



States of Guernsey
Education Services



Terry Carr
Consultancy Ltd

Improving Outcomes
for
Learners

Summarised inspection findings

Vauvert Primary School

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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*

Context

- Normally, children from Herm Primary School attend their school four days a week and attend Vauvert Primary School on Wednesdays. During the week of the review, Herm children attended Vauvert Primary School for the whole week.

Developing a shared vision, values and aims relevant to the school and its community.

- Vauvert Primary School is a happy, nurturing and inclusive school. The headteacher and deputy headteacher are a vibrant and highly effective team. They have developed a strong sense of collegiality resulting in the school being a purposeful place to learn. The headteacher and staff are committed to improving the school. There is a strong commitment from staff to reflect on their practice both individually and as a team. The school's vision has been developed through close and very effective partnerships with children, parents, staff and partners. This vision is reviewed regularly including at the annual school development conference. The school's vision is understood and embraced by staff and evident in many aspects of the life and work of the school.
- The school's beliefs are underpinned by the 'Active Teaching: Active Learning' (AT:AL) policy. This was developed in full consultation with staff and leads to high quality learning experiences for children. The school is highly responsive to the emerging needs of children and families. The headteacher works very effectively in partnership with the School Committee who provide him with challenge and support. Parents, partners and staff express a high level of confidence in the senior leadership of the school. Staff know the social, economic and cultural context of the school well. They effectively track children's progress and attainment and successfully apply a range of interventions to ensure children are supported to achieve their best. The Senior Leadership Team (SLT) and middle leaders have developed a range of effective approaches to monitor the quality of learning and teaching and the impact of improvement work across the school. Staff receive helpful feedback and leaders take action, when appropriate to ensure any areas for development that are identified are followed up and sustainable interventions are put in place.

Strategic planning for continuous improvement

- The headteacher, ably supported by the deputy headteacher, has shown highly effective leadership and a very strong commitment to ensuring continuous improvement in the life and work of the school. He has introduced a range of strategies to successfully improve children's progress and raise their attainment in literacy and numeracy. These have been introduced through well-planned professional development and are understood by all staff. The headteacher has ensured that developments are well linked to local and national guidance and introduced in a manageable way so that they are sustainable. Time is well planned during in-service days and continuous professional development (CPD) meetings are planned to ensure opportunities for relevant professional learning and dialogue. These CPD meetings are clearly linked to school needs and school development plan (SDP) priorities. Staff work collaboratively to discuss and share improvements to the curriculum, learning and teaching. The school's commitment to continuous improvement and the on-going professional development of staff has been endorsed through achieving the 'Investors in People' award.

Implementing improvement and change

- The self-evaluation approaches that are in place to audit the work of the school are robust and effective. Evidence to inform future priorities is drawn from a wide range of sources and results in a suitably manageable set of priorities. The SDP incorporates a range of challenging targets. Staff are committed to school improvement and embrace these challenges. All staff accept that implementing change is the responsibility of all. Senior leaders provide a number of important opportunities for staff to engage in and lead a range of working parties and distributed leadership opportunities. Staff create regular opportunities to share each other's areas of expertise, development and interest. This is helping to support improved approaches to planning learning and teaching across all stages. Teachers are reflective practitioners and continuously evaluate the quality of learning and teaching within their own classes. They involve children well in helping decide the direction and shape of topic work. Teachers who have roles as subject leaders provide helpful advice to their colleagues and have an integral role in evaluating the impact of new programmes and initiatives. The school has identified that the next step is to embed the best practice in learning and teaching in all lessons.
- Pupil voice is strong in Vauvert Primary School with children playing an active part in influencing change, particularly in determining topics and the learning within them. Children have very good opportunities to express views about school matters that affect them through the School Council, house captains, assemblies and surveys of their views. Children participate in a range of leadership roles such as leading high-profile priorities including the school's recycling initiative, digital leaders, taskforce members and buddies. Children take responsibility for leading assemblies and older children organise school events such as the open afternoon for parents.
- The school has developed very effective ways to engage parents in the life of the school. A range of surveys and meetings provide parents with opportunities to give their opinions on school matters. The school has a range of ways to communicate

with parents, including through social media. All parents who met with inspectors were very positive about the different ways that the school shares information with them and keeps them up to date with their children's progress. Individual members of the SLT are partnered with individual families to provide enhanced support when necessary.

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*

Learning and engagement

- Children benefit from very positive and respectful relationships with staff and their friends. They are very supportive and respectful towards each other both in classes and outside. Children demonstrate very high standards of behaviour throughout the school enabling them to focus on their learning.
- The quality of learning and engagement is very good across the school. In all classes, children are happy, engaged and enthusiastic about their learning. They are attentive and almost all show very good levels of concentration. They have very regular opportunities to work individually, in pairs and in groups. They collaborate well together and contribute maturely in group and class tasks. Children respond positively when given opportunities to make decisions about their learning. This promotes independence and develops their skills in leadership and responsibility. In the most effective lessons, children lead their learning in meaningful ways and make informed choices about what they learn, how they learn and how they present their findings.
- In almost all lessons, formative assessment strategies are used well to clarify the purpose of the learning experiences. As a result, children know what they will be learning and what is expected of them. Children are becoming increasingly involved in learning conversations to agree their own targets. Moving forward, staff could review the targets agreed and set with children and involve children more in setting success criteria. Almost all lessons provide children with appropriate breadth and challenge and a brisk pace of learning.
- Children at all stages enjoy a broad range of learning experiences. They enjoy making effective use of the rich learning spaces in the school and they benefit from an extensive range of learning opportunities outdoors. The school makes very good use of the island community and its facilities to engage children in high-quality outdoor experiences in science, history, geography, music, the arts and sports. Children confidently access a range of digital technologies to enhance their learning. In the lessons observed, there were good examples of Key Stage 1 and 2 children using laptops to research information. Children in Early Years Foundation Stage (EYFS) used tablets and programmable toys competently.

- Children who spoke with inspectors told us they had good opportunities to make their views known on a wide range of issues. Children lead aspects of learning and school developments, for example during assemblies or in planning a school talent show.
- The learning environment outdoors around Herm Primary provides a potentially rich context for learning. However, the classroom is cluttered and does not provide an environment which is conducive to high quality learning. There are too few rich play and activity contexts for younger children.

Quality of Teaching

- Overall, the quality of teaching is very good. Staff have worked hard to improve the consistency of approaches to teaching through professional learning, collaborative planning and implementing new commercial resources. Staff have clear guidance on the day-to-day management of classes. There is clear evidence, in almost all classes visited that learning and teaching policies are implemented consistently across the school and are leading to improved outcomes for children. The school is very well placed to build on this very good practice to encourage even more creativity and innovation.
- Almost all teachers plan highly engaging lessons which motivate and challenge children. In almost all lessons explanations and instructions are clear. In the best examples, higher-order thinking skills are used well to support children to have a clearer understanding of what they are learning. Open-ended questioning is used effectively to deepen children's understanding. Many teachers show imagination and creativity in planning, for example, by involving a professional actor in a project on Costa Rica in Year 6.
- Differentiation of tasks, activities and assessments are an increasing strength of the school and are a feature in almost all lessons. This helps to ensure that children can access a curriculum that is inclusive, tailored to match their needs and captures their interests. Learning Support Assistants (LSAs) play a key role in supporting a range of learner's needs. They are deployed successfully and support targeted groups and individuals to access their learning very effectively.
- Teachers are keen to share innovative approaches with each other. They plan very effectively together across each year group to ensure that curriculum coverage, activities and approaches are consistent. Their joint planning also ensures that support and challenge is rigorous across levels and stages. Teachers ensure a very interesting and varied range of experiences which bring learning alive. For example, in Year 6 they arranged for an evacuee to share his wartime experiences and in the Year 2 class, a former lighthouse keeper taught children about his life and work. Teachers ensure children have many opportunities to learn in the community. Children in Years 3 and 4 visited Grand Rocques Beach and Le Guet to recreate art work using stone patterns and build survival shelters.

- Where practice is best, teachers make effective use of classroom displays and working walls to document learning and provide key information which children can incorporate into their work. Teachers display and celebrate good examples of children's work in corridors.
- Teachers interact very well with children and make effective use of assessment in the course of teaching to inform well-timed judgements and interventions. Most teachers provide children with high-quality written or verbal feedback to identify next steps in learning and to help them improve further. However, quality feedback is not yet fully consistent across all classes or curriculum areas. Staff do not consistently link their feedback to learning intentions. Children have opportunities to self and peer assess their work. This is supporting them to reflect more critically on their work.

Assessment

- The school has comprehensive and robust assessment arrangements. These are documented in a detailed Vauvert Assessment Timetable which outlines the expectations for assessment in each curriculum area. It helpfully includes dates, actions to be taken and staff responsible. This approach ensures that assessment is well integrated into the day-to-day work of the school and that all teachers adopt a consistent approach.
- Across the school, staff make use of a range of formative and summative assessment approaches to assess children's progress in literacy and numeracy. At the Early Years Foundation Stage, staff are skilled in observing children and use their observations very effectively to plan appropriate interventions or next steps in learning for groups and individuals. At Key Stages 1 and 2, staff complete the updated Guernsey Writing Grids for each child at the end of each term in time for the annual external moderation. Reading is assessed using the Guernsey Reading Grids and speaking and listening are assessed using the English National Curriculum level descriptors. In mathematics, staff use the Assessing Pupil Progress (APP) grids as a summative assessment tool at the end of each topic. These robust approaches ensure that children's progress is continually monitored, so that learning can be planned to meet their individual needs and children can be supported or challenged appropriately.
- The school moderates a range of assessments internally. Teachers meet regularly within stages and across stages to review pieces of work at different levels and share their professional judgements. This leads to teachers sharing good practice in learning and teaching and enables staff to identify the most effective strategies.
- The school takes part in external moderation activities in literacy, numeracy and EYFS across the island and beyond. This is increasing staff's confidence in recognising key features of work at different levels. Commendably, the leadership team revisits its understanding of moderation on a regular basis and adjusts their practice taking on board current guidance and advice. This is supporting staff to deepen their understanding and application of national standards. It also supports

staff to develop planning for groups and individuals which is responsive to assessment findings.

- The school follows the States of Guernsey assessment policy and bases its judgements on children's attainment in English and mathematics on the 2008 English National Curriculum Standards. It does not use the most recent standardised assessments to check the validity of its internal assessment procedures.

Tracking and monitoring

- The school has a comprehensive range of activities to track and monitor children's performance, including wider achievements. The headteacher uses analysis of assessment data as a focus for termly meetings with staff to identify children requiring additional support or challenge. This ensures that resources are targeted flexibly and appropriately to support the needs of children. These effective tracking and monitoring procedures provide the necessary data to monitor and predict children's progress accurately.
- Pupil progress meetings are held four times a year where teachers discuss progress, make predictions, set targets, and analyse how well each child is progressing. Attainment data is very thoroughly analysed including value added measures of performance. Staff carefully track progress from prior levels of attainment. Regular phase meetings ensure each class is on track with curriculum coverage and pace of work. Subject trackers support this process well.

2.2 Curriculum

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

Rationale and design

- The curriculum rationale clearly reflects the 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. The curriculum reflects the school's commitment to inclusion and children's mental health and wellbeing. The school has embraced the philosophy of Growth Mindset which is now embedded within the school. The school has taken significant steps in implementing the Bailiwick of Guernsey Curriculum. Staff are now planning a skills-based curriculum. This is supporting children to develop skills for learning, life and work. The four core purposes and outcomes of the curriculum underpin the curriculum rationale and they link well with the school's vision, values and aims.
- Overall, the curriculum is suitably broad and balanced and there is a clear focus on literacy and numeracy. Within EYFS and Year 1, children have some choice in what they learn and opportunities to learn through play. The school's recently reviewed policy AT:AL is central to developing the Guernsey curriculum. Staff receive professional development to improve learning across the curriculum. This is resulting in increased progress and attainment. In particular, the recent work in literacy is resulting in increased levels of attainment in writing. All staff are involved in developing guidance and programmes for each area of learning. While this is working very well for literacy, there is scope to further develop children's experiences, skills and knowledge in the other areas of the curriculum.

Development of the curriculum

- In developing the curriculum, the headteacher and staff have introduced new topics. These topics take account of children's interests, approaches to developing positive attitudes to thinking and adopting the Philosophy for Children Programme. The new developments have enhanced the curriculum and are helping to develop critical thinking, teamwork, reflection, independence and resilience in children. The SLT track skills and content across the curriculum to ensure there is appropriate breadth and balance with teachers using progress trackers to identify skills gaps. Teachers present their planning to their peers in workshops. This is developing best practice and ensuring consistency of planning. The curriculum is reviewed regularly including an annual whole school review involving stakeholders and regular refreshing of key policies such as AT:AL. There is a clear focus on learning for sustainability with a range of themes and topics focusing on environmental issues.

- The school successfully works with a range of partners to develop the curriculum. Links with partners in, for example, finance, engineering and advertising are making learning more relevant. Professional staff work very well with leaders and individual teachers to ensure appropriate interventions are in place to meet the needs of individual children. An extensive range of sporting and cultural organisations enhance the curriculum in class and learning out of doors.

Learning pathways

- 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. Subject leaders are developing progressive programmes in the other subject areas using the Bailiwick of Guernsey Curriculum framework.
- Staff capitalise successfully on using the local environment to promote Learning Outside the Classroom (LOtC). For example, the Year 2 visit to Herm provided opportunities for children to enjoy the different environment and learn about the island's distinctive animals and plants.
- The school has been very successful in promoting Growth Mindset. This initiative is fully embedded in the school and influences learning in all classrooms. Children regularly reflect on the challenges which are set by teachers and refer to climbing out of the 'learning pit' when discussing their solution to difficult problems.
- The effective teaching strategies used in each class promote the development of Critical Thinking, Teamwork, Creativity, Reflection, Independence and Resilience.
- Very effective long term and medium-term planning ensure that pupils experience a broad range of subjects each year in Key Stage 1 and Key Stage 2. The school recognises that further work is required to fully implement all areas of the curriculum such as aspects of technology and religious education.
- In addition to literacy and numeracy, all teachers are expected to develop digital literacy across the curriculum. This aspect of the curriculum has been analysed by staff and is at an early stage of development.

Skills for learning, life and work

- Throughout the school, teachers plan activities to develop children's skills for learning, life and work through paired and small group activities. These regular co-operative learning activities are developing most children to be confident, successful and effective contributors when working in teams, pairs and as individuals on problem solving or creative tasks. These activities are successfully providing most children with a wide range of skills and attributes. Additionally, enterprise activities with a range of local businesses, such as finance and advertising, in Year 6, for example, are developing skills for work. Years 5 and 6 children apply these skills when organising their open day for parents. This work is

successfully developing children's knowledge, skills and confidence in financial literacy.

- The school's work on Growth Mindset is empowering children to have a 'can do' attitude and an appreciation that it is all right to make mistakes but learn from them. This is successfully developing key life skills such as resilience.

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

- The school has strong and productive links with parents and carers. Parents appreciate the family atmosphere within the school and feel that staff know their children very well. Parents are kept very well informed through regular newsletters, specialised apps, social media, regular parent meetings, workshops and consultations. Parents spoke very positively about the school's open-door policy and felt that all staff were helpful, friendly and approachable. They commented that their children particularly enjoy home learning tasks where families can work together. This has increased parents' opportunities for engagement in their children's learning. The school has helpfully produced guidance for parents on literacy, numeracy and Growth Mindset to enable them to better support learning at home. Parent volunteers make valuable contributions by helping on outings and running after school clubs. Relationships between parents and the school are built on mutual trust and respect. Parents commented that the school has a very positive profile within the local community.
- An enthusiastic Parent Teacher and Friends Group (PTFA) supports the school well. A well-planned series of events including discos, film nights, bingo evenings and a summer fayre raise significant amounts of money to enhance learning in the school. In the past year, fundraising has provided tablets, musical instruments, playground games, plants and Year 6 leavers books. Funds have also been used to fund Sport's Day, 'Tea Party' vouchers, outings and an irrigation system for the playground. The School Committee supports the headteacher very well by advising on building issues and working closely with the school and Education Services to maintain the site. The headteacher values their input and involves them fully in school matters.
- The school has developed very worthwhile links with an extensive range of partners. Many make valuable contributions to learning and teaching in classes by sharing their skills with the children either in school or out in the community. These include sports organisations, local churches, museums and the local hospital. A range of business partners help pupils understand the world of work and contribute very effectively to the school's work on enterprise. Staff work closely in partnership with a number of professional agencies who support the school very well. This strong partnership working helps staff to plan specialist interventions and support for individuals.

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*

Wellbeing

- The school's vision and values have a strong focus on the mental health and wellbeing of children which is well understood by staff, parents and partners. Staff's detailed knowledge of children and families supports them well to respond promptly to any concerns or anxieties that children may experience and provide the right kind of support. Almost all children feel that they are treated in a just and fair manner and the school teaches them to show respect for others.
- The SLT and middle leaders support and drive consistent approaches to promoting children's emotional and physical health and wellbeing through regular professional development for staff. Staff comment very positively about the impact of professional development in Growth Mindset. This is fostering a positive culture and ethos and encouraging the use of creative strategies to enthuse and stimulate children's interest in learning. Almost all children are confident, considerate and helpful, often demonstrating mature attitudes to their own and others' learning and wellbeing. Incidences of misbehaviour and bullying are very low.
- While there is clear evidence that the school's approaches are impacting very positively on many aspects of children's wellbeing, the school does not systematically track children's wellbeing. This would enable the school to demonstrate clearly the impact of its approaches on the Guernsey Core Outcomes: healthy and active, safe and nurtured, included and respected and reaching their individual potential
- Parents feel included in supporting their children through presentations, meetings to provide them with strategies to support their children within literacy and numeracy, newsletter updates and class blogs. Children feel that the school listens to them and takes account of their views. Although in the early stages, the SLT have taken initial steps to ensure that the school's policies reflect the expectations of the UN Charter of Children's Rights.

Fulfilment of statutory duties

- The school has very clear processes for identifying and addressing children's educational needs across Vauvert and Herm Primary Schools. These processes

involve meetings with parents and child-centred plans which are agreed and shared with parents and children. All children receiving additional support receive regular reviews of their progress towards targets set within their individualised education plans and statements where appropriate. As a result, almost all are making progress from their prior levels of attainment and a few are making notable progress.

- Vulnerable children and those with special education needs (SEN) are very well prepared for their move from Year 1 to Year 7 and onwards to secondary school through the school's enhanced transition arrangements (Transition +). Children settle well and make a successful transition through visits with parents to familiarise them with the new school and through early collaboration between key staff and partners supporting children.

Inclusion and equality

- The school has a highly inclusive ethos. Teachers frequently reflect local, national and international interests in assemblies and learning tasks. They use their detailed knowledge of individual children to anticipate any potential challenges children may face. All staff actively promote tolerance and patience throughout the school.
- Commendably, senior leaders prioritise funding to provide additional, targeted support for children who need help in order to address gaps in their learning at an early stage. As a result of the school's highly inclusive approaches, there have been no exclusions over the past three years.
- Children who need additional support benefit from a wide range of flexible and responsive support strategies, very well managed by the special educational needs co-ordinator (SENCO). This is helping children to engage in learning and access all areas of the curriculum. Successful interventions include early stage phonics, speech and language programmes (Speechlink) and a highly effective reading recovery programme. These have been particularly helpful in supporting children to make significant progress in reading, writing and communication.
- Where appropriate, the school provides opportunities to boost children's resilience, social skills and emotional literacy through group and individual support. LSA's 'check in' daily with vulnerable children. In almost all lessons, staff model non-critical approaches which are successfully encouraging children to try their best. The school ensures that children not going on holiday do not lose out by sharing a list of free activity programmes for children during the summer.
- The school works closely with partners within the community to ensure a strong focus on the safety and wellbeing of children and their families. For example, Year 6 children learn how to keep themselves and others safe in the community through the 'Safety Calling' programme delivered by the Health Promotions Unit. In other years, the Fire Service provide advice to children on fire safety. The school nurse advises children about health matters and a local DJ raises their awareness of road safety in the community through 'Be Safe, Be Seen'. The school enhances

children's understanding of the risks involved in social media and drug and alcohol abuse through its health and wellbeing programme.

- The school ensures that children understand diversity, challenge discrimination, and difference is not a barrier to participation across the school. Children celebrate other cultures and religions through the PSHE programme and religious education. They develop their understanding of discrimination through debates looking at issues of discrimination from different and balanced perspectives in the Philosophy for Children Programme.

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

- In EYFs, children learn in a calm and purposeful environment. They collaborate well with each other and have a very good foundation for further learning in Key Stage 1.
- The school's strong and coherent literacy and numeracy programmes in each year enable children to build progressively on their knowledge and skills. As a result of teachers' high expectations, detailed planning and very effective teaching, the majority of children make very good progress through these programmes from their prior levels of attainment. Well-targeted interventions and support from staff ensure that all children make good progress from their starting points. Children have good opportunities to apply and consolidate their literacy and numeracy skills in other subjects.

Literacy

Speaking and listening

- Most children in EYFS can follow instructions. They can hold conversations with adults and their classmates. When working co-operatively they can take turns and discuss their learning. In Key Stage 1 and Key Stage 2, most children are attaining the expected standards of spoken language. A few are exceeding expected levels of attainment. Children in EYFS are making a good level of progress. Most children at Key Stage 1 maintain their attention and play an increasingly active part in collaborative conversations in pairs and groups. They share their news or views confidently with peers in lessons and at Key Stage assemblies. By the end of Key Stage 2, most children can articulate and justify their answers and opinions well. Children are skilled in giving supportive evaluation to their peers linked to the learning outcomes of activities. It would be helpful to further develop a coherent approach to planning for progression in talking and listening activities across the curriculum.

Reading

- Overall, most children read very well for a range of purposes. In EYFS most children are making age appropriate progress and developing sound phonological

skills. They can apply these to sound out words when reading their books. A few children can read fluently with accuracy. In Key Stage 1, almost all children read accurately, many with expression. Most can recognise and discuss simple recurring literary language in stories and poetry. By the end of Key Stage 2, children can participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Writing

- In EYFS, most children can mark make and write their names. A few children can write short sentences independently. In Key Stage 1, most children can write about a real event such as a trip to a local place of interest, using descriptive language and accurate spelling, sentences and punctuation. A few children can write at length using a rich and varied vocabulary. In Key Stage 2, almost all children can write using key features of a range of genre and compare and contrast characters in a story. The majority can write a balanced argument about a topic of personal interest, conveying their point of view. By the end of Key Stage 2, children can propose changes to grammar and vocabulary to enhance writing, including the accurate use of pronouns in sentences. There is scope to improve the quality and presentation of handwriting across all stages.

Numeracy

- In EYFS, most children can recognise numbers to 100 and carry out simple additions. Older children develop high levels of fluency in carrying out mental arithmetic as a result of the range of programmes designed to reinforce multiplication tables and other number facts. Most children are developing and consolidating their skills in addition, subtraction, multiplication and division. Their sound and growing understanding of number is developed through working on carefully devised practical tasks.
- From a strong start in EYFS where a few children understand fractions, children show increasing levels of skill when working with fractions, decimals and percentages as they progress through the school. Most Year 6 children are adept at converting from fractions to decimals and percentages. A majority can solve complex problems using ratios.
- In Key Stage 1, children begin to learn about data handling. Most Year 2 children can use tallies and are beginning to display and interpret data in pictograms. Children improve their skills in data handling and statistics as they move through the school. In Year 4, most children can use Venn diagrams, bar graphs and line graphs to display data. Children consolidate their data handling skills by applying them in science and other areas of the curriculum.
- In EYFS, most children can identify simple, two-dimensional shapes and describe their properties. Children develop further their knowledge of shape, position and movement as they progress through the school. Older children can use technical terms to describe complex shapes and calculate areas and perimeters. Most Year 3 children can identify acute angles and right angles. Older children are adept at using coordinates to plot and reflect two-dimensional shapes.

- At each stage children develop their problem-solving skills well. They can explain their thinking in a wide range of mathematical contexts.

Attainment over time

- Data on the attainment of children in Reception indicates that 42% of children are making a good level of development including in literacy and mathematics. This has been increasing year on year from 2016 but is still below the Bailiwick average of 51.1%.
- The proportion of children at the end of Key Stage 1 reaching the expected standards in reading, writing and mathematics has shown a small decline over the last three years. However, there are promising signs of improvement in 2019, especially in literacy. In 2018, the majority of children achieved or exceeded the expected standard in reading (70.4%), writing (61.1%) and mathematics (61.1%). Overall, these figures are below the equivalent Bailiwick average for this measure.
- Most children make the expected progress from the end of Key Stage 1 to the end of Key Stage 2 in reading (83%) and writing (77.4%). The majority make the expected progress in mathematics (73.6%).
- By the end of Key Stage 2 in 2018, most children achieved the expected standards in reading (81.1%) and mathematics (77.4%). The majority achieved expected standards in writing (71.7%). These standards are above the Bailiwick schools' average for writing, in line with this benchmark for reading and below it in mathematics. There are no clear trends in attainment over the last three years.
- Children's attendance was above the Bailiwick average in 2016/2017 and has declined by approximately one percentage point over the last three years. It is now below the average of the other Guernsey primary schools. The school has rigorous procedures for following up absences which begin with initial contact with the family home on the day of absence.

Overall quality of learners' achievement

- Children are confident and have a responsible attitude in school. They have a strong work ethic and enjoy lessons. Many have roles of responsibility in the school and make significant contributions to school life. For example, the digital leaders in each class are developing their communication and leadership skills while helping their teachers and classmates to exploit new technologies in class. The effective teaching practices across the school are helping all children to develop skills as learners.
- The school's well-thought out approach to celebrating success rewards children weekly when they demonstrate significant attributes of a Growth Mindset. The 'Citizen of the month' and 'Tea party' awards celebrate regularly individual children's strong progress in class.

- Most children in Key Stage 2 take part in one of the 18 school-organised clubs. These provide good opportunities for children to further develop their talents and interests over a range of sporting, leisure and cultural activities. The school also tracks and celebrates children's impressive range of out of school achievements.

Equity for all learners

- The school is inclusive. Data detailing the progression of children with potential barriers to their learning is gathered and analysed by senior leaders very well. This supports teachers to ensure that all children access the curriculum. Through the regular dialogue with partner agencies and others, the school has built up a detailed picture of the needs of those children most at risk of missing out. All children are valued equally by staff. Children in Vauvert benefit from high quality learning. The school and Education Services should work together to ensure that children on Herm receive similar high-quality learning experiences.

Particular strengths of the school

- Polite, respectful and enthusiastic children who have a keen work ethic and ‘can do’ attitudes. They regularly demonstrate mature approaches and consideration for their own and others’ learning and wellbeing.
- The leadership of the headteacher, ably supported by the deputy headteacher. His vision for ensuring that all children can achieve the best possible outcomes underpins the life and work of the school. He has successfully led and managed sustainable school improvement through systematic and rigorous self-evaluation.
- The school’s implementation of Growth Mindset and its impact on the school ethos and children’s willingness to engage in learning.
- Teachers’ high-quality, differentiated planning and varied approaches to learning and teaching which are improving children’s progress in literacy and numeracy.
- The strong focus on wellbeing, equality and inclusion. Wide-ranging, flexible and responsive support strategies which are helping children to engage and make progress in their learning and access all areas of the curriculum.

Agreed areas for improvement

- Improve the quality of educational provision in Herm.
- Continue with the school’s plans to fully implement the Bailiwick of Guernsey Curriculum.

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.

Terry Carr Consultancy Ltd

44 Caledonia Street
Clydebank
Scotland
G81 4ER

T +44 (0)141 952 5348
E terry@terrycarrconsultancy.com



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