



Jersey Schools Review Framework – Independent Report of Les Landes School

Rue des Cosnets
St Ouen
Jersey
JE3 2BJ

Headteacher: Mrs Vicki Charlesworth
Review date: 7-9 March 2023

Summary

Les Landes is extremely well led and managed. This together with a dedicated and committed team of staff, many of whom have multiple roles, leads to pupils making strong progress and typically achieving better than pupils in other Government provided schools.

Les Landes School is at the heart of its community. This is acknowledged by many parents. One parent expressed a view that was shared by many stating that ‘Les Landes has been an absolutely amazing school for both my children.’

Children get off to an excellent start in Reception. Pupils across the school benefit from a rich and exciting curriculum including trips and a host of extracurricular activities. Pupils are also kind and considerate and their behaviour is exemplary.

The additional needs of pupils are well met enabling the most vulnerable pupils to progress well.

Pupils are happy and learn how to keep themselves safe. They take part in community events and several have won awards for their skills and creativity.

Pupils benefit from high quality education that prepares them particularly well for the next stage of their education and for becoming proactive, independent, and articulate young citizens.

Senior leaders know the school extremely well and have their finger on the pulse of those aspects that are exemplary as well as a minority of the school’s work that could be better. In order to improve further, there is a need to increase the use of assessment at the point of teaching and to ensure that the effectiveness of teaching and learning in science and in design and technology, are as strong as in other subjects.

All staff that responded to the survey agree that the school has continued to improve. They say they are proud to be a member of staff at the school.

Full report

Achievement

- The very large majority of parents say their child does well at the school.
- Children get off to a flying start in Reception and quickly become independent for their age, developing an appropriate range of learning and skills. They make strong progress in developing their phonic knowledge, their creativity, fine and gross motor skills, mathematics, and writing. Then across Key Stages 1 and 2, the achievement of most pupils builds very effectively on pupils' prior learning in a wide range of subjects. These include in English, mathematics, religious education, history, geography, French and in pupils' personal, social and health education (PSHE).
- A thorough analysis of last year's outcomes for pupils in Year 6, taking account of pupils' different starting points, highlights that by the end of Years 2 and 6, a higher proportion of pupils had achieved well in reading, writing and mathematics than in other Government provided schools in Jersey.
- Older pupils read widely, and to a high standard. Younger pupils with low prior attainment are developing their early reading skills very well. The development of pupils' phonic skills is an emerging strength in Key Stage 1.
- Pupils quickly become articulate and command a wide vocabulary. They can hold thoughtful conversations with each other and adults and justify their opinions. However, pupils do not always apply these skills to reading and writing unfamiliar words across the curriculum.
- Pupils appreciate opportunities to work together and to support each other with their learning. They say that this, together with guidance from their teachers, supports them well with their learning and progress.
- The attainment of multilingual learners, pupils eligible for the Jersey Premium, and pupils with special educational needs and/or disabilities (SEND) is in line with their peers. The school's Jersey Premium strategy has been so effective that the school is considering adopting similar approaches for some pupils with SEND and those with low prior attainment. Any pupils that join Les Landes during an academic year are helped to catch up quickly should any gaps be identified in their learning.
- The achievement of pupils in the core curriculum and beyond, ensures that pupils are extremely well-prepared for the next stage of their education. Leaders are aware that the achievement of pupils in science and in design and technology is not yet as consistently strong as it is in other subjects. However, there are considerable strengths in other areas. For example; pupils' secure knowledge of Jersey's history and culture, their high-quality artwork and their broad range of physical skills gained through sporting activities.

Behaviour, personal development and welfare

- Pupils' behaviour, personal development and welfare are of the highest standard. In discussions with reviewers, pupils spoke of their 'love' of their school and about a strong sense of community and belonging.
- Right from the beginning, the youngest children in Reception learn to take turns, be kind and careful. Then as they progress through the school, pupils are supported well to grow into confident and articulate young people. They demonstrate high levels of independence, taking responsibility for their learning and taking on active and leading roles such as leading a range of lunch time clubs.

- Pupils are extremely well behaved at playtime, in lessons and around the school. They are very polite and are overwhelmingly positive about behaviour at school. Any off-task behaviour in lessons is very rare.
- In the kind and considerate way that they treat each other, pupils reflect the school's commitment to equality and inclusion. Pupils are of the view that bullying hardly ever happens here, and that when it does it is dealt with quickly and well by staff. Pupils feel safe in school; they say there is always an adult to speak to if needed.
- Assemblies add tremendous value to pupils' personal development. For example, one assembly encouraged pupils to share each other's successes, to celebrate the seven different languages spoken in the school and to learn about International Women's Day.
- Pupils feel highly valued; one pupil stated that 'Teachers really care about us and help us, and that helps those who find the work hard'. Pupils speak highly about the School Council and how this gives them an additional voice to influence the school, including aspects in the school's development plan.
- The school provides extensive opportunities to enhance pupils' spiritual, moral, and cultural development. Pupils speak confidently about cultures and faiths that differ from their own. Cultural capital is promoted very well for example through art. Pupils develop a strong understanding of Jersey culture; several pupils, including pupils with SEND, have won local and Jersey island competitions.
- Strong provision for pupils' PSHE contributes very well to the development of pupils' mental health. Pupils learn to assert themselves confidently and politely, and how to keep themselves safe, including online.
- Extracurricular activities, including the cycling club and the wide range of clubs, enhance pupils' learning and development extremely well. Some clubs, such as those that take place at lunch time are run by pupils. Younger pupils were observed thoroughly enjoying stories being read to them by older pupils.
- Leaders have addressed very effectively the dip in attendance that resulted from the pandemic. Attendance now stands at 95%. The attendance of pupils eligible for Jersey Premium, pupils with SEND and MLL pupils is in line with, or above, that of their peers.

Effectiveness of teaching

- Most of the teaching across the school is dynamic, exciting, and very effective.
- Highly effective teaching in the early years focuses appropriately on all of the areas of learning for this age group and promotes strong progress. Young children are developing their speaking and listening skills well and already possess a wide vocabulary. Many can count to 20 and beyond and are starting to use their basic knowledge of phonics to read and write simple words.
- Teachers typically demonstrate secure subject knowledge and make effective use of resources, including technology, to support and enhance pupils' learning well. Staff across the school typically model new learning and key vocabulary very well. Pupils recalled fondly their experiential learning and trips to local places of historical interest.
- The effectiveness of teaching is well supported by the school's rich and exciting curriculum. Pupils spoke about a wide range of subjects that they enjoy. Pupils' books show strengths in learning and progress, particularly in English and mathematics across both key stages.
- Teaching helps pupils to develop a love of reading and a thirst for learning. The large majority of pupils' reading records identify the important next steps for staff to focus on.

Leaders need to ensure that this becomes the case for all children, to accelerate the progress pupils make in KS1 still further.

- In mathematics, pupils progress very well, and the school is working to support pupils improving their recording of their reasoning.
- Most of the teaching includes appropriate and engaging activities for pupils that build effectively on pupils' previous learning, particularly in geography, history, RE, French and in mathematics. Leaders are committed to helping even more pupils to achieve secure levels of attainment in reading, writing and mathematics and is developing strategies to ensure there is consistently strong practice for this to be achieved in every class.
- Cross-curricular links, such as the study of Hinduism, leads to some amazing artwork. A lovely example of which are the Mandalas, which are up on display.
- Where teaching is best new learning and concepts are shared at a suitably measured pace which supports all groups of learners to progress well. A large majority of pupils refine and make improvements in their written work. For pupils with SEND, staff should continue to ensure that any errors in basic skills are picked up. In addition, further guidance for teachers is needed so pupils with SEND can better access aspects of learning in science.
- The rigour and accuracy of teachers' assessments is improving. However, some teaching could make better use of assessment to identify alternative approaches, or those pupils in need of additional support or challenge.
- At times, challenge is provided at the end of lessons, and not early enough in the lesson to maximise learning opportunities for those pupils capable of achieving more.
- Staff have pulled together well to help cover for staff vacancies. The appointment of new staff should help to reduce the additional pressure on some teaching and support staff in the near future.

Effectiveness of leadership and management

- The school is extremely well led and managed by highly effective senior leaders. Together, they inspire staff to give of their best and work extremely well as a team. The quality and content of the school's self-evaluation document highlights that senior leaders know the strengths and areas to develop in their school extremely well. Their clear vision for the school is embraced by staff, pupils and parents.
- Several aspects of the school's work are exceptional including: the leadership of the early years, Jersey Premium, attendance, pupils' spiritual, moral, social, and cultural development as well as pupils' PSHE.
- Leadership of SEND provision in the school is strong. The leader recognises the need to ensure that recommendations within provision maps translate into daily plans more clearly.
- Staff and pupils feel valued, respected, and safe. Senior leaders promote staff well-being very effectively and maintain a watchful eye over staff workload.
- The senior leadership team monitor the quality of teaching and learning closely. They make use of performance reviews and appraisal extremely well and target training to improve the effectiveness of teaching. This has led to, improvements such as in early reading.
- Senior leaders track the progress made by pupils rigorously. They observe lessons, take account of the views of parents and pupils, and look at the work in pupils' books. This has helped them to keep their finger on the pulse of how well different groups of pupils are improving including those in receipt of additional support.

- The leadership team ensure the curriculum is rich and broad, and that pupils learn tolerance, understanding and respect in our multicultural society. The school embraces and promotes principles of equality and inclusivity extremely well. This is a Rights Respecting school and pupils' spiritual, moral, social and cultural development is at the heart of the school's work. The headteacher and staff work alongside some other schools to help promote the Rights Respecting approach.
- Safeguarding is effective. Staff recognise their responsibility of helping to keep all pupils safe. Staff are vigilant and there are well-established systems for them to report and act upon any concerns they may have about pupils who may be vulnerable.
- There is a well-established culture of promoting learning about safeguarding. The senior leadership team ensure that pupils are taught about the dangers of extremism and radicalisation. This is covered well in PSHE and in assemblies.
- The school works closely with parents and the local community and surveys show that parents are very satisfied with the school. However, a very small minority expressed less praise for how the school deals with concerns. The recent appointment of a new pastoral leader is set to help the school to respond to issues raised by parents.
- There are strong links with the local community. The school provides a range of workshops and activities for parents to participate in, including activities alongside their children. Examples include the cycling crocodile and learning British sign language.
- Echoing a sentiment expressed by others, one member of staff wrote, 'I feel very privileged to be a member of the team at Les Landes, the children are brilliant, the senior management team and teachers are inspiring and supportive.'

Recommendations

The school should take the following actions:

1. Improve the use of assessment at the point of teaching to identify more swiftly those pupils capable of achieving more by:
 - checking the understanding and progress of the class as a whole before focusing in on individuals
 - by introducing challenge earlier in lessons.
2. Improve curriculum guidance for science and design and technology to boost the effectiveness of teaching in these subjects by:
 - developing a clear progression of knowledge and skills
 - ensuring staff can make learning more accessible to all pupils with SEND, particularly in science
 - ensuring that staff fully understand the content of the guidance.

Information about the school

Age range of pupils: 4 to 11

Gender of pupils: Mixed

Number of pupils on the school roll: 171

Headteacher: Vicki Charlesworth

School telephone number: 01534 481013
School website: www.leslandes.sch.je

Contextual information

- The proportion of pupils eligible for Jersey Premium is 13%.
- The proportions of pupils with special educational needs and/or disabilities is 9%.
- The turnover of pupils is higher than in other schools, particularly in upper Key Stage 2. This is largely due to an increase in numbers leaving to attend the local preparatory school.

Information about the review

The range of review activities included looking at documentation related to safeguarding, checking the security arrangements on-site, reviewing behaviour logs and attendance related information. A range of curriculum related documentation was also reviewed.

A range of policies and school documentation were reviewed including information on the school's website. Responses to questionnaires from parents and staff were considered.

Discussions were held with groups of pupils, staff, and senior leaders. A sample of workbooks were reviewed for English, mathematics, science, and art. Work on display around the school was considered. A small sample of pupils were heard reading and their reading records were reviewed. One assembly was observed.

Lessons were visited across all year groups, many of which were undertaken jointly between reviewers and a few alongside senior leaders. A range of activities that took place before the start of lessons, at lunch times and at the end of the school day were also seen. Breakfast club was visited.

The behaviour of pupils was observed in lessons, at lunchtime, around the school and at play times.

The review team

The review team consisted of three reviewers and 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.