



Jersey Schools Review Framework - Independent Report of La Moye Primary School

La Route Orange
St Brelade
Jersey
JE3 8GQ

Headteacher: John Baudains
Review date: 21-23 March 2023

Summary

La Moye pupils make great strides in their learning across a wide range of subjects and many show impressive knowledge and understanding when talking about their work. This is because very effective leadership ensures staff work well together, all pulling in the same direction.

Most of the teaching is effective or very effective. A lot is expected of pupils and, in the main, they rise to the challenges posed. Children attending the Nursery get off to a flying start as a result of the carefully organised activities and effective teaching offered.

Younger pupils typically make solid progress with reading as they master the way sounds are put together to work out words. They become accurate and expressive readers as they get older. Similarly, most pupils progress well in mathematics and leaders are aware of the areas where minor refinements could be made.

Teachers base many of their English lessons on high-quality texts. Consequently, pupils learn a lot of new vocabulary and so can write impressive descriptions and interesting sentences. Writing skills and knowledge of grammar are built up gradually and pupils learn to plan out their writing with care. Some factual writing, stories and poems are of a very high standard. Not everyone finds the work easy and bespoke help is offered to any pupils who struggle to keep up.

Pupils' progress is monitored carefully. Those who struggle are identified and extra help is organised if necessary. There is a very positive atmosphere and pupils are looked after very carefully. Bullying is rare and pupils know what to do should any problems arise. Great care is taken to keep everyone safe, for instance when school trips are organised.

Pupils take on a lot of responsibilities to help in the school and to support each other. The encouragement they are given to do so builds their confidence and sense of belonging.

As in every school, some things still need improvement. Occasionally some basic errors in pupils' work need to be pointed out and corrected more clearly. Most of these improvements needed should not take long. Strong leadership provides a good basis from which to go on improving.

Full report

Achievement

- Teachers' assessments of reading, writing and mathematics have generally been at least in line with Jersey averages in recent years. Multilingual learners (MLL) and those entitled to Jersey Premium generally do particularly well compared with similar pupils across Jersey.
- Current pupils enjoy reading and most read frequently and widely. Key Stage 1 pupils make good use of letter sounds to work out unknown words and make good progress. Key Stage 2 pupils often read articulately and expressively.
- The school makes effective use of high-quality books to enhance reading and to teach writing. Pupils enjoy this work and often produce well-structured and effective pieces, applying descriptive language. Some very fine writing was seen in Year 6.
- Pupils progress well in mathematics, particularly in Key Stage 1. In Key Stages 1 and 2 there are many examples of pupils being challenged and solving problems, often using real-life situations. For some pupils, gaps in their knowledge, for instance in number bonds and multiplication tables, slow down their calculations and stand in the way of developing understanding.
- In science, pupils develop a deep knowledge. For instance, one group of pupils explained very clearly how, over time, creatures evolve and adapt in order to thrive in different habitats. Others make good progress in observing and commenting on the growth of plants and the properties of materials, and in describing scientific processes. More attention could usefully be given to getting pupils to design fair tests to explore more engaging scientific questions.
- Across a wide range of other subjects, including art & design, computing, design & technology, geography, history and religious education, pupils develop impressive knowledge, understanding, and subject-related skills. The school's well-planned curriculum ensures learning is built up steadily over time. The requirements of the Jersey curriculum are covered well. Pupils learn a good deal about Jersey itself, for example, about local artists and craftspeople, aspects of the Island's history and about the geography and culture of the Channel Islands. In French, while most pupils progress well, more challenge is needed for the small minority of native French speakers.
- Pupils are generally confident to talk about their work and opinions. They often use vocabulary well and sometimes build on the answers of others, thereby enhancing the learning process. Talk could now be enhanced by encouraging pupils to speak more audibly in order to be heard by all class members.
- Some groups of pupils progress well in phonics and early reading. However, for others, learning is weaker, partly because the work is not reinforced enough through writing activities or occasionally because the pitch and pace of the work are not right to move pupils' skills forward.
- In Nursery, children generally make strong progress across a wide range of learning, supported by effective development of speech, language and literacy. In Reception, curriculum planning needs refinement to boost children's progress so that more of them are on course to be fully prepared for Year 1.

Behaviour, personal development and welfare

- The school is a very orderly place. In the great majority of cases, relationships between pupils and their teachers and other adults are very strong. They are underpinned by mutual respect and care. As a result, the great majority of lessons are well-focused and pupils respond positively to what is required of them, often showing great interest in their work. Pupils' conduct around the school is exemplary.
- Children engage well with their learning opportunities in the Nursery and Reception classes. They learn to listen well and to share their thoughts and understanding. They generally behave and respond well. They understand how to access help if they need it.
- Occasionally some pupils across the school exhibit anxious behaviour and so find it difficult to settle. The needs of these pupils are well understood, and the support offered is effective in helping them to regulate their behaviour.
- Attendance is broadly in line with the current Jersey averages. Before the COVID-19 pandemic, it was above average. Attendance patterns are well monitored, and patterns of weaker attendance are tackled successfully. Attendance for potentially vulnerable groups of pupils is at least in line with the current school average because of the monitoring and support offered to families.
- A novel system sets the tone of the school's high expectations of its pupils. Each pupil is given a badge, indicating that they are trusted to care and show respect. Should standards slip, the badge is withdrawn until restorative measures enable it to be reinstated. A belief in children and a high emphasis on both rights and responsibilities are hallmarks of this school.
- There are many examples of pupils being given responsibility and taking it gladly. Older pupils are trained as peer mediators to help others sort out their own minor differences during leisure times. This project is viewed as effective and important by pupils.
- Older pupils who speak Polish or Portuguese are trained by staff to act as young interpreters. The interpreters talk movingly about the way they support new or younger pupils to settle and communicate.
- The School Council has been used to promote learning about democratic processes. Its members have been active in driving projects including promoting Cancer Awareness, making large quantities of soup to support the poor, and providing suggestions to school leaders on the range of clubs to be offered.
- The school makes good provision for the spiritual, moral social and cultural development of its pupils through its rich and comprehensive programme of personal, social and health education. Pupils show good understanding of this work and its purpose. They understand the benefits of both exercise and leisure.
- Pupils throughout the school are taught to recognise their various emotions and states of mind, and how to consider and regulate their responses appropriately. This approach is effective. Pupils exhibiting social or emotional difficulties are well supported to cope with, and overcome, any feelings of unease or upset.
- Very effective systems ensure pupils are safe, and feel safe, at school. They understand that they should report problems to a trusted adult and are confident to explain what this means.
- Bullying is rare, so much so that pupils spoken to find it difficult to remember cases. However, pupils are frequently reminded of what to do should a bullying problem arise. Pupils understand their own responsibility to keep themselves safe and to care for each other. Assemblies and class work develop understanding of common environmental dangers and how to avoid them.
- Detailed risk assessments are carried out to ensure the wellbeing of pupils during trips, including adherence to the required staffing ratios.

Effectiveness of teaching

- The very large majority of the school's teaching is effective, and much of it is highly effective. The most successful is characterised by carefully planned sequences of work, and frequent checking on pupils' understanding and the quality of their work. Demanding discussions reveal pupils' understanding and enable teachers to deal with misconceptions or want of quality when the need arises. In general, teachers create a very positive climate for learning and pupils often reciprocate by showing considerable enthusiasm and enjoyment. Ambitious, challenging and well-planned teaching often leads to impressive progress across a wide range of subjects.
- Teaching often draws productively on the use of demonstration, exemplifying high-quality finished work or modelling the processes to be used. Displays of vocabulary are used well by pupils to enrich and improve their work. Teachers make productive use of videos, pictures, and everyday items to bring learning to life. For example, Year 4 pupils knew a great deal about the digestive system, because they had previously experimented with food to observe how it can be broken up into tiny particles, and then forced through fine mesh, simulating its absorption into the body.
- Careful selection of resources leads to positive attitudes towards both reading and writing. Much teaching leads to effective development of mature writing techniques. As a result, pupils strive to create stylish and impactful writing of their own. For example, Year 6 pupils applied their prior learning about English war poets to draft highly moving blank verse, contrasting the horrors of war with the peace which follows it.
- A good range of well-chosen books is available in classrooms, including some in Portuguese or Polish to support cultural awareness and literacy development of the pupils who speak these languages.
- Teachers' monitoring, recording, and commenting on pupils' reading habits and techniques could usefully be improved to offer pupils a better fix on how well they are doing and to make it clear how they could continue to improve.
- Throughout the school, where there are high expectations and clear instructions, pupils get down to independent work quickly and without fuss. In some cases, they are encouraged to collaborate, and this frequently improves the quality of their work and ability to be self-critical.
- Teaching assistants are well managed and frequently make a good contribution to the learning of individuals and groups.
- In Nursery, children are provided with a broad and exciting range of activities, which supports their learning and development very well. Here, children are successfully encouraged to articulate their thoughts and listen carefully. Teaching and support staff introduce and use new vocabulary effectively, so developing children's learning, speech and communication.
- Reception children experiencing learning difficulties receive swift and effective help. However, refinements to planning, and even higher expectations of children are needed to help promote better progress.
- The teaching of phonics varies in effectiveness. With the best teaching, pupils show mastery of letter sounds for reading and spelling, and also make good progress in writing words which do not follow the rules. Elsewhere, there is too little writing practice as part of learning phonics.
- Pupils with special educational needs and/or disabilities (SEND) receive effective help. Work is adapted appropriately, for instance by using Makaton (signed communication) where needed, to offer access to the curriculum building communication and understanding. In general, pupils with SEND are helped to make steady progress through the small steps as set out in their individual plans.

- Much of the work and teaching in Key Stages 1 and 2 is challenging. High prior attaining pupils often show they have gained a great deal of knowledge and provide exceptionally good explanations of previous work.
- Although generally very positive, a small minority of teaching is less effective. There is a need to promote greater depth and challenge which high prior attaining pupils require in some mathematics. Some pupils say that the work set can be too easy or is uninteresting. In a few cases, pupils' writing, and other forms of recording, are limited by the over-use of worksheets.
- The school has rightly identified that more attention to assessing and identifying recurrent errors in pupils' written work is needed, including for pupils with SEND. Careful observation does enable teachers to intervene effectively and bring about improvements. However, errors in spelling, handwriting and the reversals of letters and numerals can go uncorrected. Some pupils therefore go on to repeat and practice these errors. Teachers' feedback needs refining, so pupils know how well they are doing and what they need to do to improve.

Effectiveness of leadership and management

- Strong leadership promotes a very positive ethos at La Moye. Surveys of parents and staff offered overwhelmingly positive evaluations of the school. The school has a strong reputation in Jersey. Several of its staff have recently been involved in helping other Jersey schools and teachers.
- Leaders provide high levels of care and notable attention to detail. Consistent implementation of curriculum plans leads to pupils making very good gains in knowledge, understanding and skills, and being able to talk convincingly about their learning. In the great majority of cases, pupils show considerable interest in class and present as safe and happy when working and playing.
- Senior leadership is highly organised. Information about the school is systematically gathered and analysed with care to identify current strengths and weaknesses. More junior leaders are involved in the process, meaning they develop both experience and expertise. Self-evaluation processes lead to shared agreement on priorities and plans which involve staff teams in concerted action aimed at school development.
- The school's staff present as united and with a shared sense of purpose. Development to date shows that school improvement processes are effective.
- Subject leaders are innovative and ambitious. The curriculum is strong, detailed and tightly managed. This, together with effective training and support, means that a large majority of the teaching and learning is highly effective. Senior leaders are aware of inconsistencies and explain convincingly how they will be ironed out.
- Some leaders are new to their roles and, inevitably this means that their development work is at an early stage of development. Leaders are aware of this and have plans focussing on appropriate training and priorities to support them.
- The leaders in charge of SEND provision have made a good start in promoting inclusion across the school. They have planned whole staff training to ensure consistently effective provision for pupils on the autistic spectrum. Effective strategies have been implemented to support social, emotional and mental health needs and, as a result, pupils are learning to manage their anxieties and associated behaviour more effectively than previously. Most pupils with SEND are being enabled to access the curriculum and make progress against their personal targets.

- Learning is enhanced by a rich programme of visits, some residential. The range of after-school clubs is exceptionally large and varied. The school tries hard to enable all pupils to attend these, but some groups remain somewhat under-represented.
- Very effective systems ensure pupils and staff are kept safe. Pupils know what to do if they have a concern about themselves or another child. They are confident in naming staff to whom they would talk should this arise. Work to teach pupils about online safety is very well planned. They are aware of the dangers of using the internet and the precautions they need to take. There are well-developed systems for monitoring use of online resources and any attempts at dangerous or inappropriate use are challenged.
- Policies, procedures and practice are aligned well with all safeguarding requirements. Frequent checks are made to ensure compliance. Child protection measures are carried out rigorously. There are weekly updates for staff on vulnerable pupils.
- Staff have a comprehensive programme of induction and ongoing professional development to ensure safeguarding remains a top priority. Staff speak of a culture of care created by the senior leadership team, where all are aware of the responsibility to keep children and staff safe. Adults feel they are well supported to implement this.
- Health and safety are also given a high priority. There is a comprehensive approach to risk assessment. Activities both on and off site are well thought through, and potential risks are considered and mitigated before they take place. Daily safety checks are made around the site and swift remedial action is taken if required.

Recommendations

The school should take the following actions:

1. Improve current examples of weaker teaching to make them as strong and effective as the school's norm.
2. Further enhance the teaching of phonics by:
 - ensuring pupils get the chance to practice the work they have covered by carrying out writing tasks as part of sessions
 - actively using phonic skills in reading and writing during other lessons.
3. Improve and implement a consistent policy on assessment and marking so:
 - errors in basic skills of spelling, handwriting, and orientation of letters and numerals are corrected systematically across the curriculum
 - pupils expect to learn from the corrections made
 - feedback marking ensures pupils know how well they are doing and understand the steps they need to take to improve further.
4. Further improve the leadership of early years by:
 - raising expectations of Reception children so their rates of progress are improved
 - making school specific plans which ensure prime and specific areas are taught thoroughly and reliably, and take account of the interests and enthusiasms of children.

Information about the school

Age range of pupils:	3-11
Gender of pupils:	Mixed
Number of pupils on the school roll:	367
Headteacher:	John Baudains
School telephone number:	01534 741390
School website:	www.lamoye.sch.je

Contextual information

- The school has a Nursery
- 23% of the pupils are eligible for Jersey Premium funding
- 12% of pupils have special educational needs or disabilities (SEND)

Information about the review

- Reviewers visited lessons across all year groups.
- Discussions were held with a significant number of staff with leadership responsibilities at various levels.
- A large number of documents were reviewed including; those relating to safeguarding and welfare, the school's self-evaluation and school improvement plan, plans for the school curriculum and samples of policies and other documents on the school's website.
- Discussions were held with pupils about their experiences in the school and about their recent learning.
- Samples of pupils' work across most subjects were considered.
- A number of pupils read to reviewers and discussed their reading and preferences.
- Brief observations were carried out before school, at breaktimes and lunchtimes and a visit was made to the school's breakfast club.
- The results of surveys of parents and school staff were analysed.

The review team

Led by an experienced off-island reviewer, there were a total of 6 reviewers in the team.

Enquiries about this report should be addressed to the Head of the School Improvement & Advisory Service, Children, Young People, Education and Skills, Highlands Campus, PO Box 142, St Saviour, Jersey JE4 8QJ.