



Jersey Schools Review Framework – Independent Report of

St Saviour's Primary School

Bagatelle Road,
St Saviour,
Jersey JE2 7TY

Headteacher: Kirstie Williams

Review date: 28 February – 2 March 2023

Summary

Pupils get off to a flying start in the Nursery and Reception classes as a result of rich learning experiences. Caring staff ensure that children do particularly well when learning about books, letter sounds and vocabulary. The children develop confidence and focus well on their different activities.

Strong progress in reading and writing, and in most areas of mathematics, continues in Years 1 to 6. Growing knowledge of letter sounds and teachers' focus on neat and careful work pays dividends. Pupils develop confidence to contribute to discussions, which deepen their learning. The school's curriculum is greatly enriched by interesting visits, visitors, and events. Leaders make sure that pupils from different backgrounds have access to as many of these as possible. The full range of subjects is taught and much of the work leads to growing knowledge and understanding.

Pupils behave very well around the school. Positive and respectful relationships make the school calm and teaching productive. Occasional anxious behaviour from a small number of children is well managed and is understood by their peers. Pupils say they feel very safe and well cared-for in the school and playground and they are. New play equipment has made breaks happier and more purposeful. Pupils embrace taking on various responsibilities, for instance by serving on the School Council, or as peer mediators helping others to sort out their own occasional playground disagreements. The many opportunities available work well to boost pupils' confidence and willingness to contribute.

Teaching is often very effective. The early years staff offer play and teaching which are stimulating and engaging. As a result, pupils learn well. In Years 1 to 6, much teaching is knowledgeable; expectations of pupils are high. Teaching assistants provide very effective support. In some subjects, some teaching is limited by a lack of detailed guidance and so, refinements are needed to planning documents.

School leaders have established strong relationships between staff and pupils and have a shared focus on pupils' wellbeing. Recently introduced teaching programmes have raised standards. Leaders have an in-depth understanding of the school's many strengths and have helped train their colleagues effectively to bring about further improvement. Sharper focus is now needed on evaluating pupils' learning in all subjects to ensure the planning of work is fully effective throughout the curriculum.

The Haven offers specialist provision for up to 12 pupils who have social and communication needs which may include a diagnosis of autism. The Haven staff are well trained to support the emotional needs of their pupils and teach well. Most pupils spend some time each day in the year-group classes. Teachers and support staff creatively modify tasks to offer appropriate challenge and support. Outside services are organised if needed, and specialist equipment is used productively to support some pupils' communication needs. The school could further enhance its inclusion work by strengthening links between pupils attending The Haven and their year-group peers.

Full report

Achievement

- Key Stage 1 pupils achieve well in reading. Many read with fluency and with expression. They read regularly at home and in school and make good use of letter sounds to tackle unfamiliar words. Books are well matched to pupils' needs. Pupils continue to do well in Key Stage 2. The school uses a very broad range of additional strategies to boost pupils' reading skills. These sessions help pupils who are falling behind to make accelerated progress and catch up with their peers.
- Pupil's writing also progresses well alongside their reading. Effectively structured programmes of work are based around high quality fiction and non-fiction books. Pupils take pride in editing and improving their work and often produce writing of a good standard. They do similarly well with spelling, punctuation, grammar, and presentation.
- A structured approach to promoting pupils' oracy is also being introduced. This helps pupils to speak confidently and collaborate to debate ideas and develop their understanding.
- Pupils tackle age-appropriate mathematics and generally make impressive progress. Activities are usually well tailored to pupils' current learning. In some cases, calculations are rather laboured because pupils have not learnt basic number facts. Elsewhere, pupils who grasp mathematics quickly are not always challenged sufficiently.
- Work in science is focused largely on knowledge, and most pupils can explain their learning well using key vocabulary correctly. However, some pupils can be confused about important concepts. Pupils generally have too little opportunity to work scientifically, for instance by observing closely or discussing and designing tests.
- Art & design is very popular with pupils, who use their sketchbooks well to record and illustrate learning about artists' techniques and to build up their own skills. In history, pupils complete a good deal of work and use historical evidence well. Geography is more variable. There is good knowledge in some classes but elsewhere learning can be sparse and more superficial. There is limited evidence of the design & technology process being learned and practised as required. In religious education, pupils show little confidence to talk about learning, work in books is limited and some have misconceptions.
- Nursery and Reception children benefit from rich learning experiences. Individual 'Learning Journeys' show children with different starting points being well-supported and achieving well. The safe and secure environments, and strong relationships with staff, lead to growing confidence, independence, and engagement with a wide range of activities. In both early years classes, activities lead to effective learning in all the required areas. There is particularly good learning of language, communication and literacy, and in creative development.
- For pupils who attend The Haven achievement is rightly measured in terms of developing social awareness and independence, as well as academic skills. Overall pupils achieve very well in relation to their starting points. New arrivals settle in quickly and make very good progress in adapting to the school routines.
- Several pupils attending The Haven benefit socially when working alongside their peers in year group classes. Pupils in year group classes do not reciprocate this arrangement by visiting The Haven. This could usefully be explored.
- Staff use a recognised assessment system for recording pupils' progress. This information, together with evidence in folders, confirms pupils' considerable achievements. As well as improving their reading, writing and number skills, they grow in confidence, and learn to communicate their preferences and to make appropriate responses to challenging situations.

Behaviour, personal development and welfare

- In general, behaviour in classrooms and around the school is very impressive. The school is very calm. Positive and respectful relationships between adults and pupils are a notable strength. Pupils generally respond with interest and enthusiasm during teaching; inattention and minor off-task behaviour are rare. There are few serious behaviour incidents. A fire alarm was accidentally triggered during the review. Pupils responded quickly and without fuss to the alarms, showing that high standards of behaviour and following instructions are well established.
- Breaktimes on the playground are harmonious because pupils are well supervised and supported. New equipment and activities at lunchtime have improved pupils' play, relationships, and enjoyment. Peer mediators (older pupils, who have been specially trained) are effective in getting other pupils to sort out any disagreements for themselves.
- Key Workers form very positive relationships with pupils with special educational needs and/or disabilities (SEND). All have had appropriate training and manage pupils' behaviour and learning with confidence. Simple language is used in a calm manner to convey requests. Consequently, pupils trust adults; incidents of anxious behaviour are prevented from escalating. Consistent behaviour management plans are used well, informed by the detailed recording and analysis of incidents.
- Pupils value the safe and secure environment here. They know that staff care for them and are confident that, should they be troubled or worried, members of staff would always act to help them. When asked whether anything could be done to improve safety, pupils replied with conviction, 'No, nothing!' Pupils know and understand the risks associated with using digital devices. They also learn about environmental dangers, such as fire. A range of visitors offer valuable support for the school's effective programme.
- The development of social skills is a strength of the school. In lessons, there is a productive emphasis on pupils working collaboratively, taking responsibility, and developing growing independence. Older pupils undertake research and routinely use dictionaries to check spellings and word meanings. In reciprocal reading sessions, pupils take on specific roles, such as chairing, recording or summarising, so learning to work together. Pupils are encouraged to take on responsibilities, for instance to welcome visitors to their classrooms and to explain the work being done. They do this competently and with self-assurance.
- The school provides well for the spiritual, moral, social, and cultural (SMSC) development of its pupils. Many aspects of school life contribute, including poetry, literature, art, music, public performances; Jersey Eisteddfods; sports events; visits and visitors. The School Council consults pupils and discusses ways of improving elements of school life.
- Personal, Social, and Health Education, including citizenship are studied. The programme is being developed and is beginning to support other, richer facets of the school's provision.
- The welfare and wellbeing of pupils with SEND is supported effectively through close links with other agencies and professionals. The teacher in charge of The Haven provides highly effective training for staff and presentations to pupils across the school to promote an understanding of the needs of pupils with autism.
- Positive relationships are a strength of the early years provision and underpin children's good behaviour. Children are happy and safe and develop good confidence and security

to concentrate for extended periods on self-chosen activities. The skill of adults in asking questions and prompting pupils to think more deeply promotes thoughtful talk and increasing vocabulary. Children have positive attitudes to learning and are keen to join in with activities.

Effectiveness of teaching

- A large majority of teaching in Key Stages 1 and 2 is effective, or highly effective. The most effective teaching happens in subjects which have clearly structured plans. Here, teachers show strong subject knowledge and take care to ensure pupils understand before moving on. The most successful teaching encourages pupils to work hard, for instance by writing neatly and rapidly. Clear and careful explanations and attentive supervision mean work continues efficiently. Any reticent pupils, including some who are multi-lingual learners, are successfully encouraged to answer questions.
- Teachers' use of carefully organised talk between pairs or groups of pupils develops pupils' confidence and understanding. It also helps teachers to assess progress and deal with any emerging misunderstandings. Pupils often make good progress in explaining their ideas and methods to each other or the class. This exercise deepens the understanding of both speakers and listeners.
- Pupils are encouraged to work independently. Any who struggle with an aspect of the work receive extra help from teaching assistants when required. This is generally very effective. Staff usually take care to ensure all pupils can access the work by giving support or by modifying tasks. Some attempts are made to challenge pupils who already show confidence with the work, for instance in mathematics. However, there is only limited evidence of work offering sufficient challenge and greater depth to these pupils.
- Not all teaching is consistently effective. A minority involves more superficial coverage of necessary content, or occasionally overburdening pupils with knowledge they cannot absorb. This less effective teaching is linked to curriculum plans which give too little guidance on what to teach, and what pupils should learn.
- In early years, the learning environments are well-organised and attractive. The facilities, resources and the supportive emotional environment promote children's growing independence very well. Phonics is taught well and reading is given high priority. Adults are responsive to children's reactions and adapt their interactions well to support learning. Observations and assessments are used effectively to plan learning which addresses individual needs. Adult's encouragement helps children to believe in themselves. As a result, children develop impressive knowledge, skills and understanding and, in some examples, achieve exceptional results. This was so in some carefully taught drawing activities in the Reception class.
- Staff from The Haven meet the needs of pupils with autism very well. They use information and communication technology, and a recognised system of pictures and symbols to help pupils communicate, make choices and to follow the daily routine. Staff are adept at preparing pupils for change, for example by using a timer to mark the imminent end of an activity. They have a very good knowledge of pupils' individual learning needs and interests. For example, they use favourite toys and rewards to prompt pupils and to encourage them to remain on task.
- Some pupils attending The Haven join year group classes for most of the week and often follow the class timetable alongside their peers. Teachers and Key Workers creatively adapt activities to meet pupils' needs. The Haven is also used effectively as a supportive base, which allows pupils to return at stressful times of the day and to develop their social skills.

Effectiveness of leadership and management

- Senior leaders have established strong and productive relationships between staff and pupils, with a high focus on pupils' wellbeing. As a result, pupils feel very well looked-after. Leaders' high expectations mean that pupils make good progress in many aspects of their learning and take good care with their work. Inclusion is given high priority. Leaders ensure pupils from different backgrounds and with different needs all have access to the sporting, musical and other opportunities offered.
- A wide and imaginative programme of visits and visitors enliven the curriculum. Work which teaches pupils to regulate their behaviour, to mix well together, to learn about a range of different cultures and to stay safe is also effective.
- Leaders' recently introduced curriculum initiatives have successively encouraged imaginative writing and ambitious use of spoken and written vocabulary. A focus on group discussion develops pupils' collaboration and a zeal for improving their work. The strengths of the school's broad provision benefits all pupils, including those who are entitled to Jersey Premium funding and those who are multi-lingual learners.
- Leaders have a good understanding of the many strengths of the school, and the areas which still need improvement. The school's detailed self-evaluation is thorough and generally very accurate. Information is gathered systematically from data, observations, and audits. Senior leaders work alongside middle leaders, so building their skills in bringing about change. As a result, the school's leadership team is being strengthened and developed.
- Subject leaders' evidence gathering and evaluation have not always focused enough on the knowledge, skills and understanding gained by pupils. Therefore, some of the comparative weaknesses in curricular planning have not been picked up. Although leaders' long-term curriculum for foundation subjects is well designed, some of the more-detailed planning varies too much. Some does not offer sufficient guidance to ensure age-appropriate content is taught in an appropriate sequence. As a result, some teaching is less effective than it might be.
- Clear policies ensure the school meets all safeguarding requirements. Staff understand their responsibilities as a result of regular training. Safeguarding leaders are knowledgeable and are trusted by staff and pupils to act on any concerns. Vulnerable pupils are monitored regularly and with care. Individual children and their families are well-known, and record keeping is good. Any concerns and the impact of planned actions are well monitored. Pupils trust the staff here and are confident that they will help them if they have any difficulty or concern.
- Performance review and appraisal operates in line with CYPES's requirements. Less experienced staff value the good levels of support and advice on offer from their mentors.
- The leadership of the early years is effective. Assessment and planning are good. As a result, children in Nursery and Reception do very well.
- Provision for pupils with SEND is mapped out effectively across the school. The statutory requirements for regularly reviewing this provision are met. The SEND coordinator is relatively new in post and is due to start a recognised SENCo course to develop her knowledge.
- The teacher in charge of The Haven has a deep knowledge of teaching pupils with autism. This leadership has enabled staff to embrace a shared and consistent approach to teaching their pupils with SEND. Key Workers are highly skilled, owing to their effective training and experience. Staff who have recently joined the team feel well-supported and they are receiving appropriate professional development.

- The curriculum for pupils who attend The Haven for most lessons in the week includes a broad range of experiences with an appropriate emphasis on developing their independence. Activities are the right length, so pupils maintain interest. Periods of high concentration are followed by more relaxing activities to reduce stress. Topics are designed to meet the interests and skill level of individual pupils. Staff are currently recording these topics and building them into a comprehensive curriculum.
- There are close links with parents and carers and effective communication systems in place. Any concerns or issues are shared promptly between the pupils' home and The Haven. The most recent survey of parents' views (2021) showed all parents of pupils who attend The Haven agreed that their child was safe and happy in school and that they were making good progress.
- Two surveys were conducted for this review, one for staff and one for parents. A very large majority of school staff were positive about the school, and the leadership and management. Parents' responses were more variable, although a large or very large proportion felt positively about the areas covered and many made very positive comments.

Recommendations

The school should take the following actions:

1. Improve medium term planning for Key Stages 1 and 2 by:
 - providing precise guidance on the development of concepts over time in each subject
 - agreeing measurable objectives for each unit of work, focusing first on subjects which have less detailed specifications in the Jersey Curriculum documents
 - using the objectives to assess and measure achievement in the subjects concerned.
2. Continue to improve the effectiveness of middle leaders by:
 - training them to carry out audits which include a focus on pupils' progress and attainment
 - evaluating the match of the detailed guidance referred to above to the work taught and learnt.
3. Further boost inclusion in the school by:
 - including The Haven in the school's self-evaluation and planning processes
 - encouraging small groups of pupils from year group classes to visit The Haven to extend their awareness and understanding of the pupils there.

Information about the school

Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number of pupils on the school roll:	189
Headteacher:	Mrs Kirstie Williams
School telephone number:	01534 725549
School website:	www.stsaviour.sch.je

Contextual information

- 37% of pupils are eligible for Jersey Premium
- The Nursery provides for three- and four-year-old children.
- 23% of pupils are identified as having special educational needs. Included in this number are 11% of pupils who have a Record of Need.
- The school has an Additionally Resourced Centre (ARC), called The Haven, which offers specialist provision for around 12 pupils who have social and communication needs which may include a diagnosis of autism. Most of these pupils work alongside pupils in their year group class for part of the day.

Information about the review

Reviewers visited lessons across all year groups. A number of visits were made to the ARC and some pupils with SEND were seen when working in their peer-group classes.

Samples of pupils' work across a wide range of subjects were considered. Discussions were held with pupils about their work and their experiences of the school. Discussions were held with a wide range of staff about their teaching, and leadership responsibilities.

Breaktimes and the provision made for pupils' recreation were observed. Surveys of parents and staff, and a large set of performance data were analysed and considered. Samples of reports to parents were seen.

Many policies and other documentation concerning safeguarding and pupils' welfare were scrutinised, as were samples of the school's planning for the curriculum. The school's self-evaluation document and most recent school improvement plan were also considered.

The review team

The review team consisted of six 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.