



Jersey Schools Review Framework – Independent Report of Jersey College Preparatory School

Claremont Road
St Saviour
Jersey
JE2 7RT

Headteacher: Catherine Precious
Review date: 21-23 November 2023

Summary

JCP is a warm and welcoming school in which most pupils, including any who may be vulnerable, achieve well. Outcomes by the end of Reception and by the end of Key Stages 1 and 2 are consistently high. Pupils are very happy and thrive in the safe and secure environment on offer. They say that they love coming to school and feel a great sense of belonging here.

The overwhelming majority of parents recognise and value the school's high expectations and report that their child is succeeding well. One parent reflected the view of many commenting that, 'The school is academically driven'. This Jersey School Review recognises this and that the school offers so much more than this. Staff ensure that the provision for pupils' personal development and welfare is particularly high quality and pupils' conduct, and behaviour is exemplary. JCP supports pupils to quickly develop into confident, articulate, and considerate young people.

Under the clear direction of the highly effective senior leadership team, JCP is improving at a rapid pace. Significant progress has been made in the development of the curriculum and expectations of staff and pupils are very high. Some provision in the school is exemplary such as in upper Key Stage 2 and how well pupils learn about the importance of caring for the environment. The school is rightly proud of its five Green Flags. Similarly, the stunning displays around the school highlight and celebrate the very high standards that pupils achieve in art.

The senior leadership team know their school very well. Ever ambitious, they recognise the school's many strengths and know which key areas need further development. Leaders are rightly working to ensure that all provision is fully challenging and of the highest standard. They are also working on refining provision in the early years to ensure that it dovetails more seamlessly with the Key Stage 1 curriculum.

The vast majority of staff feel that JCP is a great school to work in. They are extremely supportive of one another and feel they are listened to and valued.

Full report

Achievement

- Throughout the school, pupils are developing secure knowledge, skills and understanding across a wide range of subjects. This leads to high proportions of pupils achieving very well from the end of Reception through to Year 6.
- Pupils achieve particularly well in subjects such as English, mathematics, art, French, physical education, and music. Their attainment is high across most of the school in reading, writing and mathematics, with strongest impact on pupils' learning being in upper Key Stage 2. This, coupled with the progress pupils make in their personal development ensures that they are well-prepared for the next phase of their education.
- Pupils rise particularly well to the challenges set for them. A good example was seen with them talking like mathematicians while exploring factors and integers.
- The effective development of pupils' phonic knowledge helps them to rapidly develop their confidence and fluency in reading. Early reading is promoted well, and pupils quickly develop into confident and fluent readers with strong levels of comprehension; they read widely and often. Pupils are encouraged to discuss their learning and demonstrate strong oracy skills for their age.
- Beautiful artwork inspired by a range of artists can be seen in books and on display around the school. This reflects and celebrates the high level of artistic skills that pupils develop over time.
- Thanks to some skilled support and well-targeted interventions, pupils with special educational needs and/or disabilities (SEND), those eligible for Jersey Premium and multilingual learners, progress well. Staff ensure that bespoke and effective support is provided to vulnerable pupils and those with additional needs. The quality and impact of this support is carefully tracked and monitored by senior leaders.
- Clear and detailed curriculum guidance for teachers, such as for computing, is helping to improve the progress pupils make across the curriculum. However, the progress that pupils make across the school is inconsistent. More opportunities are needed for younger children and pupils to write and for older pupils to write at length. Some pupils of lower attainment are not being helped to catch up quickly enough in writing and in mathematics.
- Further guidance is needed for teachers to support them to more effectively challenge pupils with high prior attainment. At times the progress some of these pupils make including in mathematics needs to be enhanced. Further work is needed to challenge even stronger progress for this group in Key Stage 1 and lower Key Stage 2.

Behaviour, personal development and welfare

- Pupils value and reflect the school's values, 'Aspire. Inquire. Excel. Belong'. Staff, parents, and pupils agree that the typically excellent behaviour of pupils across the school is highly impressive.
- Provision for pupils' personal development is a strength of the school. During their time at JCP, pupils develop a strong moral compass of right and wrong and an appropriate level of respect for themselves and for others. This begins in the early years with children quickly learning to take turns and to play nicely together. Pupils across the school and at play were observed being kind and considerate to each other and to adults.
- Pupils across the school learn to celebrate differences, including within families. Staff ensure that opportunities for pupils to be reflective are integral to their time at the school.

- Staff support the welfare of their pupils particularly well. Consequently, pupils learn to explore and articulate different emotions; they learn how to keep themselves healthy in body and in mind. Provision for pupils' personal, social and health education (PSHE) is well planned and ambitious. Pupils learn to build healthy relationships and how to keep themselves safe. They also receive high quality pastoral support when needed.
- Pupils benefit from multiple opportunities to develop leadership skills such as being on the school's eco council, being a playground friend and a wellbeing ambassador. This contributes well to pupils' learning to value and respect differences, especially as 26 languages are spoken by pupils and their families in the school.
- The curriculum includes rich and varied opportunities that promote spiritual, moral, social, and cultural (SMSC) development of pupils very well. This provision is embedded in the school's everyday practice.
- The RE and PSHE curriculum provide opportunities for pupils to reflect about their own beliefs and those of other people. Parents are encouraged to share their cultures in assemblies; a recent assembly on Diwali was very successful. Visits to the Mosque and Synagogue provide valuable experiences for pupils to develop their knowledge and understanding of other faiths.
- Pupils appreciate taking part in the French Experience. They say that this provides exciting opportunities for them to link with pupils in France; they exchange postcards and develop their understanding of another culture. After school learning in Jèrriais and Chinese further enhance the school's cultural curriculum.
- Pupils benefit from a wide range of after school clubs. These include, eco-club, computing, Jèrriais, ukulele, netball, Brazilian football, string ensemble, senior choir, multisport, netball and breakdance. The school makes suitable provision to enable pupils eligible for Jersey Premium to access clubs.
- Staff encourage pupils to be thoughtful, caring, and active citizens both in school and beyond. The school's active eco council has raised considerable funds to support fair trade. Beach cleans and recycling stations are other examples of pupils' active citizenship.
- Pupils' desire to attend school is reflected in the school's overall high level of attendance, which is well above the Jersey average. When speaking about how much they love coming to school one pupils stated, 'everyone is here for each other we are all different, but we all belong'. The vast majority of parents would recommend JCP to another parent.

Effectiveness of teaching

- Positive relationships and inspiring teaching ensure pupils take pride in their work and achieve well. Teachers typically demonstrate strong subject knowledge and many use assessment effectively to plan the next steps in pupils' learning. Most of the teachers seen, modelled new learning and concepts effectively; they asked questions and tackled any misconceptions well.
- Particularly impactful learning occurs when teachers make effective use of visual aids, manipulatives, and the interactive whiteboard to captivate pupils' interests from the very start of lessons. Here teachers promote cross-curricular links well. They design activities that built well on pupils' prior learning forging links between subjects such as English, mathematics, geography, history and PSHE.

- Teaching provides pupils with a broad and balanced curriculum. This is enriched by trips to places of significant interest such as La Hougue Bie. Pupils enjoy the curriculum and express a love of reading, music, art, and French. Highly skilled teaching is provided for pupils with SEND; this enables this group of pupils to access the full curriculum and to make progress in line with their peers.
- Pupils say they find their French lessons exciting and appreciate learning to communicate with different people. They enjoy learning about different places of interest in the UK and geographical features such as mountains in England, Scotland, and Wales.
- The effective teaching of computing was observed in Year 3 with pupils developing their computer skills of coding and programming when designing a computer game. Specialist teaching of physical education and music enable pupils to develop a high level of skills in these subjects.
- The teaching of phonics is improving due to the implementation of a new scheme, and to staff developing their ability of teaching phonics rigorously and systematically. Consequently, younger pupils are developing their early reading skills well. Effective teaching and resources ensure that most go on to improving their reading fluency well.
- When teachers do not check what pupils already know and understand before starting a new unit of work, some lessons are not pitched at the right level for all pupils. This results in a slower pace of learning for pupils with higher levels of prior attainment and a few of the pupils with low prior attainment struggling to keep up.
- In Reception, at times some provision is not always sufficiently engaging or challenging for children. This at times leads to a few children wandering without purpose. All members of staff need to be clear about how each of the different activities on offer in the learning environments contribute to the learning and development of children.

Effectiveness of leadership and management

- Since her appointment last year, the headteacher has successfully galvanised the vast majority of staff at JCP raising their expectations of what all pupils can achieve. This has led to the introduction of new processes, revised procedures, guidance, and systems aimed at improving the quality of the school's work and outcomes for all pupils.
- Rigorous and sharply focused monitoring by senior leaders, contribute extremely well to the particularly strong school self-evaluation and strategic planning. Senior leaders have a highly accurate view of the school as reflected in the school's self-evaluation document. The document reflects the extent to which senior leaders champion the rights of the individual child and do whatever it takes to ensure the school meets the needs of all its pupils. Training, for example on autism and behaviour management, has ensured that staff feel equipped to meet the needs of all learners.
- Staff are overwhelmingly supportive of leadership and management. They appreciate the clear vision and improved quality of key documentation such as curriculum guidance. Staff feel valued; they appreciate the extent to which distributive leadership is being implemented across the school. Particularly strong examples of leadership include the leadership of mathematics, inclusion, phonics, Eco-school, and pupil wellbeing.
- Leaders ensure that the pupils' development of SMSC is at the heart of the school's work. Curriculum provision for example, encourages pupils to live with tolerance and understanding in our modern multicultural society.

- Additional funding through Jersey Premium is used to support the closer working partnerships with parents and the professional development of teaching assistants as well as providing equipment to eligible families.
- Leaders promote equalities well. They ensure that the PSHE and wider curriculum reflects all protected characteristics under Jersey law. There are regular opportunities for learning through assemblies, visits, trips and clubs. In addition, leaders ensure the well-stocked library contains books that challenge stereotypes, celebrate diversity, and promote equality. Staff and pupils share a belief that every child has something unique to offer and as a result they are valued and belong.
- Leadership of the early years has many strengths; it is now time for further development such as updating expectations so that children are more securely prepared for Year 1.
- Senior leaders recognise that teachers would now benefit from additional information about providing greater challenge, across the curriculum, to those pupils capable of achieving more.
- A minority of staff expressed concern for their own wellbeing given the increased expectations of their role. Leaders and managers are mindful of staff workload and are taking account of staff wellbeing whilst promoting continued improvement in the school.
- The governing body is described by the chair as being 'strong and lively'. Governors have a lot of knowledge and expertise between them. They have an accurate view of the school and encourage partnerships between JCP and other schools and colleges. This supports the transition of pupils to and from JCP as well as the effective transition to JCP from 27 feeder nurseries and the early years provision.
- Safeguarding is effective and is everybody's responsibility. The rights of the child are central to the school's approach to safeguarding, ensuring the best interests of the child are at the forefront of all practice. Pupils are taught how to keep themselves safe outside of school and when online. They say they feel listened and trust that staff keep will them safe.
- The highly knowledgeable and informed site manager and school caretaker ensure the highest standards of safety for the school community.

Recommendations

1. Leaders and managers need to develop greater consistency in the effectiveness of teaching to ensure that outcomes in all areas of the curriculum are consistently high by:
 - ensuring that all teachers provide sufficient and appropriate support and scaffolding to those pupils with lower prior attainment
 - ensuring teachers more consistently provide high levels of challenge to those pupils capable of achieving more, including in the first part of lessons
 - ensuring that all staff have an equally strong understanding of the different ways in which pupils learn.
2. Continue to develop and refine the curriculum on offer by:
 - ensuring a clearer sequence of learning as children progress from the early years through to the Key Stage 1 curriculum
 - ensuring that provision in the early years engages children more fully with all aspects of their learning and development.

Information about the school

Age range of pupils: 4-11

Gender of pupils: Mixed (Early Years to Year 2) Girls (Years 3 - 6)

Number of pupils on the school roll: 391

Headteacher: Catherine Precious

School telephone number: 01534 516111

School website: <https://jcp.sch.je>

Contextual information

- The headteacher has been in post since September 2022.
- Jersey College Preparatory School is a fee-paying Government of Jersey school for boys and girls aged 5 to 7, and for girls aged 7 to 11.
- Very few pupils are eligible for Jersey Premium.
- The proportion of pupils with special educational needs and/or disabilities is much lower than the island average.
- The school has three Reception classes drawing children from a wide range of nurseries across the island.
- The school has a governing body shared with Jersey College for Girls.

Information about the review

36 lessons were visited; some alongside a member of the senior leadership team and a few as part of a learning walk. Reviewers listened to a sample of pupils reading. Samples of pupils' work in English, mathematics, art, PSHE, history, geography and science were scrutinised. The reviewers looked at examples of pupils' work on display around the school.

Discussions were held with a representative sample of pupils. Reviewers met with a range of staff. Several discussions took place with senior leaders.

A range of school policies, particularly those related to safeguarding, child protection and pupil welfare were considered. The security of the site was checked both inside and out.

The school's self-evaluation, improvement plan and data were all reviewed. Some examples of monitoring, action planning were considered. Published performance information and notes of visits from three different senior advisers were considered. Reports about provision in the early years were reviewed.

The behaviour of pupils was observed in classes, around the school and at break and lunchtimes. Pupils' arrival into school was observed. Information about attendance was considered and discussed with a senior leader.

The responses to the staff and parental surveys were considered.

Prior to the review taking place, the lead reviewer spoke to the chair of governors and to the school's Senior Adviser.

The review team

The review team consisted of four reviewers. The review was led by an experienced off-Island consultant.

Enquiries about this report should be addressed to Head School Improvement & Advisory Service, Children, Young People, Education and Skills, Highlands Campus, PO Box 142, St Saviour, Jersey JE4 8QJ.