

Summary

- A visit to the school's classrooms would show you how successfully teachers are in creating calm working spaces. New members of staff have been quick to pick up on the school's approach, mirroring the school's way of working.
- Children play a big part in making the school a friendly and welcoming place. Their good attitudes to learning help to create a positive atmosphere in lessons. Pupils across the school respond well to teachers, are quick to offer their thoughts and ideas and work well together as learning partners to solve problems.
- Around half of the school's teachers are new this year. Our visits to each class show strengths in their teaching. All those new to teaching as a career have started well and show a real capacity to improve.
- We were impressed by the teachers who teach the same subject across all age groups. We saw how much your children enjoy their time learning about art, music and physical education. We noted how many of them produce high quality artwork, perform music with obvious enjoyment and show real concentration in games lessons.
- Pupils in this school, as in many across Jersey, were hampered in their learning during COVID. As a result, many children have gaps in their knowledge and some have not yet fully caught up with where they should be. We have asked the school's leaders to do all in their power to make sure that this year's results in mathematics and writing, and those in the years to come, continue to improve.
- Some teaching of mathematics is very strong with, for example, teachers helping pupils to understand how to use their knowledge of numbers to add and simplify equivalent fractions. However, we also noted that in a few maths lessons pupils were provided with too many things to do in a short space of time. We've asked the school to identify a maths programme that provides teachers with the information they need.
- The headteacher wants the best for your children and is successful in the way that he identifies and brings in new initiatives to the school. The new speech and language therapist in the Early Years is a good example of this, her work is making a real difference to children's speaking and listening skills.
- Your children are at the centre of all that the school do. We were impressed by the way that staff work incredibly hard and work closely together, going the extra mile to ensure your children are safe and happy. Many of you responded through the parental survey to let us know that you recognise that your children are well cared for and enjoy school.

Full report

Achievement

- COVID related staff and pupil absence have resulted in gaps in pupils' knowledge and understanding. Teaching is starting to address these aspects of pupils' achievement; we observed Year 6 pupils quickly identifying multiples and factors to find common denominators and showing increasing confidence in their understanding of equivalent fractions. However, a priority for the school is to continue to raise pupils' achievement to ensure that an increasing proportion of pupils reach expected standards in mathematics and writing by the end of the academic year.
- Similarly, the achievement of those pupils eligible for Jersey Premium has previously been lower than their peers in the school. Recent improvements in teaching are beginning to help this group of pupils catch up, but progress will require careful monitoring to ensure pupils eligible for Jersey Premium consistently achieve as well as other pupils.
- A strength of provision in the Early Years is the progress children are making in developing their talking and listening skills, particularly those children who start their school life with low levels of communication. Specialist speech and language support is helping to develop children's speaking well; we noted how children are growing in confidence in articulating their thoughts and ideas. Engaging and stimulating activities across Nursery and Reception classes help promote children's learning and development well.
- Pupils show strong levels of achievement across a range of the foundation subjects. For example, pupils rapidly develop their understanding in physical education, controlling a hockey ball well and confidently using technical terms to describe their skills in passing and dribbling. During the review pupils participated in cross country and a football competition for girls with an obvious enthusiasm generated by the school's strong provision.
- Pupils' books and displays around the school provide evidence of high-quality art outcomes using a range of media. We observed younger pupils using card to create vibrant and colourful artwork inspired by Matisse. Older pupils show clear recall of hatching and stippling to create depth and tone in their drawings.
- Pupils clearly enjoyed composing and rehearsing music, working well together to produce an ensemble performance. Children in Reception show evident joy on their faces as they vary timbre and dynamics using percussion instruments. The school provides additional funding for pupils eligible for Jersey Premium so that many pupils go on to access additional instrumental lessons.

Behaviour, personal development and welfare

- Pupils are provided with calm, supportive learning environments that foster their positive attitudes to learning. Lessons are typically conducted by staff with gentle humour and quiet instruction where pupils regularly receive recognition and praise for

their efforts. Teachers new to the school, including those new to teaching, have quickly established calm classroom environments.

- Pupils play a significant part in creating a friendly and welcoming school community. Pupils are polite, quick to offer thanks for small courtesies as others open a door and to provide a welcome greeting to a visitor. In lessons pupils respond thoughtfully to the contributions provided by their peers.
- Relationships between staff and pupils are mutually respectful so that pupils are confident to answer questions and respond to teachers' questioning. Pupils consistently show positive attitudes in their learning.
- Pupils are regularly encouraged to cooperate and collaborate. The school's emphasis on developing peer to peer support is evident in the way that pupils respond to each other. Encouraged by working with a learning partner, pupils in key stage 1 and 2 who are new to speaking English, develop their confidence well as they share their ideas and develop their responses.
- From the moment they start, children in the Early Years classes develop personal, emotional and social skills well. Children in the Nursery class take turns and are quick to help each other out, lending a hand to do up another child's coat as they prepare to play outside.
- Staff in this inclusive school envelope those pupils with social and emotional needs in a warm, caring and thoughtful manner. As a result, some pupils with high levels of need are being helped to regulate their behaviours and access education, transforming their educational prospects.
- Staff place pupils' welfare at the front and centre of school life and go the additional mile to promote pupils' health and well-being. Pupils are quick to report that they feel safe at this school and paint a positive picture of the school. Pupils spoken to formally and informally, report with a high degree of assurance that staff listen and respond to any of their concerns. Of those parents who responded to the survey, almost all report that their child is happy in school and that they feel safe.

Effectiveness of teaching

- Recent staff appointments are strengthening the quality of teaching. Around half of the school's teachers are new in post, joining the school at the start of the academic year in September. Those joining the school as experienced teachers use teaching strategies effectively so that pupils develop their understanding well. In addition, there are notable strengths in the quality of teaching from some of those individuals who are at an early stage of their career.
- Specialist teachers utilise their strong subject knowledge effectively and are quick to provide pupils with additional challenge. Lessons start with a quick recap of previous learning, reinforce key knowledge and increase opportunities for pupils to deepen their understanding. Pupils in these lessons are regularly expected to work independently to demonstrate and apply their new knowledge and skills.
- Typically, staff are alert and quick to notice and intervene when pupils are finding a new concept difficult to understand. For example, during a lesson a teaching assistant

spotted a pupil's misconception and responded immediately to provide additional support, helping to develop the pupil's understanding.

- On the few occasions where teaching is less effective, a number of learning activities are introduced in quick succession in a lesson, slowing pupils' learning. For example, at the start of a mathematics lesson pupils were introduced to a series of different calculation strategies. Pupils were then given too little time to develop their understanding before being taught a different mathematical strategy, resulting in confusion for some pupils.
- Particularly strong teaching is apparent in a range of classes and at each stage of a pupils' journey. We noted effective strategies in developing pupils' writing that encourage pupils to edit and modify their written work against a list of criteria. Where most effective, the criteria ensures pupils consider the extent to which their writing engages an audience. The challenge for leaders is to ensure other staff observe, plan collaboratively and share effective teaching strategies to further build and develop the quality of teaching.

Effectiveness of leadership and management

- Leaders set out a clear vision, putting children at the heart and centre of the daily life of the school. Children of all abilities are treated as individuals, are made welcome and form an important part of school life.
- The school's aims are to encourage pupils to be the best that they can be. We noted the countless number of ways that staff, including office staff, work diligently in the background to make pupils' time at school rewarding and enjoyable.
- Senior leaders have an honest and accurate understanding of the school's strengths and areas to improve. They recognise the distance the school has travelled through the turbulence of COVID and are fully aware of the journey of improvement still to travel.
- The headteacher and senior leaders set a clear direction; school development plans appropriately capture the key priorities. Leaders recognise the urgency and are beginning to take robust action to raise pupils' attainment.
- The headteacher successfully identifies and introduces initiatives that are making a difference to pupils' education. Leaders have plans in place to develop pupils' oracy and have joined a development programme to enhance the achievement of multilingual learners. These initiatives are closely aligned with the school's development planning and the needs of the school at this time.
- Safeguarding arrangements are rigorous. Staff know children and families well and the school works in partnerships with other agencies to quickly share concerns and to maintain pupils' safety and welfare. School staff at all levels show considerable determination in maintaining pupils' welfare.
- Whilst there are clear strengths in the leadership of some subjects, staff changes have resulted in new leadership of several subjects. These middle leaders will require coaching and support to develop their roles and the monitoring of their subject. In further driving improvement, subject leaders should look to raise pupils' achievement in their subject, particularly those pupils eligible for Jersey Premium.

- Effective plans are in place to ensure the smooth succession of the leadership of provision for pupils with special educational needs. The experienced and knowledgeable existing special educational needs coordinator (SENDCO) and the newly qualified SENDCO demonstrate an in-depth understanding of the social and educational needs of those pupils with SEND.

Recommendations

The school should take the following actions.

1. Improve pupils' attainment in mathematics and writing so that more pupils reach the standards expected for their age by:
 - Developing arrangements for teachers to observe best practice and share effective strategies.
2. Ensure senior leaders and the subject leader of mathematics select a mathematics programme that provides teachers with clear learning objectives matching the levels set out in the Jersey curriculum.
3. Increase the capacity of leadership and management by:
 - Providing subject leaders with coaching and support to fully develop their roles.
 - Ensure middle leaders pay close attention to the impact of their work in raising pupils' achievement in the foundation subjects, particularly those pupils eligible for Jersey Premium.

Information about the school

Age range of pupils:	3 to 11
Gender of pupils:	Boys and girls
Number of pupils on the school roll:	412 (of these 25 attend the nursery)
Date of any previous Jersey review:	14 to 16 March 2017

Contextual information

- Plat Douet School has two classes in each year group except year 2 and year 6, where there are three.
- There is also a nursery class on the school site.
- The proportion of pupils eligible for Jersey Premium in 2022 is higher than the average for all Jersey mainstream schools. Around 2 of every 5 pupils in the school are eligible for Jersey Premium.
- Around a half of all pupils have a home language other than English. A quarter of the school's population speak Portuguese as their home language.
- In the academic year 2021/22, the proportion of pupils with special educational needs is broadly similar to Jersey mainstream schools.
- The school has no governing body.

Information about the review

- 43 lessons (or parts of lessons) were observed. The work of teaching assistants during reading sessions was also sampled.
- A sample of pupils work in 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 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, which had previously been conducted by the school.

The review team

The review team consisted of six reviewers and was led by an experienced off-island consultant. The other reviewers included another experienced off-island consultant, a senior adviser from the Education Department and two serving Jersey head teachers.

Enquiries about this report should be addressed to Director of Standards and Achievement, Children, Young People, Education and Skills, Highlands Campus, PO Box 142, St Saviour, Jersey JE4 8QJ