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Review of School Effectiveness (ROSE) Report – SHAPE International School

- Quality of Leadership at all levels – **Effective**
- Quality of provision and outcomes – **Effective**
- Safeguarding arrangements – **Effective**
- Overall – **School is Effective**

Context and character

The British Section, Supreme Headquarters Allied Powers Europe (SHAPE) International School is a primary school. It provides an English education based on the National Curriculum, for children aged 3 - 11 years. The British Section is one of 14 national sections operating on one shared campus which creates a unique environment, with both opportunities and challenges.

The pupils are educated in single year group classes and due to the NATO nations being encouraged to enrol on a space available basis, there are significant numbers of pupils with English as an Additional Language (EAL). The proportion of pupils with EAL is well above the UK national average. The number of pupils with special educational needs and/or disabilities (SEND) is in line with the national average. Mobility is exceptionally high given the 'trickle postings' of NATO personnel.

The school values its '3i's – creating learners who are 'incredible, inspiring and international'. Leaders prioritise equipping children with effective building blocks of strength and virtue to flourish in an ever changing and challenging world.

What's it like to attend this school?

Pupils are happy, safe and secure at this school. They enjoy learning new and exciting things with their many friends. They especially love their teachers who they describe as 'kind, helpful and funny'. Children believe teachers make their learning both interesting and irresistible. They appreciate the tips and tricks teachers give them to make their learning more memorable. Pupils know and remember their previous topics and make strong links to new learning. This boosts their understanding and fluency.

Pupils appreciate the extensive opportunities available to them. As a result they benefit from a rich offer. They particularly like the work for World Book Day, 'All around the world in a day' and the talent contest. They also value the many sports opportunities and competitions they can take part in. Pupils like to be challenged, being successful both academically and in their personal and social skills.

Pupils believe themselves to be incredible, in line with the school's embedded vision. They use their 'learning powers' and 'character values' to excellent effect. This means they are ready for whatever the next chapter in learning is, and wherever it may be. The international dimension, especially developing friendships, developing language and culture are precious. Pupils are inspired by their visitors and curriculum enrichments. For example, pupils undertake poignant work on Private Parr, the first believed victim of World War One, who died in Belgium.

Quality of leadership at all levels – what's working well...

The Head Teacher and Deputy Head Teacher are a very successful and united team. As senior leaders they model the high expectations and achievement expected for all staff and learners. Senior leaders are effectively supported by a dynamic and passionate team of staff. A distributed leadership model ensures staff are empowered, encouraged and trusted. There is a strong sense of a team working with a common purpose, delivering the vision. As a result, staff are encouraged and confident to share their ideas, and take responsibility for their actions. Senior leaders give staff important feedback and hold them stringently to account for their work. Staff feel valued and respected by colleagues who take genuine care for their well-being, without compromising on quality.

Senior leaders work extremely well with staff and Governors, helping them understand and perform their roles to benefit the school. There is a relentless drive to make the school even better. This includes a strong focus on improving pupil outcomes and maximising the impact of professional development. Staff appreciate the consideration and accommodations made, such as the daily check-ins and additional time to complete essential tasks. The School Governance Committee makes a strong contribution to the school, despite its high turnover of personnel. They provide a careful balance of support and keeping an eye on performance. For instance, strong work from the Safeguarding link Governor keeps issues, challenges and training responsibilities at the forefront of everyone's mind.

Middle leadership, including subject leadership, continues to strengthen. They have strong knowledge of the areas they lead and deep understanding of the next steps for development, such as stronger subject connectivity to Foundation Stage 2. Middle leaders have become strong advocates for their subjects and the school. They have risen to the challenge set by senior leaders to make decisions and check on the impact of the work of others. They work together collaboratively to disseminate best practice and support improving each other's subject knowledge. Middle leaders check on how well pupils are learning and that there is consistency of provision across the school.

The vision and values for the school are deeply embedded and impactful. The shared development and ownership of the vision statement gives real agency to stakeholders. The sense of pride it creates about the school is palpable. As a result, all pupils are proud to belong. The vision statement, 'we strive to empower all children to be incredible, inspiring and international' is rooted in a deep conviction, united around the community.

Leaders have designed an ambitious curriculum that sets out the essential knowledge, skills and vocabulary pupils need to know in every subject. Pupils learn the intended curriculum well. Careful thought has gone into the sequencing and structure to help pupils know more, remember more and be able to do more over time. For example, additional work on multiplication and division facts is targeting pupils' fluency and confidence.

Teachers have ensured there is consistent and focused teaching to master these skills. This shows how teachers identify areas to improve and adjust their teaching accordingly.

Learning experiences are especially well considered, including exploiting the uniqueness of living in Belgium. In addition, pupils benefit from strong pastoral provision. Consequently, they love coming to school. Pupils across the school have access to a wide offer of enrichment opportunities. The curriculum is enhanced by a planned programme of educational visits, residentials and clubs. There is a wide range of clubs offered, some led by parents. This widens the offer and strengthens parental partnerships. Almost all staff support the free Key Stage 2 booster sessions, to maximise achievement in national tests. To support personal development, The Poppy Club provides time and space for pupils to discuss important issues with a trusted adult, such as their friendships or feelings. This supports pupils' mental health and is part of the commitment to mitigate mobility.

Embedded 'learning powers' and 'character values' are a real strength. Staff, parents, Governors and pupils understand and appreciate them. By consistently and relentlessly referring to these positively framed approaches, they give everyone a common language and point of reference. This helps learners tackle new challenges and become successful, both in the classroom and beyond.

Pupil voice is an integral part of the school's ethos. Pupils are rightly proud of their school and are keen to take on the wealth of responsibilities on offer. These include being on the School Council or being a Year 6 Prefect. Children speak affectionately and appreciatively about their opportunities and their education. For example, they link many aspects to the 'character values' and 'learning powers' and can describe how these help them be the best versions of themselves.

Spiritual, moral, social and cultural learning is a strong feature of the school. Pupils learn about different cultures, languages and religions. Understanding difference and appreciating commonalities is deeply embedded. For example, 'Around the world in a day' is a particular annual highlight pupils benefit from. In addition, pupils are exposed to real life examples of over-coming discrimination, highlighted through parent inputs in assembly.

Parents are exceptionally supportive and grateful for the work of the school. They appreciate the educational experience their children receive. Parents particularly welcome clear communications, the sense of shared pride and warm relationships they have with staff. They genuinely covet the curriculum offer, the enrichment opportunities and belonging that the whole family feels in the international community. Parents valued the opportunities to help in school, for example translating learning into their home language, for those new to English. It also enabled them to share their culture and interests. All parents felt their children thrive at SHAPE.

Mitigating mobility is well considered and delivered. Leaders prioritise pastoral care alongside the academic, personal and social sides of education. Leaders understand that different groups, including the families, have different vulnerabilities. This may be as 'long-term stayers' or 'new arrivals'. Experienced staff use their expertise to anticipate potential issues, for instance leavers disconnecting when they know their departure date, so that support can always be on hand.

Quality of Leadership at all levels – even better if...

- Refine the Strategy for Supporting Service children and publish via the website.

Why? Senior leaders are 'ahead of the curve' and have already formulated a Strategy to support Service children. This is to be commended and reinforces the high ambition of leaders. For example, the document sets out the effective transition arrangements to secondary education at the British School, Belgium. Moving forwards, leaders should consider including the transition arrangements into the school from pre-school providers and codifying the arrangements for long-term stayers who complete their primary education at SHAPE. This will ensure the strategy fully incorporates the full offer to parents. It will also enable Governors to hold leaders to account for the impact, not just the inputs. It will also allow Governors more scope to nurture relationships and gain feedback from others, including parents.

Quality of provision and outcomes – what's working well

Relationships are a real strength. They are genuine, rooted in warmth and an ambition. All adults model what they expect in terms of healthy relationships from each other, and from children. This results in a very positive and respectful school culture. This creates an environment in which pupils feel safe and respected. Indeed, high expectations prevail across the school.

Pupils recognise the hard work staff apply to make their learning exciting and rewarding. Learners produce quality work and are proud of their achievements. This is reflected in their books, which are very well presented and indicate strong progress. As a result, pupils make a strong start to their education. They are eager for the next stages of learning. For instance, pupils enjoy their reading, whether independently or as part of established class routines with cherished quality texts. They use their phonics knowledge and comprehension skills to confidently access and benefit from the wider curriculum.

Teachers ensure pupils know and remember more because they constantly revisit prior learning. Retrieval practice is a common feature in lessons. Teachers adhere to the fidelity of schemes and systems, prioritising consistency. This helps maintain the high standards that that school has. Teachers also focus on vocabulary development, which is carefully matched to the curriculum intent. This especially helps pupils with EAL.

Published key stage 2 writing outcomes improved on 2023 results. In addition, mathematics at the higher standard has improved for two years running and is above the national average. Key stage 2 reading at the expected standard is well above the national and Year 1 phonics results remain in line with the national average. Pupils achieve well, often very well, in both their academic and personal skills. This is because teachers focus on acquiring new knowledge and building upon prior learning. Strengthening existing connections builds understanding. It also contributes to greater confidence amongst learners, improving readiness for the next stages of learning.

All pupils access and benefit from the broad and balanced curriculum. Staff have high expectations for their learning. Staff know their children particularly well. By understanding their individual needs, they can identify gaps in knowledge and remove barriers to learning. Leaders are ambitious for children's achievement and are relentless to secure the best possible outcomes. More able pupils across the school are challenged

appropriately, as teaching and learning is geared to exploiting and extending existing knowledge. Teachers also use skilled questioning to delve deeper and test reasoning.

Adaptive teaching techniques enable pupils with SEND to fully engage with intended learning. At its best, it helps learners access learning sequentially and in smaller steps. This helps to fill gaps or strengthen fluency so they can learn successfully relative to their starting points and alongside their peers in class.

Behaviour and attitudes in lessons and around the school are excellent. Pupils take responsibility for their actions and choices. This means that lessons can be focused solely on learning. Learners have high the highest levels of respect for staff and visitors. Teachers use questioning and encourage learners to think deeply. Pupils have impressive levels of courtesy and manners which result in a calm and orderly learning environment. Pupils are motivated to try their best and do their part to maintain a highly respectful and positive learning environment. The high expectations of staff are met by considerate learners who wish to learn uninterrupted.

Pupils develop their knowledge well which enables them to talk in informed and mature ways about their learning. They are highly motivated to engage and participate. This is also true for the Early Years. Learners particularly enjoy collaborating with their many friends. Pupils are encouraged to talk together and share their ideas. This strong focus on communication and confidence, especially for learners who are EAL, benefits both the reading and writing elements of the curriculum. Teachers strengthen oracy work with sentence stems and identified vocabulary to help share learners' ideas and build independence.

All support staff use their knowledge and skills to support pupils with SEND. They benefit from strong internal work, for instance via the Deputy Head Teacher, to improve their subject knowledge and understanding of barriers to learning. Learning Support Assistants encourage pupil independence and resilience to ensure equity and success. Quality teaching and consistency of approach contribute to the school's successful offer. This helps all learners, no matter their starting points when joining the school, make strong progress.

Quality of provision and outcomes – even better ifs...

- None identified

Safeguarding

Safeguarding is effective. Leaders have cultivated an open and positive culture. They prioritise protecting children from harm and teach them how to keep themselves safe, including when online. Staff take their training seriously. They reflect on actions and scenarios to check and challenge their understanding. Staff are knowledgeable, vigilant and extremely well led. Governors are proactive and take their responsibilities seriously. The partnership created with leaders ensures that issues are considered carefully, and collective wisdom is embedded. Pupils feel safe, secure and listened to. Pupils are protected from harm from committed staff who take their responsibilities seriously.

Gareth Flemington

Governance and Performance Lead

School	SHAPE International School (British Section)
Unique Reference Number	132374
Head Teacher	Kim Jackaman
Review dates	18 to 19 November 2024
Location	Supreme Headquarters Allied Powers Europe (Mons, Belgium)
Local Authority	Defence Children Services
Type	Primary
Age Range	3 to 11
Number of pupils on the school roll	151
Chair of School Governance Committee	Captain Duncan McClement (Royal Navy)
Website	https://dcs.school/?page_id=1753
Date of previous inspection	18-19 February 2014

Information about the school

- The Head Teacher took up post in September 2021.
- The British section is one of 14 national sections operating on one shared campus. The campus and facilities are shared by other nations of SHAPE. The school serves families of British military, civil service personnel and NATO military families. There are many different nationalities represented within the British Section.
- The British Section numbers on roll are well below an average sized primary school.
- Pupils with English as an Additional Language (EAL) are well below the national average. This equates to approximately three out of ten pupils. Pupils with special educational needs and/or disabilities (SEND) are below the national average. This equates to approximately one pupil in seven.
- There is very high mobility, currently at 91%.

Information about this review

- Reviews are a point-in-time judgement about the quality of the school's education provision and care.
- The Head Teacher presented to the review team about the school's context, challenges, successes and how high mobility of pupils are mitigated.
- Reviews held discussions with the Head Teacher, SENCo and other staff.
- Reviewers discussed the curriculum with the school, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of Safeguarding, the Lead Reviewer met with the Designated Safeguarding Lead, took account of the views of staff and pupils and considered the extent to which the school has created an open and positive culture that puts pupils' interests first.

- Reviewers observed pupils' behaviour in lessons and during breaktime and lunchtime. We also took time to speak to pupils both informally and formally about behaviour and their wider personal development.
- Reviewers considered responses from surveys conducted by the school as part of their business as usual. They also spoke directly with parents and representatives of the School Governance Committee.

Review Team

Gareth Flemington (Lead Reviewer)	Governance and Performance Lead, UK
Ian Ratcliffe	Deputy Head Teacher, SHAPE
Natalie Johnston	Head Teacher, Episkopi Primary, Cyprus
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