

Summarised inspection findings

St Martins Primary School

17 June 2019

1.3 Leadership of change	excellent
<p>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:</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change</i> <p>Developing a share vision, values and aims relevant to the school and its community</p> <ul style="list-style-type: none"> • St Martins Primary School sits at the heart of its local community. It is a happy, friendly and purposeful place to learn. The headteacher and her staff demonstrate an outstanding and sustained commitment to change and improvement. The school's vision has been developed through close and highly effective partnerships with children, parents, staff, community partners and other agencies. The vision is shared and evident in many aspects of the life and work of the school. The school's beliefs, aims and purposes underpin the planned learning experiences and the many exciting opportunities that children enjoy in school and beyond in their community. The school tracks how well it is achieving its aims using a traffic light system. Working in this way allows the headteacher and staff to be responsive to the emerging needs of children and families. As a result, children learn and achieve very well across the four outcomes of the Children and Young People's Plan within a supportive and welcoming environment. • Teamwork and collaboration are important key strengths of the school's approaches to leading change. Staff are empowered by the headteacher to engage in regular focused professional dialogue, to explore what works well and what needs to improve. Teachers, learning supports assistants (LSAs), specialist staff and the senior leadership team (SLT) take part in peer and self-reflection to evaluate the impact of their teaching and interventions. Together they make very good use of their collective knowledge to improve children's learning and to raise further their attainment in key aspects of the curriculum. Teachers and LSAs take part in a variety of collegiate professional learning opportunities which help them improve their teaching and extend the range of support they can provide for children. A very good example of collegiate working is the recent focus on developing children's positive attitudes to thinking and learning which is helping children to become more confident and resilient learners. Similarly, by working alongside parents to promote healthy eating, the school is helping children and families to make informed choices about achieving a balanced diet. • The headteacher and staff take very good account of the social, economic and cultural context of the school. This is demonstrated in the caring and nurturing 	

interactions staff have with children and in the supportive relationships they have forged over time with families. The range of interventions which they employ are designed to realise the best possible learning outcomes for vulnerable children. The school has identified that a next step for them is to increase the level of challenge even further for higher achieving children.

Strategic planning for continuous improvement

- The school not only looks inwards to how it can improve its work, but it is also outward looking to learn from others in order to secure continuous improvement. The school's ethos is stimulating and empowering. The ethos reflects a 'can do' attitude to learning, where difference is celebrated and succeeding together is embraced. The clear direction and excellent leadership provided by the headteacher has been instrumental in bringing about a shared and mutual understanding among staff of the importance of continuous improvement. The headteacher is adept at leading strategically and managing change. Her calm and sensitive leadership is highly valued by stakeholders and the extensive range of partners who support the work of the school. She is held in exceptionally high regard by staff, parents and children. The deputy headteacher and assistant headteacher ably support the school's identified areas for improvement. Their remits are carefully designed and carried out effectively. The deputy headteacher and assistant headteacher work collegiately with teachers and LSAs to monitor and manage the pace of change.

Implementing improvement and change

- The self-evaluation systems that are in place to audit the work of the school are commendably very effective. The evidence that the school gathers to inform its future priorities for improvement is drawn from a wide range of sources. A strong culture of critical reflection and leadership at all levels ensures that change is very well managed, timely and focused on appropriate areas for further improvement. The three-year plan is a strength of the school as initiatives identified for improvement are highly relevant and based on robust auditing processes. The creation of curriculum teams has been particularly successful in distributing leadership and motivating staff to undertake developments that reflect their individual strengths and talents.
- A key feature of the school's approaches for securing improvement is a series of 'action plans' created by subject teams which are closely aligned to the school's development plan. Team leaders are actively involved in devising, leading and monitoring initiatives aimed at improving children's learning experiences. Through the 'lesson study' initiative, children and teachers work together to share their views on the quality of learning and teaching.
- Children play an active part in influencing change. They value the roles they have as members of the class councils, pupil forums, digital leaders and their involvement in pupil inspection. Through their visits to classes and their other evaluative activity, they add to the 'pupil voice' that supports change. This has led to improvements in learners' experiences and resource provision such as the equipment pods in play areas.

- The children we met with felt their opinions mattered and they could see that their views were acted upon. For example, children in Year 6 provided a solution to ease congestion during break and lunch times on the all-weather courts which was implemented successfully. Children's views are genuinely listened to, taken account of, and acted upon appropriately. As a result, children's influence on many aspects of the school's life and work, including teaching and learning, behaviour management and approaches to supporting health and wellbeing is strong.

2.3 Learning, teaching and assessment	very good
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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*

Learning and engagement

- The ethos and culture of the school reflects the strong commitment to children's rights. Children are happy, well behaved and highly motivated. They are kind and demonstrate respectful attitudes to one another and to adults. They are proud of their school and benefit from its welcoming and nurturing ethos. Almost all children who responded to the pre-inspection survey stated they enjoy coming to school.
- Children benefit from the very strong relationships between staff and children. Teachers and learning support assistants are very supportive of children in all aspects of school life. While there is a positive learning ethos within the school, the learning environment is affected by the amount of space children have to learn within some of the classrooms. Where space is limited, this restricts children's opportunities for active learning, particularly within Key Stage 2 classes. The fabric of the building, including furniture and fittings is poor in some areas. For example, there are thread-bare carpets and damaged seating.
- Children engage enthusiastically in teams, in paired and in group discussions. Almost all children work confidently during this type of activity. Children are skilled at working collaboratively from Reception class to Year 6. Teachers use these approaches very effectively to enhance children's literacy skills and problem-solving skills in mathematics.
- Children are increasingly confident at using information and communication

technology (ICT) to record their work. By Year 6 they successfully use a range of technology to support their learning and engagement such as carrying out individual research. Using an education social platform and uploading their portfolios are developing features of how children are taking responsibility for their learning. Digital learning is used throughout the school from using programmable toys in the Reception class to coding with older children. Overall, children are becoming skilled in using ICT as a research tool and using digital formats such as presentation software or videos to evidence their understanding of a topic. For example, Year 6 children working in pairs made a video on Victorian transport.

- Children also benefit from their regular engagement in stimulating activities during break and lunchtimes. A wide range of visiting staff and other agencies make valuable contributions to children's learning experiences. Residential experiences for Key Stage 2 children enhance their learning experiences.

Quality of teaching

- Teachers and LSAs are strongly committed to supporting children's learning and engagement. Across the school, teachers have secure subject knowledge and a clear understanding of how children learn. As a result, there are examples of high-quality teaching and learning. Children in Reception and in Year 1 benefit from the existence of play-based pedagogy.
- Teachers are well organised and demonstrate skill in classroom management. From Year 2 to Year 6, teachers mainly use whole-class teaching methods which are followed up with activities that are designed to meet the needs of almost all children. In a few lessons, teachers dominated the lesson but overall most teachers are skilled facilitators who successfully engage their children in active learning activities. Most teachers use open-ended questions very well to encourage children to think more deeply about their learning and apply their critical thinking skills. In most lessons, the pace of learning is brisk and tasks and activities promote and extend children's thinking including developing key skills such as resilience.
- Teachers frequently use interactive whiteboards to support and enhance their teaching. They use these skilfully as an aid to teaching while the teacher remains key to delivering taught concepts. In most literacy lessons, there is a defined role for each child resulting in articulate children who are confident in talking about their learning. LSAs interact very effectively with children to provide well judged support to groups and individuals.
- Teachers are skilled in observing children closely and intervening when appropriate to provide support or challenge. They use assessment information very well to provide appropriately differentiated activities to meet the needs of most groups of children. However, in a few lessons, higher achieving children are not always suitably challenged.

Effective use of assessment

- Well-developed, formative and summative assessments systems are in place within

literacy and mathematics. Most teachers have an accurate picture of how well each child is progressing. Most lessons end with a plenary session where children discuss what they have learned, enabling teachers to assess children's understanding of taught concepts.

- Most teachers use formative assessment very well. They plan learning intentions (WALT) and clear success criteria (WILF). Within Key Stage 2 classes, children establish the success criteria on occasions. Teachers use this information to assess children's progress and provide high quality written comments to help children know what they are doing well and what they need to do to be better. As children move through the school, they take greater ownership of their learning and regularly self and peer assess. By Year 6, most children are skilled in self and peer assessment. All children have writing targets which they refer to when creating texts and redrafting stories. Targets are modified on a regular basis.
- Teachers formally assess and record children's standards of attainment in English and mathematics at the end of each term. Teachers use their professional judgement to assess attainment in reading, writing and mathematics against statements of what children are expected to know and do.
- The school moderates children's performance annually, together with other schools, in reading, writing and mathematics and with an external organisation. They check the accuracy of teachers' judgements against the 2008 standards at the end of Key Stage 1 and Key Stage 2. This supplements the internal moderation of standards carried out each term by teachers and leaders.
- The school checks children's reading age and spelling with standardised assessments. It also uses past National Curriculum SAT papers in reading and mathematics.
- The school follows the assessment procedures set out by Education Services. It does not use a full range of standardised assessments to check the validity of its internal assessment procedures and, like other primary schools in the Bailiwick of Guernsey, bases its judgements on the 2008 English National Curriculum Standards.

Planning tracking and monitoring

- Planning for high quality teaching and learning is most consistent within literacy and numeracy. As a result, by the end of Key Stage 2 most children are exceeding curriculum expectations. Class teachers have an accurate view of the progress their children are making through the planned programmes of work. They plan work at appropriate levels for most children in their class. However, a few more able children are not always suitably challenged.
- The school has a comprehensive tracking system. At the end of each term, the attainment data, based on teachers' professional judgement is confirmed by administering a commercially produced test in reading, writing and mathematics. Outcomes are then analysed, and a tracking grid established. This detail enables

teachers to check who is making expected progress or not and whether this progress matches teacher predicted progress. Staff accurately identify intervention strategies for children who do not make the expected progress and specific targets are established. The school also tracks children's progress by gender, age and uniform allowance.

School choice of QI: 2.2 Curriculum

While this indicator is not evaluated, it highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners. The themes are:

- *Rationale and design*
- *Development of the curriculum*
- *Learning Pathways*
- *Skills for learning, life and work*

Rationale and design

- The curriculum rationale reflects the unique context of the school. It takes good account of the needs of all members of the school community. Stakeholders including partners, staff, parents and children were actively involved in devising the rationale and helping to shape the design of the curriculum. Consequently, there is significant ownership of the curriculum which reflects the school's commitment to inclusion and children's mental health and wellbeing. In creating the school's curriculum rationale, the school has embraced the skills-based philosophy of the Guernsey's Big Picture Curriculum which is designed to equip children with the skills they need now and in the future. The four core purposes underpin the curriculum rationale and they link well with Guernsey's Children and Young People's Plan, and the school's vision, values and aims.
- Overall, the curriculum is suitably broad and balanced. Children have significant choice over what they learn through play. This is particularly evident in Reception and lower Key Stage 1. Development work to flesh out the areas of learning has been undertaken by each of the curriculum teams. The greatest impact of this development work is evident in the increased levels of attainment in children's writing. Time has been allocated to staff to develop in full each of the areas of learning.
- Staff have developed guidance for areas such as literacy and numeracy. A long term plan for science and technology as well as an action plan and a curriculum map shows how each of the Bailiwick Curriculum skills are covered and by which year groups. The school intends to complete the PSQM (Primary Science Quality Mark) as a next step.

Development of the curriculum

- In developing their curriculum, the headteacher and staff have introduced new topics and new approaches to promoting a positive attitude to thinking and by adopting the Philosophy for Children programme. These developments have enriched the content of the curriculum.
- The curriculum in Reception is rooted firmly within a child-centred, play-based pedagogy. Commendably staff at the Reception stages share their deep knowledge and understanding of early years pedagogy with Year 1 teachers. As a result, there is greater curriculum continuity and progression in children's learning as they progress from Early Years Foundation Stage to Key Stage 1. The school intends to promote the continuous provision approach which is highly effective in Reception and Year 1 into Year 2 and potentially beyond. Linked provision in Reception and Year 1 is working very well and ensures that children receive the support that best meets their needs.
- In developing their curriculum, the headteacher and staff have communicated regularly with parents. Through workshops, parent drop ins and an app, they are helping parents understand the reasons for a shift in focus from a knowledge-based curriculum to one which promotes the acquisition of key skills and competencies.

Learning Pathways

- The programmes of work in English and mathematics in each class are progressive and enable children to build on their prior knowledge as they move through the school. Staff are developing programmes in the other areas of the curriculum, such as history, geography, music and science.
- The school curriculum takes good account of the local context to make learning more relevant for the children. For example, Year 5 children enjoyed rich learning experiences when they studied the occupation of Guernsey during World War II. They created a pop-up museum as a way of presenting their work to their parents.
- Teachers promote very well the Guernsey Curriculum learning elements of Critical Thinking, Team Work, Creativity, Reflection, Independence and Resilience, through the use of 'Puffling Points'. These are used well by teachers to reward children when they demonstrate these skills and attributes to a high level in class.
- Children experience a good range of subjects each year in Key Stage 1 and Key Stage 2. The class timetables during the review week emphasised English and mathematics. Emphasis was not placed on science and technology during the review week. However, over time children do experience the full range of curriculum subjects.
- In addition to literacy and numeracy, all teachers are expected to develop digital literacy across the curriculum. This aspect of the curriculum is developing well and

teachers frequently provide opportunities to enhance learning and develop digital skills by using the technology which is available in the school.

Skills for learning, life and work

- Children across the school from Reception to Year 6 experience regular planned opportunities for developing skills for learning, life and work through their regular cooperative learning activities. Children are confident, successful and effective contributors when working in teams, pairs and as individuals on problem solving tasks. Working in this way is equipping almost all children with a wide range of skills and attributes.

2.7 Partnerships: theme 1 – The development and promotion of partnerships

Parents

- The headteacher and staff ensure that parents are well-informed about the life and work of the school. Regular and informative communication is well-facilitated, most recently by the developing use of the class online app. Parents value highly the headteacher's commitment to continuous improvement, her active care for children, and her responsiveness to parental enquiry or concern. Drop-in sessions and the parent forum provide well-regarded contexts for parents to express their views. As a result of such approaches, parents are very well-supported to be active and equal partners in their child's education.

Children

- The school's highly inclusive learning and teaching approaches very appropriately develop children's capacity to be dynamic and equal partners in their learning. Children feel they can make choices in what and how they learn and can describe their influence on learning through the 'lesson study' process. They have clear ideas for further improvement and would like more art, science experiments, a warmer pool and school lunches. Children in early Key Stage 2 also want more flowers and a tidier outdoor environment. Older children value highly their opportunities to organise 'pop-up' clubs. Younger children like their older 'buddies'. Children very much enjoy performing at assemblies and are keen to do more.

Partners

- The school has developed and maintained highly effective partnerships with a range of statutory support services, and local bodies active in the island community. Partners fully support the school's vision values and aims. In turn, they value the school's understanding of their complementary roles. Partners have also supported Healthy Schools accreditation. Community partnerships with local churches and businesses also support important aspects of health and wellbeing such as the

school's breakfast club and provision of fresh fruit in Reception

- The school is rightly extremely proud of their work with the local community. For example, Year 3 children work with the elderly at The Russel Day Centre and with supporting adults with additional needs through Mobility Guernsey's 'Let's Go!' Project.

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

excellent

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*

Wellbeing

- The headteacher and all staff place inclusion and equality at the heart of the school's excellent nurturing and inclusive approaches to ensuring children's wellbeing. These sector leading, wellbeing approaches are set out in a practical and comprehensive policy framework. The framework very effectively informs professional practice and is well-understood and supported by parents and partners. Noteworthy with regard to inclusion, is the work of the inclusion working party which over an 18 month period led by the deputy head teacher and the school inclusion team has developed the framework. Children's emotional and mental and physical wellbeing (MHWB) is very well-supported by a wide and well-planned range of provision. The MHWB lead teacher provides key interventions, using or promoting the use of appropriate strategies to support children's mental and emotional wellbeing. In the warm and welcoming 'studio' children benefit from a range of appropriately supportive activity and conversation. These interventions have been highly effective in helping children manage their feelings and develop their

confidence and resilience when faced with particular challenges.

- The wide range of clubs and activities on offer provide varied opportunities in the arts to enhance children's entitlement to being active, healthy, included and achieving. Almost all activities are well-subscribed to by children and many reach their optimum size, of around 16 children. Staff monitor children's take-up and participation rates across these activities.
- The school is located in spacious grounds which provide many well-used contexts for outdoor active play and stimulating contexts for learning. The outdoor learning space used by the Reception class and lower Key Stage 1 commendably supports children's creativity, innovative and imaginative play experiences. For example, children devise ingenious solutions to transfer water from one area to the other. Trips and visits to the surrounding area including both landward and seashore environments offer well-planned, exciting opportunities for learning in history and geography. In the school grounds, raised beds in the garden area provide opportunities for learning about aspects of science.
- The buddy system involves older children well in providing social and emotional support to their peers. The buddy system is itself inclusive with no barrier to anyone wishing to take on the role. Buddy benches in the school's play areas provide a meeting point for buddies.
- The headteacher, and staff at all levels rightly place significant importance on children's wellbeing as an essential component of being ready to learn effectively. Accordingly, they ensure that curricular programmes provide very well-thought-through opportunities for children to develop key social and intellectual skills. For example, the Philosophy for Children programme promotes critical thinking based on provocative choices that children must defend or critique. Children are well-supported to develop important learning skills and capacities through carefully scaffolded tasks using progressively well-understood vocabulary of critical thinking and rational argument. These include the ability to accept critical feedback and evaluate opposing positions on issues of social and moral significance.
- Recognising that feelings of being in control are important to wellbeing, staff enable children across the school to take lead roles in their learning. They regularly work together very effectively to produce the many 'pop-up' events that provide practical demonstration of their learning. Older children in Key Stage 2 devise and lead pop-up clubs and activities for their younger peers. These clubs provide a well-balanced programme of active and creative learning across sport, physical activity, and 'design and make' activity such as the Lego club.

Fulfilment of statutory duties

- The work of the school is underpinned by close attention to and active engagement with statutory requirements and codes of practice, including the Guernsey education law. The school's attention to statutory and advisory frameworks is a dynamic process. Recently implemented aspects of school policy and practice such as the new behaviour policy, are open to rapid revision. This ensures that the behaviour

policy better reflects the expectations of, for example the UN charter of children's rights. The behaviour policy is firmly based on the principles of restorative justice well-focused on reconciliation and proportionate consequences. Effective attendance monitoring supports almost all students to maintain levels of attendance at or above Bailiwick averages. The school is actively pursuing further accreditation as a Rights Respecting School, having this year achieved bronze status.

Inclusion and Equality

- The school's outstanding approaches to ensuring wellbeing, inclusion and equality are guided by its clear and comprehensive mission statement. The strapline 'Being Different, Succeeding Together' captures very well the school's highly inclusive ethos.
- Well-planned and carefully focused programmes, overseen by the deputy head teacher and SENco, support particular groups of children to make carefully tracked and well-documented progress from individual starting points in literacy and numeracy. These support programmes are often located in areas such as the 'booster room', 'studio' with sensory room; or the 'reading recovery' room. Staff ensure that these are attractive and pleasant environments for brief and short-term reinforcement of essential learning and confidence building.
- The school's Personal Social and Health Education programme, integrated across curricular learning, supports very effectively children's understanding of diversity. This includes race, religious and moral beliefs, and social structures such as family units. Programmes of learning and personal development also support children's understanding of, and respect for, individual difference. As a result, children across the school demonstrate progressive and consistently positive understanding of what it is to be healthy and active, safe and nurtured, included and respected. They are encouraged to realise their individual potential.

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*

Attainment in literacy and numeracy

- From a strong foundation in Reception, where children develop an enthusiasm for

learning through play, the school has a very good record of improving children's literacy and numeracy skills over the last three years.

- The school's literacy and numeracy programmes in each year group enable children to build on their knowledge and skills as they progress through the school. As a result of teachers' high expectations, skillful planning and very effective teaching, children make very good progress through these programmes from their prior levels of attainment in literacy and numeracy. The detailed and accurate tracking of all children's progress in reading, writing and numeracy and the well-considered intervention by staff, when children do not meet the expected standards of attainment, ensure that children's progress is optimised. Furthermore, children have very good opportunities to apply, consolidate and extend their literacy skills in motivating history and geography topics.
- Children have numerous rich and varied opportunities to regularly apply their literacy skills in other contexts across the curriculum. They also have many opportunities to apply their numeracy skills, for example they used their problem solving skills in their Window on the World topic and in their Hot and Cold topic.

Literacy

Talking and listening

- Almost all children across the school listen attentively and speak confidently. Almost all communicate effectively working in pairs and small groups. They express their views and opinions articulately and justify choices they have made in their learning. Notably, children have a range of relevant contexts to develop their listening and talking skills. For example, in Year 2, children discussed and justified their decision about whether photographs are real or fantasy. By Year 6, children are skilled in giving constructive criticism to their peers linked to the learning outcomes of activities.

Reading

- Most children working in Key Stage 1 are developing sound phonological skills. They enjoy reading and are encouraged to read for pleasure. As children progress through the school into Key Stage 2 they develop a range of higher-order reading skills such as skimming, scanning and prediction. Most can analyse a text critically and answer comprehension questions based on inference. In Year 5, they could use research skills very well and paraphrase texts successfully. Reading resources within class libraries are variable in quality. Overall most children read very well for a range of purposes.

Writing

- Children make very good progress in writing and write across a range of genres. Within the Reception class children mark make and create their own version of familiar stories. Within Key Stage 1, children can sequence words to form sentences. By Year 2, children can use punctuation well and can apply taught new

vocabulary to improve their writing. By Key Stage 2, a key feature of the school is the opportunity for extended writing often linked to other curricular areas or real-life contexts. Older children are skilled in knowing how to improve their writing by using enhanced vocabulary, figures of speech and a variety of phrases and clauses. All children have specific targets to improve their writing. In recent years, the school introduced a new handwriting programme. They had identified the need to achieve consistently high levels of presentation and ensure children are equipped with well developed handwriting skills. We found a small number of examples of untidy presentation and under-developed handwriting.

Numeracy

- Children have high levels of fluency in carrying out mental arithmetic as a result of the school's own programme of setting individual numeracy targets for children. Teachers regularly reinforce and assess these skills. Most children are developing and consolidating their skills in addition, subtraction, multiplication and division. They can demonstrate a range of methods of carrying out multiplication as a result of their good understanding of number and place value. They show increasing levels of confidence in working with fractions, decimals and percentages as they progress through the school.
- In Key Stage 1, children begin to learn about measuring length and weight and this knowledge is developed further throughout the school. By measuring the size of objects outside, children have a good grasp of larger distances measured in metres. The work done in Year 6 on measurement helps them to read scales and estimate and understand everyday units and measures.
- Children develop their knowledge of shape, position and movement as they move through the school. Younger children can identify common shapes and older children can use technical terms to describe complex 2D shapes and 3D objects. They can identify different types of angles and understand 2D coordinates. Older children demonstrate a good understanding of algebra.
- Children improve their skills in data handling and statistics as they move through the school. They begin to learn how to collect data and draw bar graphs in Year 2 and develop these skills further in Key Stage 2. The majority of older children can draw line graphs and extract information from bar charts and tables. For example, when Year 5 engaged in their All About Me topic.
- Children are adept at solving problems and explaining their thinking in a wide range of mathematical contexts. They can use a number of strategies to solve problems.

Attainment over time

- The school's internal data indicate that almost all children at the Early Years Foundation Stage achieve a 'Good Level of Development in literacy and numeracy'. In each of the last three years the school's attainment data show that children exceeded the expected standards in reading, writing and mathematics by the end of Key Stage 1. Over this period the standards of numeracy and writing increased and

the proportion of children exceeding age related expectations in writing increased significantly by the end of Key Stage 1.

- The school's attainment data show that most children made the expected progress in reading, (89%) writing (84%), and mathematics (84%) from the end of Key Stage 1 to the end of Key Stage 2 in each of the last three years. As a result of the high-quality teaching, the rate of children's progress tends to increase in numeracy and writing as pupils progress through Key Stage 2. As a consequence, most children by the end of Key Stage 2 achieved the expected standards in reading, (87%) writing (88%) and mathematics (89%) and a majority exceeded these standards in reading, writing and mathematics in 2018. These results were significantly above the Bailiwick average in 2018.
- In each of the last three years, children's attendance has been above the average of the other primary schools on the island. The school has rigorous procedures for following up absences which begin with initial contact with the family home on the day of absence and where necessary liaison with the attendance officer.

Overall quality of learners' achievement

- The school provides rich and varied learning opportunities which enable children to develop a wide range of skills, competences and capacities. Children are equipped with a wide range of skills and attributes that prepare them very well for learning in the next phase of their education. Their personal and social skills are very well developed, and they are well mannered and courteous. Children demonstrate very effective communication, teamwork, and problem-solving skills. Many children have good organisational and leadership skills. They have the ability to research and learn from a variety of sources both independently and as a member of a team. They can apply their knowledge and understanding very well in a range of contexts. Children show high levels of awareness of global and sustainable issues.

Equity for all learners

- The headteacher and staff are aware of and acknowledge the socio-economic context of the school. Staff take good account of children's academic skills and carefully tailor support to meet their needs and optimise their progress. The school is very good at taking account of children's social and emotional needs when providing support for them.
- The school is commendably inclusive and provides high quality opportunities and support for all children irrespective of their social or ethnic background. Through the regular dialogue with partner agencies and others, the school has built up a detailed picture of the needs of those most at risk of missing out. The result is that children with special educational needs make very good progress at all stages.

Particular strengths of the school

- The outstanding and innovative leadership of the headteacher who is instrumental in successfully leading and managing school improvement through a rigorous and highly effective process of self-evaluation. Together with staff, she has shown drive and commitment to securing over time the very best outcomes for children.
- The excellent teamworking and dedication of all staff in creating an inclusive nurturing ethos. They demonstrate a genuine commitment through quality professional learning and collaboration to providing rich learning experiences. These reflect the unique context of the school and sensitively support the social, emotional and learning needs of children.
- Children who are happy, highly motivated, confident and successful learners. They proudly make valuable contributions as responsible citizens to their school and their community. Children from Reception to Year 6 are skilled at working together and show high levels of independent and creative thinking.
- The highly effective support provided by teachers, other specialist staff and LSAs which is helping children who experience challenges in their learning to achieve.
- The school's effective use of systems and procedures for tracking and monitoring children's progress to help teachers and others plan and deliver high quality learning and well-judged support for learners. As a result, almost all children are making better than expected progress in literacy and numeracy.

Agreed areas for improvement

- Continue as planned to develop the Bailiwick Big Picture Curriculum to bring about greater breadth and balance across all areas of learning.
- Improve aspects of the fabric of the building to ensure children experience consistently high-quality classroom environments.

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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