



Jersey Schools Review Framework – Independent Report of Rouge Bouillon School

Brighton Road
St Helier
Jersey
JE2 3YN

Headteacher: Russell Price
Review date: 31 January – 2 February 2023

Summary

Children at this school are surrounded by caring staff and are valued as individual members of the school community. From the moment that they start in Nursery, and across all classes, pupils and staff show mutual respect and contribute to making this an inclusive school community.

Senior leaders have shown considerable determination and resilience in driving the school forwards. There is much to be proud of in the gains that they have secured. To look back on the journey of improvement since the time that the headteacher and deputy joined the school, is to note the positive impact that they have had on children's education. In the words of a Year 6 pupil reflecting on the change in the school since they started, 'this school has had a transformation.'

Leaders have secured strong developments in reading which have resulted in an increasing proportion of pupils reaching expected levels of attainment. Leaders acknowledge that the next step is to improve pupils' achievement in writing and mathematics still further. They already have clear and cogent plans in place to achieve this.

Pupils behave well and regularly show positive attitudes in lessons. They co-operate well with each other, sharing ideas when talking with a partner and collaborating thoughtfully in small group activities. A typical example of this was seen in the way that pupils supported each other well to design a poster about the life of the Celts.

Across the school there are strengths in the quality of teaching. Where teaching is most effective, teachers use ongoing assessment well. They pick up on pupils' misconceptions and adapt learning activities so that all groups of pupils learn and retain key concepts. In continuing to develop the quality of teaching, leaders must ensure that staff consistently and precisely identify what pupils are expected to learn. They then need to develop how effectively staff use assessment to help pupils understand and remember key knowledge and concepts.

Full report

Achievement

- From previously very low levels of achievement, senior leaders have secured improvements so that over the last few years an increasing proportion of pupils are reaching expected levels, particularly in reading.
- Pupils' progress in reading is strong and they quickly develop in to confident readers with a love and appreciation of reading. Reading interventions are effective in helping any pupils who need help to catch up. When reading aloud, pupils in key stage 1 use their phonics skills well. They are clearly proud and happy that they get to read regularly. An attractive and well-resourced school library helps engender a love of reading and ensures pupils are able to select from a wide range of genres.
- Children make rapid progress from their starting points in early years. A significant proportion of children join the Nursery with low levels of communication and social and emotional development. Nursery children make notable gains in their communication and social and personal skills because of the way that staff envelop them in care and kindness. Progress continues across Reception with activities closely matched to children's needs across areas of learning so that they learn and develop well.
- Work scrutiny demonstrates pupils are independently producing extended pieces of writing. Work seen in books shows that pupils complete a series of writing activities but that these activities are not always clearly sequenced to incrementally build pupils' skills and knowledge towards a final written outcome. Leaders are providing staff training and support to develop clearer sequences in teachers' planning for writing and to ensure pupils regularly produce high-quality written outcomes in a range of genres.
- Pupils with special educational needs and/or disabilities (SEND), including those supported through the ARC, are provided with appropriate additional support that ensures they make progress from their starting points similar to their peers. Pupils with SEND develop their social and emotional skills so that they play their part in creating a positive and welcoming school community. Staff use available space in the school well to provide pupils with SEND access to quiet areas to refocus their learning and reduce pupils' anxiety.
- Pupils' progress in mathematics is improving so that an increasing proportion are now reaching expected levels. Leaders are appropriately developing a stronger focus on developing pupils' understanding of number facts and in increasing pupils' confidence and fluency in solving number problems. Across the school teachers make consistent use of the school's mathematics programme. However, in some classes learning activities are not adapted to closely meet the learning needs of different groups of pupils, including multilingual learners' and pupils with SEND.
- Pupils' understanding of scientific enquiry and investigations skills are developing. The new subject leader has led staff training to ensure pupils are provided with more opportunities to present data and information, make predictions and test hypotheses. We observed older key stage 2 pupils enthusiastically involved in experiments, making predictions and recording how different materials act as conductors or insulators in an electric circuit.
- Around the school, wall displays celebrate pupils' vibrant and colourful artwork. We observed Year 6 pupils developing their understanding of sculpture in studying the work of the sculptor, Henry Moore. Work in books show examples of pupils developing their drawing skills and exploring art techniques.

Behaviour, personal development and welfare

- Respectful relationships between staff and pupils are a strength of the school. Pupils speak positively about staff, describing how teachers and support staff help them when needed. From their starting points in Nursery and Reception, children settle quickly in to school life because of the care and attention they receive.
- Pupils are proud to be at this school and value their education. Pupils in Year 6 are quick to recognise the positive changes that they have witnessed during their time at the school. The views of many are echoed in the words of one Year 6 pupil who describes the 'transformation' that they have seen since they joined the school some six or seven years ago.
- Pupils are polite and friendly to each other and show strong attitudes to their learning. In lessons, they regularly work well together, enthusiastically sharing their thoughts and ideas and working collaboratively. In some afternoon lessons, pupils' attention begins to drift when teachers spend a long time explaining the learning activity, but these occasions are rare.
- Children in the early years classes are helped to be respectful of each other and the environment, with adults quick to provide children with reassurance and encouragement. We observed particularly strong practice in the Nursery with a member of staff quickly scooping up two children showing a high degree of anxiety. A few short minutes later the same children returned, settled and listened to the class story, complete with beaming smiles.
- Pupils play their part in creating an inclusive and welcoming school community. Pupils understand that differences make everyone unique. They are accepting of others who are different to themselves.
- Pupils report that they feel safe and well cared for. They speak highly of the way that adults listen and act to resolve their concerns, helping them to feel safe and valued. Parents are very appreciative of the school's support and report positively that their children enjoy school life and feel safe at school.
- Pupils respond appropriately to the school's approach to managing their behaviour. The policy is implemented fairly with pupils regularly receiving warm praise and positive reinforcement. They respond well to the system of rewards and to the gentle and timely warnings from staff to behave well.
- Pupils across the school are helped to develop their social and emotional skills and listen carefully in lessons. Pupils with complex needs are helped to take responsibility for their actions and moderate their behaviour well.
- The school have acted decisively to appoint a member of staff to raise pupils' attendance and increase pupils' punctuality. The proportion of pupils arriving on time and ready to learn has increased markedly. In addition, pupils' attendance has improved over time and is now in line with the Jersey average attendance for this year.

Effectiveness of teaching

- A considerable strength of the effectiveness of teaching is evident in the caring and respectful relationships that exist between staff and pupils across the school. From children's starting point in the Nursery to the time they leave the school in Year 6, a common positive feature of teaching is evident in the ways pupils respond in lessons and are prepared to work hard and do their best.

- Teaching assistants provide kind and considerate support that help to promote pupils' positive behaviour and develop their personal and social skills well. We noted strong and effective examples of teaching assistant support. For example, where an adult helped a group of pupils to learn about the life of the Celts and their weapons, clothing and beliefs. However, on occasion teachers' deployment of support staff is not as strong as it could be. As a result, some staff occasionally miss opportunities to ensure pupils remember and retain the key knowledge or concept being taught.
- Pupils' progress is strong where teachers set clear expectations and model examples of high-quality work. On occasion, teachers do not clearly identify what they want pupils to learn by the end of the lesson. As a result, learning activities in these lessons lack precision and a clarity of purpose. Pupils make less progress in these lessons because they are unsure of the characteristics of the outcome that they are expected to achieve by the end of a lesson.
- Where most effective, teachers make use of extended questions to develop pupils' responses and challenge them to think more deeply. For example, we noted how pupils use technical mathematical language confidently because they are regularly asked to explain their calculations to others and identify the most efficient approach. The school are working to develop pupils' oracy so that all pupils, including those for whom English is not their home language, can regularly explain their ideas to others and demonstrate their understanding of key concepts.
- Where pupils' achievement is strongest, teachers use ongoing assessment well to identify where pupils need additional teaching or resources and quickly adapt the lesson to help pupils to grasp and understand the key knowledge. Multilingual learners and pupils with SEND sometimes make less progress where pupils are all expected to complete the same activity which for some pupils is a little too easy and for others a little too hard.
- Staff respond well to staff training and professional development. Subject leaders have benefited from the guidance and support of Senior and Subject Advisers. Teachers new to the profession are keen to develop their practice, appreciate the support they have received, are responsive to guidance and have quickly developed strong and professional relationships with pupils.
- The ARC manager has worked to ensure pupils have individual timetables with teachers and key workers working together to ensure pupils are provided with opportunities to access sensory provision, life skills and circle time that promote valuable skills. Pupils supported by the ARC regularly spend time in their mainstream classes where they work alongside their peers with the support from adults helping to meet their needs.

Effectiveness of leadership and management

- The relentless determination and effort shown by senior leaders has continued to drive the school forwards through considerable challenges. The headteacher and deputy have worked successfully over a number of years to develop a close and supportive staff team. Staff are proud of their school and report that they feel valued by leaders. Smiles and a friendly welcome are a common feature of a school day.
- Senior leaders continue to secure improvements in the quality of teaching. Strengths in teaching are readily apparent in several classes. Leaders are keen to ensure that the next stage of the school's journey of improvement is to secure consistently high levels of teaching, assessment and responsive provision in classes and across curriculum subjects.

- Leaders have placed a strong and appropriate emphasis on providing professional support, coaching and training. Their approach has been effective in developing the teaching of reading across the school and has had notable impact on promoting children's behaviour and positive attitudes to learning, with all staff playing their part.
- Senior leaders have worked tirelessly to manage strategic plans aimed at developing English. The subject leader has laid the important groundwork for improving outcomes in English and work has started recently to develop new planning and writing sequences. However, the implementation of leaders' plans has been delayed due to staffing challenges.
- The school development plan sets out appropriate actions aimed at providing further support and staff training to develop a consistent approach to the teaching of mathematical fluency and to develop curriculum planning and progression in pupils' writing.
- Leaders have developed the school environment, rejuvenated playground areas and interior décor, prominently featuring pupils' work on wall displays and around the entrance to the school. The new school library is in regular use with pupils enjoying the chance to choose a new reading book.
- Health and safety procedures are in place but some small details lack rigour. Leaders acknowledge that there is more to do in health and safety record keeping, particularly in responding to minor slip and trip hazards.
- Safeguarding and child protection procedures are robust with concerns shared promptly, clearly recorded and referred to other safeguarding agencies to maintain children's wellbeing and safety. The new DSL brings a wealth of expertise in managing the complex caseload that the role entails. It is worth noting that the majority of personnel from external agencies attending child protection strategy meetings are provided with personal supervision. Careful consideration should be given by senior officers to extending supervision to include a school's DSL, particularly where caseload volumes are high and complex.
- Staffing pressures caused by long term absences of key workers with specialist qualifications and experience have hampered the smooth running of the ARC's provision. The headteacher and ARC manager are working hard to improve this issue but as a consequence of staff shortages, have previously arranged for some pupils attending the ARC to remain at home during a school day. From now on, leaders will gain written agreement from the Head of Inclusion or a senior officer to authorise each occasion where home education may be required.
- The subject leader is an enthusiastic advocate of mathematics. Their recent half termly monitoring, completed jointly with the mathematics adviser, identified accurately the need to developing fluency across the school to address gaps in pupils' understanding particularly in the retention of number facts and basic computational skills. Moving forward, monitoring of the subject requires a more precise focus on pupils' retention of key mathematical concepts to ensure these gaps are being addressed.
- The early years leader is passionate about early years education. The leader knows children and staff very well and has a secure understanding of their strengths and areas for development. Data is well used within progress meetings to monitor children's achievement and to set individual targets. The Early Years Adviser's notes of visit attest to the leader's positive impact in securing improvements in provision and practice across the early years.

Recommendations

The school should take the following actions:

1. Continue to improve pupils' achievement in mathematics and writing so that an increasing proportion of pupils reach expected standards by:
 - developing pupils' understanding of number facts and fluency of calculation
 - ensuring pupils are provided with a clear sequence of learning activities that help them to regularly produce high quality writing.
2. Further develop the consistency in the quality of teaching by:
 - ensuring teachers identify the precise gains in knowledge and skills that pupils will achieve in a lesson
 - drawing on best practice to develop the use of assessment to adapt teaching strategies and deploy additional support so that pupils learn and retain key knowledge and concepts.
3. Ensure senior leaders and managers:
 - seek written agreement prior to requesting ARC pupils receive education at home
 - rigorously maintain health and safety record keeping and ensure responsive procedures to minimising any slip and trip hazards.

Information about the school

Age range of pupils: 3 to 11

Gender of pupils: Mixed

Number of pupils on the school roll: 356

Headteacher: Russell Price

School telephone number: 01534 705705

School website: www.rb.sch.je

Contextual information

- Rouge Bouillon School has a nursery and two classes in each year group.
- The school has an Additional Needs Centre (ARC) attended by pupils who also access mainstream education in their respective year groups. The ARC is a provision for primary-aged pupils who have social and communication difficulties, including autism.
- The proportion of pupils eligible for Jersey Premium in 2022 is much higher than the average for all Jersey mainstream schools. Around a half of all pupils in the school are eligible for Jersey Premium.
- Around 70% all pupils have a home language other than English. A half of the school's population speak Portuguese as their home language.
- In the academic year 2021/22, the proportion of pupils identified as pupils with special educational needs support is broadly twice that of Jersey mainstream schools, as is the proportion of pupils with a Record of Need (RON).

Information about the review

- Lessons were visited across all year groups.
- A sample of pupils' work in English and mathematics was considered.
- Discussions were held with groups of pupils about their views of school life and the way the school ensures their safety and wellbeing.
- A small sample of pupils read to reviewers and discussed their reading.
- Pupils were observed during break times and as they moved around the school.
- A tour was made of the school's site to check its security and safety.
- Extended discussions were held with school leaders at various levels.
- The school's published assessment information and data were analysed and taken into account.
- A wide range of documents was considered.
- The review considered the results of surveys of parents and staff.

The review team

The review team consisted of eight reviewers. The review was led by an experienced off-island reviewer.

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.