



Jersey Schools Review Framework – Independent Report of St Peter’s School

La Rue du Presbytere,
St Peter
Jersey
JE3 1NG

Headteacher: Nasima Rashid
Review date: 21-23 November 2023

Summary

Relationships between pupils and staff are a significant strength and form the bedrock of the warm, secure learning environment at St Peter’s. Pupils and staff are rightly proud of their village school and its strong community identity. Pupils enjoy school, they behave well exhibiting positive attitudes and increasingly good levels of attendance. Staff ensure pupils’ personal development is promoted effectively and that pupils are cared for well here. Parents and pupils agree that St Peter’s offers a safe, secure and happy learning environment.

Since joining St Peter’s last year, the headteacher has worked tirelessly bringing in improvements and developing a clear vision for the school. She recognises what needs to be done to bring about further sustained improvement and has already introduced some effective changes. The leadership team recognise that some aspects of school improvement planning and the role of middle leaders require further development.

Many staff are new to the school this year. However, with clear and thorough induction they wasted no time and getting to know their pupils well and working to ensure that the various needs of individuals and groups are appropriately addressed. Although there are some inconsistencies in what teachers expect of pupils, the teaching has marked strengths. New staff in the early years bring vitality and purpose to children’s learning so that they make a good start to their schooling.

Pupils attain standards in line with Jersey averages. All groups of pupils are supported well to achieve appropriately related to their prior attainment. Pupils’ consistent progress prepares them well in English and mathematics for secondary education when they leave at the end of Year 6. However, not all the subjects across the Jersey Curriculum are currently covered in sufficient depth. The school has plans to boost the curriculum provision to address this.

The specific needs of individuals, including those with special educational needs and/or disabilities (SEND) are well addressed. The school provides well for the small number of

pupils who are multi-lingual learners and those pupils for whom the school receive Jersey Premium funding.

Full report

Achievement

- Statistical analysis of any individual year group should be viewed with caution because in this small school each pupil can represent four or five percent of the total cohort. The review team recognise that some outcomes last year were impacted due to the school going through a period when there was a significant turnover of staff and leaders.
- Outcomes for Reception Year last year indicate that children's achievement was below the average for Jersey schools. The children's skills were less strong in word reading, writing, number and numerical patterns. Attainment in the prime areas, however, was stronger and similar to that found in other schools on the island.
- Recognising this dip in achievement, the headteacher and her team have acted swiftly to ensure that the current children in early years receive more consistent teaching of phonics and early reading skills. Consequently, current cohorts are making stronger progress and staff are working well to ensure pupils in Key Stage 1 are being supported to catch up.
- Historical achievement data across reading, writing and mathematics may initially appear variable in each year group, but this is linked to the small cohorts. More detailed analysis of pupils' work across year groups shows that this is not a significant trend or pattern over time. Indeed, Key Stage 2 test results have been similar to the average for Government of Jersey primary schools for several years.
- Strong relationships ensure that staff know each of their pupil's needs well and so can adapt their teaching to meet the needs of different pupils effectively. Leaders ensure that staff are informed about how to meet the needs of pupils with special educational needs and/or disabilities (SEND). Consequently, over time this group of pupils are supported to achieve appropriately in relation to their prior attainment.
- Suitable bespoke support is put in place for the small number of pupils for whom the school receives Jersey Premium funding and for the similarly small number of multi-lingual learners. As a result, over time both these groups make progress in line with their peers.
- Evidence gathered during visits to lessons, and reviews of current work, shows that pupils make steady progress throughout the school, generally achieving at least in line with age-related expectations in English and mathematics. The provision is strongest in upper Key Stage 2. By the time they leave the school, pupils have gained a secure grounding in key knowledge and skills, particularly English and mathematics, which prepares them well for secondary education.
- Early reading is being promoted effectively. Pupils are receiving an increasing amount of time to read in class and display a good grasp of the more advanced reading skills they have progressively developed. This is building upon an increasingly more secure grasp of phonics.
- Pupils' current work across science and some of the foundation subjects is a little variable in quality and quantity. For example, some strong practice in terms of challenge, vocabulary acquisition and the promotion of skills was seen in music. However, in other subjects, such as science, there is more limited coverage and a lack of depth in some aspects.

Behaviour, personal development and welfare

- The new headteacher started her tenure with a refresh of the school's core values, leading children, parents and staff to agree 'Community, Curiosity and Confidence' as the cornerstone of personal development and ambition at the school. Pupils' respond well to the high expectations of staff and their conduct and behaviour are typically impressive. Older pupils understand and can describe the school values and their impact on promoting good behaviour. Their calm, well-mannered and good-humoured conduct is a strength of the school.
- Achievements are celebrated in a weekly assembly and through the displays around the school. The pupils value the friendships that they make here, reporting that any unkindness is uncommon and not how they want their school to be. Peer mediators have had a significant impact in promoting harmonious relationships during lunch and break. Pupils believe this initiative has resulted in calmer and happier play. Parents report that their children feel safe in school and the pupils confirm this.
- Older pupils told reviewers that they were not aware of any bullying in the school. They recalled how responsible behaviour is taught in well-planned and structured PSHE and other lessons. Staff have attended regular up-to-date training sessions relevant to their roles to learn further how to best support pupils.
- The headteacher and her team have responded well to increased levels of absence after the COVID-19 pandemic. Leaders have been pro-active in highlighting to parents the importance of regular attendance and have worked in partnership with the Education Welfare Officer when appropriate. The school has shown it is prepared to take rigorous measures to eradicate unjustified absence and, as a result, last half term the attendance figure compared well to the Island average. There have been no exclusions in the past four years.
- Pupils are being increasingly encouraged to be independent learners and gain a deeper and more in-depth understanding of Jersey values such as democracy and the rule of law. Representatives from the school attended an Inter-School Council meeting during the review and pupils reported that they had formally talked to pupils at other schools to learn about initiatives they had introduced.
- The school proactively ensures that pupils and families who have additional needs or any who raise concerns receive the support they need. Staff in classrooms typically know their pupils well and are also sensitive to their individual needs.
- Social, moral, spiritual and cultural education is promoted effectively through the PSHE and RE programmes. Learning is enriched through visits and activities led by the Connétable, Minister, church representatives, fire safety officers, lifeguards and NSPCC. Pupils learn about the Jèrriais language and Jersey history boosting their appreciation of the cultural heritage of the Island. The school's strengths in provision for pupils' social development as can be seen through all years mixing amicably in the school playground and playing together at break and lunchtime. Leaders know that there are areas where PSHE provision can be further refined to meet the needs of different groups of pupils even better.

Effectiveness of teaching

- Two-thirds of the teaching staff joined the school this year. They have swiftly adapted their teaching to the school context and to meet the needs of their pupils. There are some minor inconsistencies currently in the effectiveness of teaching between classes, but review evidence also identifies that there are some clear emerging strengths.
- The children receive a very secure start to their school life in the Nursery and Reception. There have been some significant improvements to the early years setting in both the indoor and outdoor areas which has facilitated quality continuous provision. Resources are also used well, which promote opportunities for communication and language, which were identified as the areas where children's skills were lowest in the last academic year. The new teachers are bringing a verve and purpose to learning in both the Nursery and Reception.
- Leaders have rightly identified phonics as a key priority area for further improvement following a dip in the development of early reading skills last year. New approaches have been introduced which ensure that these skills are now developed in a consistent manner and the school is preparing to introduce a new phonics scheme for all years. Pupils are increasingly showing a secure understanding of phonics as their early reading skills improve.
- Teachers generally display a secure subject knowledge across most subjects which they apply well to inform what they teach. At times, however, they do not make it sufficiently clear to pupils what skills they are learning and how they will know if they are successful.
- Positive and productive relationships exist between the pupils and adults. The needs of individual pupils are addressed soundly, for example, the small number of multi-lingual learners. Teaching assistants generally support pupils well and for some classes make a significant contribution. In the best examples seen, pupils with SEND were ably supported to engage with their learning. Teachers and teaching assistants work as a team to ensure that these pupils experience challenging learning by appropriately matching activities to their needs.
- Pupils show a positive attitude to learning and relish the challenges they receive and respond well to them. However, at times in a few classrooms, the teachers' expectations are too low, so that pupils, particularly those who are able and informed, do not attain the standards of which they are capable. Further work is needed in some aspects of teacher's curriculum planning so that the key knowledge and skills are mapped out across all foundation subjects.
- Where learning was seen to be most effective pupils are typically given well-defined tasks, focusing on specific skills. In Year 6 for example, they were asked to write a letter of application in a clear, structured way, while retaining individual control on the content. This also related well to a book they have been studying, which further engaged the pupils' interest.

Effectiveness of leadership and management

- The continuity of the leadership and management of the school has been inevitably impacted by the fact there have been five headteachers/acting leads in the last five years. The headteacher has been in post for just over a year but has already introduced some effective changes and has a clear vision for how the school will develop further.
- Part of her vision is establishing a new structure for the senior leadership team, including the newly appointed SENCo, the school business manager and phase leaders. It is intended that the phase leaders will carry out the monitoring of teaching, standards, and provision in their year groups to gain accurate information of what are the strengths and weaknesses. As a result, they will be able to introduce actions and initiatives to improve pupils' progress and attainment. This key role is still to be implemented.
- The headteacher has been pro-active in providing and arranging appropriate high-quality training for the staff which is acknowledged by the positive feedback in the staff survey returns.
- Leader's improvement planning identifies appropriate key actions based on a significant number of important priorities. The linked strategic plan has a clear roadmap to ensure developments are carried out in a systematic way in the medium term rather than focusing purely on the forthcoming year. At times, the identified outcomes are insufficiently precise to allow leaders to judge accurately whether their actions and initiatives to bring about improvement have been successful. These plans need to address this and to more clearly identify who is carrying out the actions and who is monitoring and evaluating their impact.
- The headteacher has acted swiftly and decisively over the last year to prioritise and address the identified needs of the school. As a result, the management of phonics has improved, and the recent improvements made to the early years environment and the appointment of key staff are already paying dividends.
- A policy for assessment and marking has recently been developed. However, more time is needed to ensure that is embedded enabling a more consistent response to sharing with pupils the progress they have made and what they need to do to improve.
- The headteacher is committed to ensuring those pupils for whom the school receives Jersey Premium funding have their needs identified and met and they are currently achieving appropriately when compared with other Jersey schools.
- The curriculum is not yet sufficiently broad and balanced which was commented on by pupils and is recognised by the school leadership. There is a suitable long-term plan, but this has not been developed further to ensure all subjects are taught regularly and to sufficient depth. Leaders know that they need to work towards more systematic monitoring and evaluation of the quality of the curriculum and its implementation across science and the foundation subjects.
- The SENCo only took up her post in September but with effective induction and support has enabled her to already analyse the range of needs of pupils and identify priorities and next steps. Leaders are ensuring that provision is meeting the needs of these pupils.
- St Peter's offers an environment where children feel safe and flourish. Leaders promote the welfare and wellbeing of all pupils well. Pupils report that they know staff will listen and take appropriate action on any concerns that they may have. The PSHE curriculum has several strengths, including ensuring that pupils get to respect diversity and to learn about keeping themselves fit, healthy and safe including when online.
- Senior leaders' oversee comprehensive and robust systems that underpin a secure culture of and ensure that pupils are safe here. Consequently, all staff are appropriately trained and well-briefed on child protection issues and procedures. Staff work as a team to ensure that appropriate procedures and practices and full safeguarding policies are

adhered to. The headteacher recognises the need to train an additional member of staff to a suitable level to act as a Deputy Designated Safeguarding Leader.

Recommendations

The school should take the following actions:

1. Ensure all teachers share the same high expectations and offer sufficient challenge in all learning activities reflecting the best practice in the school so that pupils attain the standards of which they are capable.
2. Extend the role of phase leaders to include the monitoring of teaching, standards of attainment and provision so that the information gained determines initiatives and actions to bring about improvement.
3. Strengthen the medium-term planning of the curriculum to ensure more effective coverage and sequencing of knowledge and skills within all the subjects in the Jersey Curriculum. This will ensure better progression across science and the foundation subjects.
4. Refine and enhance school improvement planning by:
 - a) identifying a different person to carry out initiatives or actions from the person who will monitor their success
 - b) more regularly giving a specified date for the completion of actions or an initiative
 - c) making the desired outcomes more precise and measurable where possible.

Information about the school

Age range of pupils: 3-11

Gender of pupils: Mixed

Number of pupils on the school roll: 205

Headteacher: Nasima Rashid

School telephone number: 01534 481536

School website: www.stpeter.sch.je

Contextual information

- St Peter's School is a one form entry primary school with 205 pupils on roll.
- Fewer pupils are eligible for Jersey Premium in comparison to other Government provided primary schools.
- The school offers Nursery provision on site.
- The proportion of pupils with special educational needs and/or disabilities is below the Jersey average at 11%.
- The school has a lower than average proportion of multi-lingual learners.

Information about the review

Reviewers considered information about pupils' progress and attainment. 18 lessons were visited, including sessions in the Nursery and Reception. Pupil's work was sampled from Nursery to Year 6.

Discussions were held with a range of pupils separately and within lessons. Reviewers considered the responses of staff and parents to surveys.

Discussions were held with the headteacher, heads of all three stages, the leader of literacy and the SENCo.

The school data report and other published performance information was reviewed together with relevant documents, policies and information including the leaders' self-evaluation and improvement plans.

The review team

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