



Jersey Schools Review Framework – Independent Report of Janvrin Primary School

Mont Cantel
La Pouquelaye
St Helier
Jersey
JE2 3ZN

Headteacher: Iain George

Review date: 26-28 September 2023

Summary

Janvrin's core values of 'Believe, Achieve, Celebrate' are at the heart of every aspect of the school's work. From the moment children start school in the early years, the emphasis is on making sure that they feel secure and happy so that they get the most out of what is on offer. The commitment to equalities and everyone being their best is woven through the fabric of the school.

The care taken to nurture pupils' personal development and wellbeing is unmistakable. From the top down, all staff are committed to building pupils' self-confidence and belief in themselves and what they are capable of. Being a multi-lingual learner (MLL) as many pupils are, is valued. Pupils learn to look after themselves and manage their feelings. Tailored support is on hand from the dedicated pastoral team for pupils who do not find that easy. Rusty the school dog is a reassuring presence for all pupils.

Staff are very positive about the care for their own wellbeing and workload and opportunities for professional development. They feel lucky to work at Janvrin as part of a great team with supportive leaders. The headteacher has indeed built a strong leadership team. They have taken on the mantle of driving improvements which have led to considerable gains in pupils' achievement. Leaders are, though, under no illusion that although great strides have been made, there is still work to be done in ensuring teaching is consistently as good as the best. They acknowledge that the planning of the curriculum and use of assessment need further refining and that communication with parents about what their children are learning could be better.

There is no doubt about the commitment to everyone being their best in this truly inclusive school. This goes way beyond the academic, with a strong focus on creative subjects and widening opportunities to learn to play a musical instrument. There is effective support for MLL pupils, those who are eligible for Jersey Premium and pupils with special educational needs and/or disabilities (SEND). What does not feature quite as prominently is the challenge for pupils who are capable of being stretched to achieve more.

Importantly, pupils learn mutual respect and understanding. As well as celebrating their own successes, pupils learn to appreciate their classmates' accomplishments. No wonder parents are almost unanimous in recommending the school to others.

Full report

Achievement

- Leaders have recovered the momentum in pupils' attainment. Headline published data show that in recent years outcomes at the end of Year 6 have compared favourably with the Jersey average. A marked increase in the proportion reaching a secure level in 2023 took that figure above Jersey average too.
- In-school data confirm pupils' trajectory over the time they are at Janvrin. Mostly, the proportion reaching a secure level increases as a cohort moves through the school.
- The positive impact of the school's work to meet the needs of MLL pupils is apparent in their cumulative achievement as their proficiency in English grows. So too, is the success of targeting additional teaching for pupils who are eligible for the Jersey Premium through, for example, tutoring and the school's close tailoring and careful tracking of support for pupils with SEND.
- By and large, pupils who were previously below expectations for their age are catching up with their classmates. Those who are operating at a lower level because they have identified special educational needs are nonetheless making incremental progress.
- Typically, despite low starting points for many, children's attainment mirrors the Jersey average at age five. The drop in outcomes last year appears to be an anomaly. A combination of unavoidable factors affected children's literacy and mathematical learning and the development of their fine motor skills in 2023. The strong focus on these aspects of learning in the current Reception classes is already having a notable and positive impact.
- Enjoyment of reading is promoted effectively across the school. The progress of the youngest pupils in developing early reading skills is evident. They use their knowledge to read unfamiliar words independently and accurately and correct themselves. Older pupils are beginning to benefit from work to develop their inference skills. They appreciate the importance of being able to read well in order to learn in other subjects and for success in the future. Reading at home is encouraged, although the review team found that books are not always changed as promptly as they could be when pupils have finished them.
- Pupils are generally working at an age-appropriate level in writing as a result of leaders' focus on uplifting this area of teaching and learning last year. They are regularly producing thoughtful written outcomes as a consequence of being explicitly taught specific components and features of writing. They learn how to edit and improve their work to build towards a finished product.
- In mathematics too, pupils are mostly working at the right level because teachers are following the published scheme of work. It is not clear, however, that they always have enough opportunities to apply what they know through reasoning.
- Elsewhere, pupils benefit from leaders' work to ensure breadth and balance in the wider curriculum. The work they cover is in line with the expectations of the Jersey curriculum, so they make the right gains in their knowledge and skills over time.

Behaviour, personal development and welfare

- Pupils' personal development has been at the very heart of the school's work for a long time. It is a silver Rights Respecting school. Nevertheless, leaders do not rest on their laurels and have prioritised improving the provision for personal, social and health education (PSHE) in recent times.
- The enhanced curriculum is thoughtfully adapted to fit the Jersey context and taught well. It equips pupils with age-appropriate knowledge to support their physical and mental well-being and valuable life skills through activities such as Caring Cooks and the

annual enterprise event. Pupils value PSHE. Older pupils, for example, appreciate the opportunity to gain a certified environmental award and learning about themselves and others on residential trips. They know that it is important to learn about becoming a teenager and the changes they will go through.

- Pupils hear important messages about the dangers of substances such as alcohol and drugs, and the risks associated with an online presence. Year 6 pupils are trained as mental health ambassadors to support younger pupils at breaktimes. Lunchtime clubs such as Decider Skills help pupils learn to take turns and control their emotions.
- The strong focus on wellbeing starts in Nursery. Many children have limited pre-school experience so the emphasis is on helping them to feel secure and develop a sense of belonging to a key adult. The strong focus on language and communication helps them gain the words to make their needs known. As they get older, pupils are taught to understand and articulate their feelings through the 'zones of regulation'.
- Relationships are nurtured throughout the school so that pupils feel safe and trust staff to respond to any concerns they may have. Leaders know individual pupils well and understand why some find it more difficult to manage their own behaviour and tailor care and support to help them. A restorative justice approach is employed to resolve any conflicts.
- All this provides the bedrock for pupils behaving well around school and in classrooms. Breaktimes are enjoyable, pupils move around school in an orderly manner and are invariably ready for learning. Pupils know the difference between teasing and bullying. They develop a mature understanding that the behaviour of others has a reason, even if they do not know what that is.
- The school's multi-cultural make-up is seen as a real asset. The school explicitly and genuinely values home languages, recognising the importance of pupils being able to move between languages to make sense of learning. Pupils learn about a range of religions, but lack confidence in talking about them other than Christianity. The Equalities policy needs updating to cover all protected characteristics under Jersey law.
- Pupils learn about the Jersey values of democracy, including visiting the States Chamber. There is not a formal system of representation in school through the likes of a school council but pupil voice is heard loud and clear. Anyone can raise a matter and know they will be listened to.
- Attendance at school is in line with the Jersey averages. As seen across Jersey, pupils with SEND and those entitled to Jersey Premium do not quite attend as well as others. Monitoring picks up absence issues in a timely fashion, but leaders could be more proactive in their messaging about the importance of regular attendance, particularly in home languages.

Effectiveness of teaching

- Teaching in the Nursery rightly focuses on nurturing children's social skills and tending to their emotional needs, as well as developing their communication and language. Even a couple of weeks into term, the review team could see how teaching in the Nursery helps the youngest children to settle and start to join in and benefit from the activities on offer.
- In the Reception classes, the focus of teaching extends to include other areas of learning, with a clear emphasis on the importance of regular early literacy and mathematical learning. Whole-class teaching is purposeful, as are most adult-led group activities. However, adults do not always make the most of opportunities to develop children's concentration or skills during group activities or when they join in children's play.

- There is a consistent approach to teaching the youngest pupils in the foundation stage and Key Stage 1 the fundamental early reading and writing skills they need. Staff move through the phonics programme at an appropriate pace in lessons and over time. They recap previous learning to consolidate pupils' knowledge, teaching them how to blend sounds to read and break words up to spell and how to form letters correctly. A similarly well-structured programme builds pupils' early number skills.
- Across Key Stages 1 and 2, there is a familiarity to classroom routines which is conducive to learning. Mostly, teachers are well acquainted with the content of the subjects they teach and the Jersey curriculum. They draw on this understanding to explicitly teach knowledge and skills before pupils tackle structured activities designed to reinforce their learning. As a result, pupils are generally engaged and have positive attitudes to learning.
- Occasionally, where teachers are not completely secure in their subject knowledge this is not mitigated by sufficient guidance in the school's curriculum planning. This is particularly true in science which leaders have prioritised this year as a subject that needs improving.
- Teaching assistants are typically used effectively, either to support individual pupils' social and emotional needs so that they are ready to join in lessons or for interventions to support their learning.
- Interventions for pupils with SEND are closely tailored to their needs. Provision is particularly strong for pupils who need support with their social and emotional or language development and for early readers. Leaders recognise the need to broaden all staff's understanding and skills in meeting a wider range of needs, for example for neurodivergent pupils.
- The strongest teaching is seen when teachers have a clear understanding of what pupils should already have learned and check through careful questioning what they have retained. These teachers then pitch learning at the right level to meet the needs of different groups of pupils and to build systematically on what has gone before. That said, across the school there is not sufficient challenge for those pupils who might be capable of achieving a greater depth of understanding or applying and explaining their learning.
- Teachers tend to move around their classrooms well, checking if pupils' work is correct and offering advice and encouragement where needed to keep them focused on the task in hand. However, assessment is not consistently as accurate as it could be. The precision of learning objectives to define 'what I am learning' and steps to success to set out 'how I am going to get there' is variable. Further development of this practice is needed to systematically build pupils' learning from lesson to lesson.

Effectiveness of leadership and management

- Leaders know their school well. Regular monitoring using a range of information means they have a firm handle on where teaching is strong and where it could be better. Their self-evaluation is an honest appraisal of the school's successes and what needs to be consolidated or improved. Plans for this year demonstrate that leaders know what should be prioritised and what they need to do. The review team also found that leaders are open to advice and value an external eye to help them refine their plans.
- Crucially, the school has strength in the leadership to sustain and bring about further improvements. Significant staffing challenges and the pandemic notwithstanding, the headteacher has established an extended senior leadership team with the experience to bring about change. The fact that key senior leaders are not classroom-based creates

the capacity for this important work. Since they also provide cover for absent staff, this ensures that the quality of teaching does not suffer when classes need to be covered.

- Subject leads are strong advocates for their subject, with clearly defined roles. The impact of the various English leads and their monitoring is evident in the improvements seen in reading and writing to date. The commitment to participation in an oracy project this year has come at a timely point following on from the MLL project. The mathematics lead has a firm grasp of the strengths in teaching and what could be better, but has not had time to have as much impact yet. Frequent changes in the leadership of science mean that development work in this subject is lagging behind.
- Much work has been done to improve the curriculum beyond English and mathematics so pupils are getting their full entitlement and their learning builds over time. From a point only a few years ago where it lacked breadth and balance, the curriculum has evolved and been refined. Leaders have now carefully combined the best of their topic-based approach with discrete subject teaching. The Jersey Curriculum is followed with every subject taught each week to ensure continuity of learning.
- That said, leaders acknowledge that curriculum guidance could be refined further to improve pupils' learning journey. A missing golden thread means that it is not made explicit enough to teachers where current learning sits in the big picture. Planning does not yet identify precisely what should be learned by the end of each topic so that teachers know what they should be building on.
- Leaders are keenly aware of their safeguarding obligations. The designated safeguarding leads are suitably trained for their role and knowledgeable about any signs that pupils might be at risk. They take swift and appropriate action when concerns arise, know when concerns should be referred to other agencies and chase and challenge when they feel more should be happening.
- Safeguarding leads work with colleagues responsible for the curriculum and PSHE to make sure that pupils are taught how to keep themselves safe. Filters are in place to monitor pupils' internet access, with any inappropriate searches quickly identified and followed up. The caring and supportive ethos leaders have cultivated in school encourages pupils to share any worries they may have.
- All staff are trained and understand their responsibility to look out for and protect pupils. They are vigilant and report any concerns to safeguarding leads promptly. Leaders are currently enhancing processes by rolling out training so that all staff know how to log concerns on the electronic recording system.
- Leaders ensure that all staff new to the school get a thorough induction. They are promptly brought up to speed with key initiatives such as the MLL project and the school's curriculum planning. Early career teachers are well supported. They are each mentored by a senior leader but feel that they can turn to anyone for help and advice.
- Parents are overwhelmingly positive about the school's work in almost every respect. They would, however, like more information about what their child is learning. The review team concur that communication with parents has not been as strong as it could be during the process of migrating from one website to another. While some information has previously been helpfully translated into other languages, other key information has not.

Recommendations

The school should take the following actions:

1. Sharpen curriculum guidance in science and the foundation subjects to further improve the effectiveness of teaching by:
 - being clearer in long-term planning how pupils' learning builds over time
 - being explicit in medium-term plans what knowledge, skills and vocabulary pupils should have gained by the end of a topic
 - using this information to develop assessment practice.
2. Ensure sufficient challenge for pupils who are capable of deepening their learning so that they reach their potential by:
 - supporting staff to accurately identify when pupils are already secure in their learning
 - developing teachers' appropriate and timely use of extension activities.
3. Improve communication with parents so that they can better support their child's learning by:
 - ensuring that they know what their child is learning in school
 - changing home reading books in a more timely fashion
 - giving them key information in their home language so that they know, for example, who to talk to if they have concerns about their child's welfare and what the school's expectations are about attendance.

Information about the school

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

Number of pupils on the school roll: 342

Headteacher: Iain George

School telephone number: 01534 731306

School website: www.janvrin.sch.ie

Contextual information

- Janvrin Primary School has a nursery and two classes in each year group.
- The proportion of pupils eligible for Jersey Premium has consistently been above the Jersey average at over 4 in 10 pupils in recent years.
- Almost 70% of pupils are multi-lingual learners. Two-thirds of these pupils are not yet fluent in English. Over a third of all pupils speak Portuguese as their home language and almost a quarter speak one of a range of other languages.
- The proportion of pupils with special educational needs and/or disabilities is consistently a little above the Jersey average. The main areas of need are speech, language and communication, and social, emotional and mental health. The school has established its own nurture group for pupils most in need of support for their well-being and behaviour.

Information about the review

- The review team visited lessons to observe teaching and learning, including looking at pupils' work, across all year groups and a range of subjects. They also scrutinised samples of pupils' work in reading, writing, mathematics, science art and geography and observed a small number of pupils read to a familiar adult.
- Reviewers observed pupils at breaktimes and lunchtime and as they moved around the school. They held discussions with pupils to gather their views of the school and how it ensures their safety and wellbeing and talked to them informally at other times. The team considered the views of staff and parents gathered through surveys.
- Discussions were held with various school leaders and other staff. The school's published assessment information and data were analysed and taken into account. The review team also considered the school's internal data and leaders' analysis along with a range of other documents, including policies, leaders' self-evaluation and the school development plan. A tour of the school site was made to check on security and safety.

The review team

The review was led by an experienced off-Island reviewer and consisted of a total of four reviewers.

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.