



Jersey Schools Review Framework – Independent Report of St Clement's School

La Rue de la Chapelle,
St Clement,
Jersey
JE2 6LN

Headteacher: Richard Heaven
Review date: 11–13 June 2024

Summary

St Clement's is a school that is genuinely at the heart of its community, with a tangibly welcoming and generous spirit. The support the school has offered pupils, parents and the wider community over recent years makes it a very special place where happy pupils learn well, are listened to and nurtured.

Senior leaders have long been committed to improving the school. Over time, a more ambitious focus on accountability for pupils' outcomes and the quality of the curriculum have taken the school to a new level.

Staff and pupils consistently draw upon the school's values of collaboration, empathy, perseverance and learning from their mistakes. Leaders have made sure that even the very youngest children can understand and exemplify these values.

Children get off to a flying start in the Nursery, with its well-planned curriculum and access to the school's beautifully designed nature area.

Provision for pupils with special educational needs and/or disabilities (SEND), including those placed in the additionally resourced centre (ARC), is a strength in the school. Accomplished teaching and support staff epitomise exactly how to meet pupils' individual needs and promote inclusion.

Pupils achieve well in reading, writing and mathematics at each key stage. Leaders are in the process of developing a well-sequenced and rich curriculum for each foundation subject in order for pupils to acquire secure knowledge and skills as they progress through each year.

Pupils conduct themselves well throughout the school. They are unfailingly polite, friendly and happy to show off their school. The school's development of oral skills, right from the beginning, has shaped pupils' confident, articulate and fluent ways of expressing their thoughts and ideas.

Typical of the views of parents are the following comments: 'St Clement's is a wonderful school; my child is thriving; everyone cares about all children'.

Full report

Achievement

- The youngest children in the school progress well towards the early learning goals, developing their communication, physical skills and sociability. The early years curriculum is carefully designed to provide stimulating and motivating resources and experiences.
- Leaders astutely assess children's starting points and make sure that staff benefit from additional training in and out of school to support the changing needs of children. As a result, pupils make strong progress in communication, including those with the most complex needs.
- Pupils' achievement in reading in Key Stage 1 and 2 has clearly improved over the last few years. Leaders have rightly focused on developing adults' skills in teaching phonics and early reading. Gaps in pupils' reading development are picked up at the right time and addressed with well-chosen additional programmes of extra help. Together with imaginative choices of text for class reading and a well-stocked library, pupils grow to become enthusiastic and fluent readers. As a result, pupils' attainment and progress rates in reading compare favourably with those in other Jersey schools.
- Writing has been a recent focus throughout the school, with texts chosen to stimulate quality writing. The youngest children in the Nursery and Reception quickly practise forming meaningful sentences, using an increasingly sophisticated vocabulary. Programmes of study for writing are designed with a clear purpose and enable pupils to experiment with a range of styles, all of which contribute to pupils' strong achievement in writing, compared with other Jersey schools. School leaders are rightly focusing on a regular and more stringent approach to improving pupils' cursive handwriting, which in some year groups, is not as well formed as it should be.
- Pupils' achievement in mathematics across the school is secure and in line with other Jersey schools. Leaders are working hard to raise standards even higher in mathematics, to match the improvements seen in reading and writing. Teachers are in the process of refining practice and embedding a mastery approach in order that all pupils develop a deep and long-lasting understanding of key concepts before moving on to the next topic.
- At an individual level, pupils with SEND make the required steps of progress in line with their needs and starting points, alongside noteworthy leaps forward in their communication and ability to self-regulate. Many pupils in the resourced provision make impressive gains in their overall achievement. Parents report that the provision for their children in the ARC has a significant impact on their behaviour and anxieties at home.
- Multi-lingual learners are supported very effectively to achieve well alongside their peers. Over time, achievement in all areas for pupils eligible for Jersey Premium funding has improved with the gap narrowing between them and their peers.
- Achievement through the foundation subjects varies alongside the quality of teaching. Where the curriculum planning is coherent, well-sequenced and teachers are crystal clear about what skills and knowledge they wish pupils to acquire, pupils progress through the curriculum well, for example, in science and history. However, because some planning of the foundation subjects is at an early stage, pupils do not always remember what they have learned and build on it as they move up through the school.
- Pupils' responses and attitudes to learning in lessons – and skilful assessment of them in the moment from teachers and support staff, enable them to progress through lesson content and move on in their learning and confidence.

- Leaders ensure that pupils are well prepared for the next stage of their education. Preparation for secondary school begins in Year 5, when pupils are expected to take more responsibility for independent learning and personal organisation.

Behaviour, personal development and welfare

- The school is an orderly environment. Pupils respond respectfully to adults and the school's high expectations of how they move around the school. They quickly acquire positive habits, consideration for others and self-discipline.
- Pupils try hard to live by the school's values and know how important these are. The school's child-friendly representation of the values through tempting cuddly toys helps even the youngest children to develop a positive sense of character.
- Pupils attend well. Very few are not punctual. Attendance of all pupils and those who may be vulnerable is tracked carefully.
- Bullying is rare and if any incidents happen, pupils are confident that these are managed well. Peer mediators and 'playground friends' are part of effective systems set up to problem solve low-level incidents and support playground games. Older pupils look out for the younger pupils and those who may be vulnerable. Deliberate opportunities for pupils to work together and support each other provide early experience of leadership.
- The overall site is safe for the pupils at the school. Different areas for lunch and break times, together with a delightful nature garden and the outdoor areas for the early years and the ARC all provide educational spaces for pupils to develop their physical skills and wellbeing. Specially dedicated rooms for pupils to talk through problems or have quiet thinking spaces are highly valued by all pupils. The use of these spaces is accepted as a normal part of school life and never stigmatised. Pupils know who they can talk to if they are worried about anything.
- Pupils know about the changes to the ARC and the increasingly complex needs of some pupils who attend. They understand how this provision is intentionally at the heart of the school. As a result, all pupils benefit because they are learning about kindness, tolerance and inclusion alongside their peers.
- Pupils benefit from and value the high quality support they can access for any emotional or mental health needs. They feel confident that there will always be an adult who can help them with problems in and out of school.
- Promoting pupils' spiritual, moral, social and cultural development (SMSC) is a priority for the school. The delightfully planned and planted garden provides pupils with a tranquil space for reflection and engagement with the growing natural world. Wide-ranging discussions in assemblies help pupils to grapple with big moral questions. The school's rights respecting ambassadors are keen guardians of the school's values and ethos. When pupils strongly demonstrate the school's core values, they are rewarded with a highly sought-after invitation to the headteacher's tea party.
- Pupils' loyalty to their different houses fosters healthy competition and pride. The school has a strong reputation for sporting participation and success for all. Residential trips build pupils' independence and challenge their resilience and social skills. Pupils also benefit from the rich culture in Jersey, with a wide range of visits to significant historical and geographical sites. Pupils have many opportunities to commit themselves to different charity work, which helps them to look outside of themselves and their immediate community.
- Displays of pupils' accomplished art and craft work create a vibrant and inspiring atmosphere throughout the school. Different cultural backgrounds are fully represented in the school, for example, in the inviting library books in different languages. Pupils

enjoy many opportunities to develop their musical interests, through instrumental tuition. The school is proudly maintaining the tradition of its renowned signing choir.

- Leaders are wisely working on ensuring that the taught curriculum for personal, social and health education (PSHE) is thoroughly planned, sufficiently detailed and well-sequenced. In this way, the different threads of pupils' personal enrichment and SMSC development will be drawn together coherently for all.

Effectiveness of teaching

- Pupils take their learning seriously: from the youngest children talking about learning from mistakes; others practising sentences with pride and persevering; all the way through older pupils thoughtfully selecting the right technique to practise watercolour painting to draw inspiration from a local artist's work.
- Teaching assistants are a notable strength of the school. They make it their business to know exactly what pupils are learning. They work with pupils to help them participate independently. They also reinforce pupils' understanding and help them with working memory by repeating and making the learning relatable.
- The school's focus on oracy has clearly made an impact on pupils' confidence when responding to questions and exploring ideas. Pupils are adept at using some of the 'talk tactics' such as building on each other's answers. Speaking in sentences is becoming a very typical characteristic of the school, starting right away in the early years where adults provide meaningful conversation and commentary with children, including those who have difficulties with speech and language.
- In the early years, imaginative and motivating content stimulates children's curiosity and channels their energy towards learning, increased concentration and collaboration.
- Classrooms throughout the school are well resourced with materials and helpful displays to encourage independence. Pupils also benefit from some specialist teaching – for example, in computing – which is effectively planned to assure progress.
- Pupils are provided with helpful and developmental feedback on their work. Pupils are clearly in the habit of taking responsibility for improving their work and making sure they understand. They enjoy the regular 'reflect and review' sessions, which are deliberately designed to make sure that no one gets left behind.
- Teaching of the pupils with complex SEND and those in the ARC ensures that pupils get thoroughly used to a school setting and begin to socialise in a positive way. Bespoke plans for learning and personal development are thorough and appropriate.
- In those subject areas which are at an early stage of planning and development, teaching and learning are not as effective. For example, the school is in the process of establishing a more coherent and precisely sequenced religious education curriculum, in order to ensure that pupils make effective links between topics and what they have learned previously.
- Most teaching is planned and structured carefully so that pupils build up their knowledge and skills incrementally from topic to topic. Occasionally, learning activities and questions do not create sufficient demands on pupils with the highest prior attainment. Sometimes the structures in place for discussions and tasks set place limitations on how far pupils can go with their thinking and a few pupils' perception is that work set is never very difficult.

Effectiveness of leadership and management

- Leaders' vision of their school as a safe, welcoming and supportive community at the heart of the local area is crystal clear. Staff, pupils and their parents completely buy into this vision and the school's closely held values.
- Senior leaders are role models for staff in their determination to bring about improvement and as a result, class teachers and support staff are committed to learning and improving their work.
- Leaders act strategically to look to the future and ensure that there is sufficient capacity and succession planning for continued success. A sensible working partnership with two other primary schools enables staff to share good practice and benefit from joint training initiatives.
- In recent years, the senior leadership team have clarified and refined how they evaluate the impact of their work. School improvement planning is now deeply rooted in accurate information about how well pupils are achieving and how effectively they are taught and developed.
- In typical fashion, leaders and staff rose to the undoubted challenge of relocating the ARC in the centre of the school. They made sure that the provision was well led, fully staffed and ready to meet the needs of a new and unfamiliar cohort of pupils. Leaders helped staff in new roles to embrace different responsibilities and share their keen moral purpose. In this way, the school's commitment to inclusion shines through.
- Improving the effectiveness of teaching and the quality of the curriculum are top priorities. The school invests in its staff and enables them to focus on their development as teachers, leaders and champions for children. Coaching, teamwork and developing the role of subject leaders have made a significant impact on consistency for all key stages and year groups. Monitoring of teaching and the curriculum is planned well through the cycle of the year.
- However, some of the work to improve the quality of the curriculum and the expertise of subject leaders is at an early stage. Senior leaders are rightly aware that some areas of the curriculum need to be more coherently planned and sequenced. In addition, some subject leaders need more time to develop their subject knowledge across all phases, which will increase their confidence when monitoring teaching and learning in their subjects.
- Leaders are committed to reducing stress and workload for staff, who feel valued and nurtured. Prompt responses to unforeseen events and to personal concerns help to create a warm, secure and welcoming environment on which the whole school community can depend.
- Safeguarding arrangements are effective. The school makes sure that systems are efficient, while providing a personalised and human touch. Concerns about child protection are followed up swiftly and reviewed frequently to keep pupils safe. Leaders rigorously follow Jersey guidance regarding checks on adults working with children. The senior team have strengthened the safeguarding capacity in the school through the appointment of a dedicated professional to work with parents, children and other agencies who protect children.

Recommendations

The school should take the following actions:

1. Continue to improve the quality of the overall curriculum in science, PSHE and the foundation subjects, by ensuring that:
 - the content of each subject is precisely planned and sequenced to build pupils' knowledge and skills incrementally
 - teachers plan and deliver sequences of lessons in these subjects that build on what pupils already know, understand and can do
 - subject leaders develop their expertise, competence and confidence in all phases and key stages in their subject areas.
2. Further raise standards of achievement by:
 - embedding the improvements to the teaching of mathematics, particularly the mastery approach and use of concrete apparatus
 - taking earlier and more stringent action to improve pupils' handwriting
 - providing more opportunities to challenge more able pupils to think deeply, take risks and explain their ideas more cogently.

Information about the school

Age range of pupils: 3–11

Gender of pupils: Mixed

Number of pupils on the school roll: 191

Headteacher: Richard Heaven

School telephone number: 01534 854007

School website: www.stclement.sch.je

Contextual information

- Just under one quarter of all pupils are eligible for Jersey Premium.
- The school has a Nursery class.
The proportion of pupils with special educational needs and/or disabilities is in line with the average across Jersey. The school has an additionally resourced centre (ARC) which caters for pupils with a range of different needs. Formerly, the ARC on site was a specialist provision for deaf pupils.

Information about the review

Reviewers considered information about pupils' progress and attainment. A range of lessons were visited, including sessions in the Nursery and Reception class and lessons in every class. Subjects including English, mathematics, computing, art, history, religious education and French were also observed. Reviewers spent time observing and speaking to pupils in the ARC. Meetings were held with a range of senior and subject leaders in the school.

The lead reviewer listened to pupils reading from Years 4 and 5 in the school library. A group of pupils accompanied the lead reviewer on a tour of the school and reviewers also spoke to groups of pupils about their experience of school life.

Reviewers scrutinised samples of pupils' work. They also looked at pupils' work in lessons and spoke to pupils in class and during play and lunchtime.

The views of parents were taken into account from conversations with parents and the online survey. Reviewers considered the responses of staff to the staff survey

Information about safeguarding arrangements, health and safety and pupils' behaviour was evaluated. Reviewers visited assembly and made a brief visit to observe a peer mediation training session led by an outside organisation.

The review team

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