



States of Guernsey
Education Services



Education
Scotland
Foghlam Alba

Summarised inspection findings

Le Rondin School

07 March 2018

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- Developing a shared vision, values and aims relevant to the school and its community
 - Strategic planning for continuous improvement
 - Implementing improvement and change
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- Le Rondin is a school where children come first. The vision, values and aims of the school have been reviewed and refreshed over time. The planned 'mission week' to take place during the spring of 2018 will provide an opportunity for the school community to look afresh at the vision, values and aims, in order that they are meaningful and relevant. Such reviews involve discussions across the school community. The school's current vision encapsulates the importance of developing children's curiosity about the world so that they are enabled to contribute positively now and in the future. The aim to ensure that all children are supported to be 'the best they can be' underpins the work of the school. This is tangible in daily interactions between children and adults.
 - The headteacher and deputy headteacher provide dynamic and highly effective leadership across all aspects of school life, including the leadership of change. They are respected and highly regarded by all. They have a clear focus on ensuring that children's day-to-day educational experiences are positive and communicate this message through the motto "today only happens once so make it count". They model and reinforce this as they fulfil their roles and responsibilities with dedication. They provide all staff with high-quality advice and very clear direction. They provide encouragement and support for all staff to grow in confidence. This in turn is enabling staff to provide children with very positive learning experiences. They monitor and evaluate the life and work of the school continuously and take action whenever any issues occur.
 - The headteacher has successfully established a climate where the importance of self-evaluation is integral to identifying and taking forward improvements which will impact on children and families. There is a genuine spirit of teamwork and distributed leadership and staff have a very good understanding of their key role in school improvement. At the start of this academic year, all staff participated in a workshop day with colleagues in Forest Primary School, using quality indicators from How good is our school? (4th Edition) to share ideas and evaluate practice. As a result, action plans were developed to take forward identified areas for improvement. Staff willingly participate in working groups to take forward these priorities which are captured in the school improvement plan.
 - Senior leaders are very well supported by the capable team of phase leaders and subject leaders, who provide leadership and practical advice to colleagues in developing the curriculum and in sharing good practice in learning and teaching. They take part in Bailiwick working groups to contribute to island-wide improvement and change. All staff are highly committed to their own professional learning. Commendably, a few members

of teaching and support staff have undertaken enquiry projects, sabbaticals and additional qualifications, including leadership programmes, to enhance their own skills. Children benefit as a result of the commitment of staffs' professional learning and development. Staff should continue to build on this to share best practice in learning and teaching across the different departments of the school.

- Senior leaders understand particularly well the unique context of the school and the many challenges faced by children and their families. Staff have a very good understanding of the particular circumstances faced by families as school staff are often an important point of contact and support. Staff listen with empathy and humility to parents concerns and work effectively as part of a multi-agency approach to address any issues. The importance of working with children and families to identify and help to overcome challenges, and to ensure children come to school happy and ready to learn, is well understood by all.
- Children are given meaningful opportunities to help lead change and improvement. In committees, such as the pupil council and Eco committee, they have a say about issues that affect them. At all stages, we observed children playing a role in shaping and directing their own learning by having an appropriate element of choice in lessons and activities. They routinely have a say in the topics they learn. Children have recently been involved in leading a school inspection of their own. Eight children were selected and given training to enable them to undertake their duties. They developed their own set of criteria in order for them to make visits to classes across the school and to identify what was working well and any areas for improvement. The children produced an insightful and professional report which highlighted some important strengths and areas for improvement. They presented their findings to the headteacher and then to the whole school at assembly. Their evaluations and observations add to a wide range of evidence which is helping the school to continuously improve. This creative initiative provides an excellent example of involving children in improving their school in a meaningful and practical way.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- Learning and engagement
 - Quality of teaching
 - Effective use of assessment
 - Planning, tracking and monitoring
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- The senior leadership team and staff across Le Rondin School have created a very welcoming and positive environment in which children are happy and engaged in their learning. The “meet and greet” at the beginning of the school day sets the context for a welcoming start to learning. Children are clearly happy from when they enter the school building and eager to start their day. Staff across the school achieve very well the school aim of providing “joyous and purposeful learning”. The positive school ethos and supportive relationships are empowering children to exercise their rights and to feel valued. The senior leadership team promote a culture in which the learning needs of children are central to planned learning experiences. As a result, all staff are focussed on ensuring that children learn within a context which is stimulating and well-matched to their strengths, interests and needs.
 - The school campus, including outside spaces, create a positive environment for learning. Children are proud of their displays and are able to talk about what they have learned. In almost all lessons, children show high levels of enjoyment as a result of well-planned learning. Contexts for learning spark interest in children and resources are used well to stimulate and motivate. For example, as a result of a range of cross curricular learning opportunities, children demonstrated high levels of engagement and enjoyment in exploring their chosen books for ‘Book Week’. The school should build on the very good practice in relation to high quality teaching and learning to ensure consistency across all classes for all learners.
 - Learning across the school provides very good levels of challenge for almost all children. Staff have high expectations of children in relation to their learning outcomes. Children respond well to these high aspirations and achieve success in their learning. The pace of learning in almost all classes is brisk and well matched to the individual needs of children.
 - Specialist teaching and learning approaches enable children to access the curriculum and develop very good communication skills. A range of communication systems such as symbols, braille, pod books and visual timetables are used very well to address the individual communication and learning needs of children.
 - Children have appropriate opportunities to make decisions about their learning, such as identifying what they already know and what they would like to learn about topics. In the course of lessons, teachers are skilled at building on the ideas and suggestions of children and allowing them to present their knowledge. Almost all children are developing a good understanding of what they are learning through effective use of learning targets in literacy and maths. There is scope for children to develop an even

better understanding of themselves as learners with the use of more child- friendly language and success criteria in their targets. This would enable children to understand what they are doing well and determine if they are achieving their targets. The school should build on current approaches to assessment for learning (AiFL) strategies by ensuring more consistent use of learning intentions and success criteria in the course of lessons. Assessment information and feedback in exercise books is of a high quality and provides detailed information as to how well children have achieved success in their learning.

- The headteacher is a strong advocate for ensuring that children in Le Rondin School are valued within the island community and that they have equal opportunities to participate in learning events that are open to their mainstream peers, such as sailing and rugby. Recently, children in the school were trained as pupil inspectors alongside children from mainstream primary schools. Le Rondin School children were able to identify positive aspects of their school and areas that needed improvement. This experience also provided opportunities for them to develop their confidence in offering their views and working as part of a team.
- Across the school, staff demonstrate a thorough knowledge of children's strengths and learning needs. Planning, teaching and learning is underpinned by this understanding of children's needs, together with the school's motto of "be the best we can be". Learning experiences are well planned and differentiated to meet the range of needs of children. Staff use digital technology well to enhance children's learning. Teaching and support staff work very well together to ensure that children are supported effectively in the course of lessons, whilst encouraging children to work independently where appropriate
- Staff use a range of assessment information well to make judgements about progress and attainment. Assessment approaches are well understood and used by staff to determine the progress children are making. Annotations, information and feedback on children's work provides very good assessment information related to progress and achievement within day-to-day learning. A range of approaches are used effectively to review each child's progress with senior leaders, such as regular progress meetings. Staff report to parents about their child's progress, using technology, written reports and review meetings.
- The school has recently started to use My Education Access Plan (MEAPs) to plan specific aspects of learning. Short-term individual targets are identified along with strategies and resources. Children's progress is assessed and recorded and staff use the information appropriately to identify next steps in learning. The school should now further develop MEAPs to address individual children's specific barriers to learning; and ensure that there is a shared understanding amongst staff of how MEAPs are used to plan learning and to raise attainment.
- Teachers plan learning well to take account of the individual needs of children. Their planning is particularly effective in literacy and maths. Ongoing assessment and progress meetings with senior leaders enable staff to evaluate their planning for children, identify where they are making expected progress and where there are any barriers to learning. The senior leadership team use data very well to inform decisions about progress and attainment in literacy and maths. The analysis of data, together with assessment information from staff, is used to provide additional support or interventions to raise attainment.

2.2 Curriculum: theme 3 - learning pathways

- Staff in Le Rondin School have been developing and evolving their curriculum over many years. They have a clear rationale, which is to offer high-quality and relevant learning experiences that enable all children to experience success, and to “be the best they can be”. The staff team have fully embraced the principles of the new “big picture curriculum”. They work very well together, within and across the departments of the school, to develop their knowledge and understanding of different elements of learning. They appreciate and benefit from frequent opportunities to engage with colleagues in Forest Primary School to share professional learning. Learning support assistants contribute fully to the development of the curriculum, for example, by gathering examples of practice that illustrate elements of learning. Subject leaders and stage leaders participate willingly in working groups across the Bailiwick. Senior leaders are passionate about ensuring that the requirements of children with special educational needs are fully considered at the outset in the formation of island-wide policy and practice. This outward looking approach to consistently reviewing the curriculum on offer, is leading to enriched, worthwhile and motivating learning experiences for all children, irrespective of their needs.
- Staff willingly lead and participate in working groups to audit and improve areas of the curriculum. Subject leaders produce helpful action plans to develop their curriculum areas. Many staff lead professional learning sessions for colleagues to share good practice, for example, for literacy, maths, and learning outdoors. Staff are currently working to achieve national recognition through the Primary Science Quality Mark scheme. Individually and collectively as a team, their commitment to share practice, and to learn from what works in other settings, is supporting and strengthening their development of skills in children in a progressive way. Staff are keen to work alongside colleagues across the Bailiwick to agree an assessment framework that will complement their approaches to learning and teaching, as this island-wide work progresses.
- Staff make the most of the attractive school accommodation and grounds to develop and deliver the curriculum. Children and staff who participate in the Eco committee and the gardening club are learning about sustainability and environmental science in a meaningful way. Children in Reception and Years 1 and 2 access the outdoors on a regular basis, to play and to explore their environment. They are motivated to find out about minibeasts in the playground. Through the development of bespoke topics and whole-school initiatives such as ‘Book Week’, all children are able to access learning that is relevant, challenging and stimulating. Children are fully involved in choosing topics and generate their own questions that they would like to find out about. They benefit from learning alongside children in Forest Primary School on shared topics and ventures throughout the school year.
- Alongside their learning in subject areas, all children clearly benefit from enriching and exciting out-of-school learning that is helping them to develop important skills for life and to learn about the outside world. Staff promote such worthwhile learning activities as key components of the curriculum experience at Le Rondin School. Staff have developed an extensive range a partnerships with agencies, clubs and community groups to deliver the programme of activities. As a result, children demonstrate confidence, resilience and their ability to work in a team as they participate in activities such as swimming, horse-riding, sailing, learning bush-craft skills, and taking part in residential trips, to name a few. A range of visitors who come in to school also enrich

children's experience. For example, younger children learn important personal safety skills from the fire service; children in the language and communication class enjoyed a visit from Fred, the pet therapy dog; children across the school were excited to meet the author David Lucas, who was visiting the school during Book Week. The variety of lunchtime clubs are designed to develop children's skills for learning, life and work, such as creativity, independence, critical thinking and reflection.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- Positive relationships and a culture of respect, result in a learning climate in which children feel happy and safe. There is a shared understanding across the school that the wellbeing needs of individual children are central to all relationships and interactions. As a result, children feel valued and are treated with respect. Children demonstrate respect for each other and take pride in celebrating the achievements of themselves and others.
- Children benefit from a range of high quality educational experiences to support their health and wellbeing. Children participate in a range of physical activities such as the daily mile, sailing and horse riding, resulting in increased physical fitness, confidence and resilience. Children are learning about Growth Mindset and overcoming challenges by developing an understanding of perseverance and resilience. As a result of this work, children demonstrate high levels of engagement in their learning. They respond very well to the high expectations of staff in relation to their learning and behaviour. Parents identify improvements in children's health and wellbeing in relation to healthy eating with some children becoming more willing to extend their diet as a result of cooking and eating activities. As they continue to develop the 'Big Picture Curriculum', staff should ensure there is appropriate progression in all aspects of personal, social and health education as children move through the school. Staff should also consider how they can further develop approaches to assessing progress in relation to health and wellbeing and reporting and recording this progress. This will help children, parents and staff identify next steps in learning.
- Staff work very well with a range of partners to support and improve the wellbeing needs of children and their families. For example, staff work effectively with the speech and language therapist to ensure individual communication systems are in place for children. This enables children to make choices and give their views. Partners are very positive about the collaborative working with staff in the school that leads to improved wellbeing for children. Staffs' knowledge and understanding about the individual needs of children underpins the positive collaboration with other professionals and agencies. The school engages well with other island-wide supports, such as the multi-agency support hub (MASH). Senior leaders and staff are aware of their responsibilities in relation to keeping children safe. Staff work with a range of other agencies to support children and families who may require additional supports in this area. Staff are proactive in engaging with these other agencies and in providing detailed information and reports as requested.
- Support staff are deployed well across the school and are skilled in helping children with their learning. As a result, children have appropriate opportunities to achieve success whilst developing independence.

- Parents and carers are very positive about how their children benefit from attending the school and the progress they are making in relation to their wellbeing. Parents and carers identify that their children feel safe, happy and are developing confidence. In inspection questionnaires, the overall response from almost all parents was very positive. For example, 94% of parents who responded indicated that they were satisfied with the school and 91% indicated that the school encourages children to be healthy and take regular exercise. Parents are able to access information about their child's learning and progress through digital technology and staff should now further develop these approaches to enable parents to support their child's learning at home.
- Staff across the school have a good understanding in relation to their statutory duties. All children have in place a 'Determination of Needs' as a result of formal assessment. The needs of children are regularly reviewed by senior leaders and staff. Information is recorded appropriately and parents are well informed about their children's progress through a range of reporting formats. Regular formal reviews are held to ensure the needs of children continue to be met. Staff are in the process of reviewing how they plan and record progress for individual children using the MEAPs They should now continue with this work and develop a clear and shared understanding as to how MEAPs will be used to identify and address specific barriers to learning.
- All children and young people are fully included in all aspects of school life. There is a strong sense of equality for all children and staff ensure all learners are supported appropriately to enable them to access a wide range of activities both in school and across the island. The headteacher and staff work hard to raise the profile of the school across the island to ensure that the school is viewed as an important aspect of the Guernsey community. Where appropriate, some children benefit from inclusion programmes with mainstream schools to enable them to learn alongside children in the communities in which they live. The school supports these inclusion programmes very well and plans collaboratively with mainstream schools. The headteacher promotes a culture of equality across staff, parents and children.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
 - Attainment over time
 - Overall quality of learners' achievement
 - Equity for all learners
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- The Guernsey Education Services provides a comparative analyses of data for all children's progress across the states. However, in agreement with the school, the education service recognise that this data is one measure within well-developed systems in the school to accurately reflect children's progress. For example, the school continues to follow 'The National Strategies Progression Guidance 2009-2010 to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities'. In addition, they use assessment information to discuss children's progress. During the inspection, a proportionate sample of individual children's progress in literacy and maths provided evidence to support the overall evaluation of very good for children's progress in literacy and maths.
 - Overall, children make very good progress in their learning in literacy and maths. The use of assessment grids supports progress very well. Across the school, teachers identify and remove barriers to learning enabling children to access the curriculum. Data provided by the school shows that the average attendance of children is high and in line with the bailiwick average. In relation to NC standards in literacy and maths, the school data shows that using this measurement, the great majority of children make expected progress in literacy and maths across key stages. In key stages 1 and 2 most children make at least expected progress with a significant number making better than expected progress.
 - Commendably the school is ambitious for children, where appropriate, to access mainstream education. Staff are developing the rigor of assessment information to show children's progress across all aspects of their learning more effectively. Progress made through NC levels is well understood and implemented by staff. Moving forward, staff should continue to ensure that learning across the curriculum is informed by manageable assessment approaches that provide rigorous evidence to support the evaluation and effectiveness of interventions. In addition staff should continue to develop the use of MEAPs to identify and address specific barriers to learning in order to show progress over time.
 - Over the past few years reliable data informed the improvement priorities set out within the school improvement plans. Effective implementation of the priorities has raised attainment for individual children and the school as a whole. The initial focus on moderation and improved accuracy in assessment levels enabled more reliable data to inform the evaluation of interventions. Developments in literacy led to children improving their comprehension. The whole school immersion-imitation-innovation approach to

writing led to children producing higher quality texts across a wider range of genre. This session the island wide focus on maths is evident across the school and impacting positively on children's progress as measured by NC levels. Children have improved access to concrete materials and more opportunities to master concepts and skills.

- Children across the school benefit from a wide range of activities that develop their independence, critical skills and resilience. Lunchtime clubs are well attended and outdoor learning such as Forest Schools provides a valuable context that motivates and engages children to learn. In science, whole school themes are personalised through taking account of children's interests and supported by a progression of content and skills. Children participate and engage in sporting events such as sailing, yoga, football and horse riding which further develop team building and problem solving skills. Achievements are celebrated throughout the school, in classes at assemblies, by many visitors to the school, in the media and online.
- Pupil voice is a strength in children's learning. They consistently make choices about lines of enquiry within topic work. In addition, they regularly discuss their learning with key adults and contribute to targets set out within their MEAPs. Children regularly discuss strategies to support their own learning within the classroom. Leadership opportunities within the School Inspector group and Eco committee make positive differences to the life and work of the school. The Eco School group members are highly committed to achieving their vision for the school. They enthusiastically and confidently share their work and success in transforming areas of the school grounds. They have quickly overcome some of the targets in their action plan and are making very good progress creating pollination zones and planting trees to encourage more wildlife.
- The inclusive environment within the school and understood by all staff ensures equity in attainment and achievement for all. Children benefit from opportunities and experiences to compete, perform and learn alongside their peers across the island. Barriers to access events and activities are removed by staff enabling, where appropriate, participation. As a result children's strengths and talents are recognised and shared more widely.
- The school is clear about the next steps to raise attainment and achievement of all children within the school. As the school develops the curriculum, staff should ensure that children's progress across all areas of learning builds on the effective practice in place to assess progress over time. In addition, staff should share further the good practice in school which extends children's learning through building on their interests.

School choice of QI: 2.4 Personalised Support

- Universal support
 - Targeted support
 - Removal of barriers to learning
- The strong positive ethos throughout the school supports children very well to learn and develop. The school is inclusive with a quality of provision that enables children to achieve success. Staff know each child as an individual and they strive to ensure that children engage, participate and achieve in the many opportunities that are available to them. Relationships with key adults supporting learning and positive interactions feature strongly across the school. Children are nurtured and valued within a motivating learning environment. Universal support is delivered with each child's needs at the centre of decisions that are made to improve their confidence and wellbeing. Partnerships with parents and partners are valued and maximised to enhance learning.
 - Children's needs are identified very well and review meetings ensure that their learning continues to improve. A sufficient range of specialist support surrounds each child and close monitoring of progress enables the implementation of effective interventions. Across the school staff are proactive in addressing barriers to learning particularly within literacy and maths. A few are highly skilled at differentiating learning to meet the individual needs of all. Collaborative planning across the year groups enables a wide range of approaches to be used to remove barriers to learning.
 - Children make choices about what they want to learn and learning conversations have an increased focus on children describing what helps them to learn more effectively. Staff use contexts that motivate children and to personalise learning activities. This academic year, the school moved from planning individual targets through Individualised Education Plans to MEAPs. There are examples of MEAPs that show children making very good progress in identified barriers to learning. Staff are aware of the need to continue to review the effectiveness of MEAPs sharing the effective practice more widely across the school.
 - The universal and targeted approaches for children across the school provides a coherent provision underpinned by a wide range of formative and summative assessments that take sufficient account of children's specific needs. They reflect very well the bespoke programmes in place for the wide range of needs and informed by specialists. Moving forward, there is a need to continue to build on the positive practice in place and ensure assessment information continues to inform practice and improve outcomes for children. Staff should continue as planned to develop skills, as needs change that can be applied in a range of settings.
 - The varied approaches in place to support communication are understood and applied by staff. Staff are committed to building trusting relationships with children and these provide a sound foundation for children to improve their social and emotional development. Children have access to safe spaces and booths, they have an understanding of triggers that may affect them and are developing well strategies to self-regulate. The strong focus on developing children's independence is evident across the school and for most children this is achieved very well. The school is well placed to continue to develop children's independence and skills of self-regulation.

Particular strengths of the school

- The outstanding leadership and commitment of the headteacher and the deputy headteacher as they strive to ensure that children achieve success and have equality of educational opportunities.
- The warm and welcoming ethos which results in happy, independent children who are motivated to learn and be the best they can be.
- The committed and hard working staff team and their appropriately high expectations of children.
- Children's progress in literacy and maths.
- Excellent partnership working and the opportunities children have to develop skills for life across a wide range of stimulating contexts.

Agreed areas for improvement

- Continue to develop curriculum and assessment approaches in collaboration with other Guernsey schools.
- Continue to develop the use of MEAPs (My Education Access Plan) to identify and address specific barriers to learning in order to show progress over time.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvement. As a result, we will make no further visits in connection with this visit. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

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