impact positively upon their well being. For example, the 'Healthy Snack' initiative for younger pupils is working its way into Key Stage 2. The school makes an outstanding contribution to the local community in which it is totally immersed as a focal point. Given the overall average standards, pupils' development of workplace skills is satisfactory. The extent of pupils' spiritual, moral, social and cultural development is good and there are some outstanding aspects within this. There are some very interesting displays reflecting work undertaken during the multi-cultural week, for example, learning about New Zealand and the Maori Haka. A display about Camp Education reminds the children that their school extends beyond Stanley and indeed, others promote an understanding of the wider world.

## Stanley Infant and Junior School Inspection Report November 2010

### These are the grades for pupil's outcomes

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account Pupils' attainment	<b>3</b>
The quality of pupils' learning and their progress	<b>3</b>
The quality of learning for pupils with special educational needs and or disabilities and their progress	<b>3</b>
The extent to which pupils feel safe	<b>2</b>
Pupils' behaviour	<b>2</b>
The extent to which pupils adopt healthy lifestyles	<b>2</b>
The extent to which pupils contribute to the school and wider community	<b>1</b>
The extent to which pupils develop workplace and other skills that will contribute to their future economic well being	<b>3</b>
Taking into account Pupils attendance	<b>2</b>
The extent of pupils' spiritual, moral, social and cultural development	<b>2</b>

### How effective is the provision

**Grade3**

The quality of teaching is satisfactory overall. There are examples of good teaching throughout the school but this is not yet consistent across both Key Stages. Where teaching is good, pupils make better progress because teachers have used assessment-for-learning practices to identify clearly their pupils' starting points. This enables them to set work that is better matched to pupils' needs. In these good lessons, learning objectives and success criteria are displayed and shared with pupils. Teachers are able to return to these criteria at the end of the lesson to ascertain how well their pupils have achieved the objective. Better teaching is characterised by an imaginative use of resources that leads to independent learning. The interactive whiteboard is used well to enhance the learning experience. Pupils are set different work so that their needs are met. Lessons are delivered with pace and pupils make good progress. Classroom management is good.

In the less effective lessons, there can be an over reliance on the use of work sheets, teachers talk for too long with pupils sitting on the carpet and more able pupils are held back whilst the teacher explains the activities. The pace of these lessons is often too slow to encourage a good rate of progress. Teaching assistants are not always used effectively. They can sometimes spend too long sitting passively during whole class teaching instead of working selectively with their targeted group.

Assessment-for-learning practices are not fully embedded across the school. Whilst many teachers display and share learning objectives, there is not yet

## Stanley Infant and Junior School Inspection Report November 2010

sufficient consistency in the way this is done. Children commented “You can’t get used to things when you move on to a new class” during a discussion about marking. Teachers mark and assess in different ways. There are some good examples of next steps marking that tell pupils what they need to do next in their work but these are few and far between.

The school grades its curriculum as good and inspectors agree that it is a strength of the school. Whilst the school uses the backbone of the English National Curriculum, it has developed a distinctly local flavour that maximises the many learning opportunities available in the local community.

Arrangements for the care guidance and support of pupils are good. Procedures for the very young children to enter the school are successful and transition arrangements for 11 year olds into the secondary school are very effective. There are good relationships with the local health and support services.

Provision for the three young children who attend Camp Education in Goose Green is good.

### These are the grades for the quality of provision

<b>The quality of teaching</b>	<b>3</b>
<b>Taking into account:</b>	
<b>The use of assessment to support learning</b>	<b>3</b>
The extent to which the curriculum meets pupils’ needs including, where relevant through partnerships	<b>2</b>
The effectiveness of care guidance and support	<b>2</b>

### **How effective are leadership and management?**

**Grade: 3**

The inspection team recognises the significant amount of work completed by the acting head and acting deputy since September. They are driven to raise standards and improve provision in the school. They have a clear vision about what needs to be achieved. Staff share this vision for school improvement because they participated fully in the formation of this plan. Consequently, inspectors judge leadership and management to be satisfactory. While the head and deputy have rigorously driven forward school improvements since September, they recognise the need to distribute leadership further among other senior leaders. This forms part of the school improvement plan.

School leaders have not yet had sufficient time to promote their view of what constitutes good teaching and learning. A programme of monitoring is in place but it is too early to judge the impact of this.

## Stanley Infant and Junior School Inspection Report November 2010

The school is developing its use of target setting to improve standards and ensure better progress. Children agree that they have targets but few are able to recall them or relate them to their learning.

In the parental survey that took place in July 2010, about one quarter of those who responded expressed some concerns about the level of communication between school and home. This is currently being addressed in the school improvement plan that notes the implementation of an enhanced newsletter, and a parent notice board with suggestion boxes. Partnerships are good particularly with the local secondary school where pupils regularly interchange for some lessons. Children say they like the opportunity to be taught by secondary specialists.

Current school leaders demonstrate good capacity for sustained improvement.

### These are the grades for leadership and management

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
<b>Taking into account: The leadership and management of teaching and learning</b>	<b>3</b>
The effectiveness of the school's engagement with parents and carers	<b>2</b>
The effectiveness of partnerships in promoting learning and well being	<b>2</b>
The effectiveness with which the school promotes equal opportunities and tackles discrimination	<b>2</b>

### How effective is the Early Years Foundation Stage Grade 3

Three year old children start in Foundation Stage 1 with skills, knowledge and understanding that are broadly in line with those expected for their age. They settle quickly and make satisfactory progress that is maintained across Foundation Stage 2. The Foundation Stage Profile information available shows that children leave the setting with standards that are in line with national expectations.

Teaching observed during the inspection was judged to be good overall across the Foundation Stage with evidence of good relationships between children and between all staff and pupils. In the best teaching, children are encouraged to work independently through active and engaging activities such as drama. They develop Knowledge and Understanding of the world through themes such as Diwali that incorporate many learning activities. On other occasions, young children sit passively for too long. There are a

## Stanley Infant and Junior School Inspection Report November 2010

sufficient number of teaching assistants but they are not always purposefully directed in order to make the optimum contribution to children's learning.

The Foundation Stage leader has a good understanding of what effective provision should look like. However she has not had sufficient release time to moderate either practice or standards across the phase. She has ensured through relocation of the Foundation Stage 1 class, that best use is made of the available learning environment. The leader has introduced a system of baseline assessments to ensure that in future, progress across the whole of the setting can be more accurately measured.

<b>How effective, is the Early Years Foundation Stage?</b>	
Overall effectiveness	<b>3</b>
Taking into account:	<b>3</b>
Outcomes for children in the EYFS	<b>3</b>
The quality of provision in the EYFS	<b>2</b>
The effectiveness of leadership and management in the EYFS	<b>3</b>

# Falkland Islands Community School

## Inspection Report

Visited 17 and 18 November 2010

Christopher Spencer  
Assistant Director of Education and Chief Inspector  
Service Children's Education

HQ SCE  
BFPO 40  
UK



# Falkland Islands Community School November 2010 Inspection Report

## Introduction

The inspection was carried out by the Chief Inspector from Service Children's Education assisted by the deputy headteacher of Falkland Islands Community School (FICS) over two days.

### **Key for inspection grades**

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

The evaluation schedule used for the inspection was based on that used for Ofsted inspections in England and within Service Children's Education in 2010. It should be noted that this current schedule has fewer grades and revised assessment criteria compared to those in use at the time of the previous inspection so that direct comparisons cannot always be made with any judgements in former reports.

The following terminology is used in the report to describe the three key stages covered by the school:

**Key Stage 3** refers to Years 7, 8 and 9 of the English National Curriculum, for students who are aged between 11 and 14.

**Key Stage 4** refers to Years 10 and 11 of the English National Curriculum, for students who are aged between 15 and 16.

The inspection was conducted by the Chief Inspector from Service Children's Education assisted by the deputy headteacher of FICS over two days. All classes were visited at least once, including joint observations with the deputy headteacher. A range of student's work was reviewed. Discussions were held with senior leaders. The views of parents, pupils and staff were gathered through a questionnaire. In addition, students were interviewed to ascertain their views of the school. The school completed a self-evaluation before the visit.

# Falkland Islands Community School November 2010 Inspection Report

## Information about the school

Falkland Islands Community School is an 11 to 16 comprehensive secondary school that serves the population of The Falkland Islands. The school occupies a modern, purpose built building at the western end of Stanley. The vast majority of students enter the school having had their primary education in the local Infant and Junior School. Currently, there are 156 students on roll of whom 23 per cent are designated as having special and additional education needs. In addition, a small number of students from Chile and St Helena do not have English as their mother tongue. Nearly all teachers have been trained in the United Kingdom but staff turnover has been high in recent years.

Overall, class sizes are smaller than in secondary schools in England. FICS provides education to the end of Key Stage 4, or age 16. Those wishing to continue their studies relocate to one of two partner institutions in the south of England.

## Overall effectiveness of the school

**Grade: 4**

The school has made significant improvements since its last inspection in 2007. Standards have risen and the quality of teaching and learning has improved. However, there have been serious shortcomings in the leadership and management of the substantive headteacher who has clearly failed to share his vision of school improvement and win the hearts and minds of the vast majority of his staff. Despite this, the deputy head and other senior staff have worked tirelessly to improve the school for the benefit of all learners. Not all students do as well as they could, given their starting points in Year 7. In a minority of lessons, teaching is still inadequate and this hampers learners' progress. However, students say they like coming to school and speak highly of their teachers. Their behaviour is good and the extent of their spiritual, moral, social and cultural development is also good. In addition, students receive good care, guidance and support.

Given that the headteacher has failed to realise and share his ambition for the school, the overall effectiveness is judged inadequate.

### What does the school need to do to improve further?

Ensure that school leaders devise a clear vision for the school and gain the commitment of all staff in realising this by:

- adopting an open and honest approach to leadership that takes into account the skills, experiences and views of all who work in the school and
- developing an agreed strategy for school improvement.

Continue the drive to raise standards across the school in all subjects so that all students achieve their full potential by:

- strengthening target setting throughout
- introducing twice termly pupil progress meetings and implementing 'catch-up' provision for those who are falling behind and
- improving the percentage of teaching that is either good or better by disseminating the good practice that all ready exists in the school through a continuous programme of professional development.

Developing the use of assessment to support teaching and learning by:

- implementing a consistent form of lesson planning that takes account of pupils' prior learning and meets all pupils' needs so that it consolidates, builds upon and extends learning for all pupils
- strengthening the use and effectiveness of lesson objectives, coupled with clear success criteria, so that both teachers and students know they have made gains in their learning and
- devising and implementing a marking policy that includes advice and guidance to teachers on quality written feedback for students. This feedback should inform students how well they done and what they need to do next to improve.

## Outcomes: how well pupils are doing taking into account any variation

### Grade 3

Standards have improved since the last inspection. Students enter the school with broadly average attainment in English and mathematics as judged by their National Curriculum test results when they attended the local primary school. Although there are some variations between subjects, the majority of students make satisfactory progress during their time in the school. However, it is clear they can all do better.

Taken over the last three years, results in Year 11, at the end of Key Stage 4, have been below average for students achieving five good General Certificate of Secondary Education (GCSE) grades A\* to C. However, a concerted effort by teachers to improve standards paid off in 2010 when results were only just below. Given the very small cohort of students of 26, (that is significantly smaller than that found in a typical secondary school,) over two thirds achieved the benchmark. When the benchmark includes both English and mathematics, results are below that found in England but only by the equivalent of two students. (It should be noted that these small cohorts in Year 11 can mean that overall percentages can fluctuate widely from year to year.) The school currently predicts these improved standards to be maintained in 2011 because of the intervention strategies that are now in place. Students' current work does indicate average standards. Students with special and additional educational needs make at least satisfactory progress and they are well supported in their learning.

There are some notable variations in standards between subjects. These variations mean that students do not always achieve their full potential in all subjects. The school has begun a programme to identify those who are not on track to achieve their predicted results and intervene appropriately. The full impact of this has yet to be seen. It is very clear that where there is good or better teaching, students make better progress. Given the attainment on entry, results have not been good enough in the past.

Students say they feel safe and parents agree that the school takes good care of their children. Child protection arrangements are secure and staff know their students well. Students say that incidences of bullying are rare but where these occur they are dealt with quickly by adults. Students behave well in and around the school. On occasion, when teaching does not interest and stimulate students' interest, there can be a low level of disruption in classes that impedes their learning. Consequently, they do not make as much progress as they could. Students move around the school with care and consideration for their peers. The school has worked hard to promote a healthy life style. It encourages physical activity and healthy eating. It is fully involved in the local community and it makes a good contribution to the life of Stanley by its regular participation in a range of events and celebrations. Students' workplace and other skills are being developed through the curriculum and by enterprise activities that encourage them to produce and

## Falkland Islands Community School November 2010 Inspection Report

sell small items. Attendance is good because students enjoy coming to school. The extent of pupils' spiritual, moral, social and cultural development is good. Displays of work around the school encourage students to think about the wider world, the history of The Falkland Islands and the many benefits of living next to a wide variety of unique wildlife. A systematic programme during tutor group time is re-enforcing good moral values with students.

### These are the grades for pupil's outcomes

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account Pupils' attainment	<b>3</b>
The quality of pupils' learning and their progress	<b>3</b>
The quality of learning for pupils with special educational needs and or disabilities and their progress	<b>3</b>
The extent to which pupils feel safe	<b>3</b>
Pupils' behaviour	<b>2</b>
The extent to which pupils adopt healthy lifestyles	<b>2</b>
The extent to which pupils contribute to the school and wider community	<b>2</b>
The extent to which pupils develop workplace and other skills that will contribute to their future economic well being	<b>3</b>
Taking into account Pupils attendance	<b>2</b>
The extent of pupils' spiritual, moral, social and cultural development	<b>2</b>

### How effective is the provision

### Grade3

Teaching has improved since the last inspection in 2007 and is now securely satisfactory. There is some good and innovative teaching taking place that secures better progress for students. However, there is still some teaching that is inadequate.

In the better lessons, objectives and success criteria are displayed and shared with students. Teachers are very clear about what they want their students to achieve and these are planned to meet the needs of all. In these lessons, a range of teaching styles are used to engage students and stimulate their interests. Students say that whilst they prefer lessons that are practical, they recognise that some subjects are easier to be delivered in this way than are others. They say they would be much rather doing activities than sitting listening passively. These good lessons are often characterised by a fast pace, a good use of resources where teaching assistants are well used with targeted students and an approach that makes students want to learn. The

## **Falkland Islands Community School November 2010 Inspection Report**

school benefits from the very good support of skilled teaching assistants who add considerable value to students' learning.

In the less successful lessons, teachers sometimes confuse learning objectives with a list of activities that they want students to complete instead of informing them about what they will be learning and how they will know they have achieved this. Some inadequate teaching is characterised by low expectations of what students can actually do. For example, in one lesson, all students were asked to complete the same activity; some found it too easy and some found it too difficult. In this lesson, the needs of the majority were not met. In another lesson, students were passive and clearly not enjoying the activity. It is to their credit that they remained compliant and on task. In another lesson, students were simply asked to carry on with their work. There was no discernible structure to this session.

The use of assessment to support learning is satisfactory but it is not yet embedded across the school. Whilst many teachers have a clear understanding of what constitutes a learning objective, some do not. Consequently, students sometimes are unclear about what they are supposed to learn. There are some very good examples of quality written feedback in students' books. This feedback tells pupils how well they have done and what they need to do next to improve. Some teachers use questioning well to promote their students' learning. By careful use of questioning, these teachers are able to assess what their students know and plan work that meets their needs.

The school has worked hard to devise a curriculum that meets the needs of its students within the context of The Falkland Islands. As well as the traditional subjects at General Certificate of Secondary Education, (GCSE,) the school is able to offer some vocational experience for some students and have devised effective partnerships with local services such as the Training Centre, the Fire Service, the local nursery and the primary school where they undertake work experience. This programme enables students to attend on a part-time basis and undertake a range of GCSE courses. The school is constantly looking at different courses within the traditional subjects so that students' needs can best be met. The school also offers arrange of extra-curricular activities to which many students attend. These clubs consist of a variety of physical activities as well as homework, music, drama, babysitting course and 'catch up' clubs.

The school offers a welcoming environment for its students. Staff know their pupils well and are always ready to assist them when required. Students recognise this and value the care they receive. Transition arrangements with the feeder primary school are good with both teachers and pupils moving between the sites. In spite of the school's context, careers guidance is good. The recent successful careers fair has been well received. The effectiveness of care, guidance and support is good. Provision for pupils who have special and additional educational needs is good. There is a clear strategy for identifying students' disabilities and needs and providing additional support.

## Falkland Islands Community School November 2010 Inspection Report

These are the grades for the quality of provision

<b>The quality of teaching</b>	<b>3</b>
<b>Taking into account:</b>	
<b>The use of assessment to support learning</b>	<b>3</b>
The extent to which the curriculum meets pupils' needs including, where relevant through partnerships	<b>2</b>
The effectiveness of care guidance and support	<b>2</b>

**How effective are leadership and management?**

**Grade: 4**

There is no question that school leaders have improved the school since its inspection in 2007 where serious deficiencies were found in the quality of teaching, the use of assessment to support students' learning and the absence of an internal management structure. However, the headteacher has not been successful in sharing his ambition and vision with his teachers. Consequently, many teachers are disillusioned and dispirited and have expressed a measure of unhappiness to the inspector. A large majority of staff have stated that they have no confidence in the headteacher. The effectiveness of leadership and management in embedding ambition and driving improvement is judged to be inadequate because the headteacher has not taken effective steps to disseminate his vision and aims for the school.

Notwithstanding this, the deputy head and her senior team have worked tirelessly to raise standards and progress and improve provision for all students. To a large measure, they have been successful in achieving this although they would all recognise that much still remains to be completed so that all students reach their full potential.

The drive to improve the quality of teaching and make it even better than it has become, has been hampered by the absence of regular school improvement advice from 'critical friend' such as an adviser or school improvement partner. The deputy head and her senior staff have done what they could and are now devising a programme where the good teaching that exist throughout the school can be disseminated through a continuous professional development programme. Given the improvements that have been made to the quality of teaching, the leadership and management of teaching and learning is judged to be satisfactory.

Whilst many students know their targets, they have not received the consistent advice on how well they are doing and what they need to do to achieve these whilst they have been in the school. Progress interviews have been introduced for older pupils but they are not regular in the rest of the

## Falkland Islands Community School November 2010 Inspection Report

school. Students are currently assessed three times per year but this information is not always used effectively to impact upon their provision and ensure that they all make the expected gains in their learning. The school is implementing suitable plans that are aimed at improving areas of weakness and has identified appropriate priorities for improvement.

The school has a generally positive relationship with parents and listens and responds to their views. The school has recently surveyed parents on the format of their children's progress reports and is intending to act upon their suggestions. Parents are welcome in the school and are able to discuss issues of concern when the need arises.

The school has developed some good partnerships that help students in their learning. It has developed some relationships with local services for work experience and some vocational training. The police and fire services are regular visitors to the school and the local and social health services make a good contribution to health and well being especially through sex and relationships education. This range of partnership activity makes a strong contribution to the well being of students. The school actively encourages equality of opportunity and tackles discrimination vigorously.

### These are the grades for leadership and management

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
<b>Taking into account: The leadership and management of teaching and learning</b>	<b>3</b>
The effectiveness of the school's engagement with parents and carers	<b>3</b>
The effectiveness of partnerships in promoting learning and well being	<b>2</b>
The effectiveness with which the school promotes equal opportunities and tackles discrimination	<b>3</b>

Comments by Alastair Baldwin, former Headteacher of the school – factual information only.

**1. Information about the school.**

“Staff turnover has been high in recent years.” There has been a regular turn-over of staff for many years.

**2. Overall effectiveness of school.**

The SLT, including the Headteacher, worked hard to improve the school. We met every week as a group and shared ideas about strategies for a wide range of identified targets. Staff were involved in these ideas – see the minutes of ‘briefings’ and staff meetings and you will note that staff were regularly invited to comment on ideas, and regularly did so.

My ambition for the school was to improve the quality of teaching and learning (and focussed on this in my first year when there was no SLT to support me). I am sure the Deputy Head would have explained that she and I had many discussions about how to bring about the desired improvement in T & L.

Incidentally, there were three changes in the SLT, one during Year 3 (teacher became a member of the FI Government), and two at the end of Year 3 (one on a years leave of absence).

**3. What does the school need to do to improve further?**

A task group devised a marking policy in September 2010.

**4. How effective are leadership and management**

There was only one manager, the Headteacher, for the whole of the 2007/08 academic year.

The Headteacher, as well as the Deputy Head and the senior team (it was not ‘her’ team, other than for the period from 5<sup>th</sup> November, though this is certainly not meant to be a criticism of the Deputy Head, who did work very hard and, I believe, in co-operation with me)” worked tirelessly to raise standards and progress and improve provision for all students”.

I introduced the Vocational alternative to GCSEs, and the Deputy Head, as part of her specific remit, together with the TLR2 Vocational person, did much to raise its profile.

Given that the STL did meet regularly, and had robust discussions, I believe it should be stated that they, including the then Headteacher, have been successful in achieving the improvements recognised since 2008 (started in 2007 by the Headteacher on his own), for which I thank you for stressing in your report.