

12 July 2018

Dear Parent/Carer

In June 2018, a team of inspectors from Education Scotland visited Amherst Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership, learning and teaching, and children's successes and achievements.

The inspection team found the following strengths in the school's work:

- The outstanding leadership of the headteacher. Her vision for ensuring that all children can achieve the best possible outcomes underpins the life and work of the school.
- The excellent approaches to wellbeing, equality and inclusion. The strong ethos of teamwork and dedication, amongst all staff and volunteers, ensures they provide a caring and nurturing environment for all children.
- Articulate, kind and happy children. They are highly motivated to learn, respectful of others and achieve success in a variety of ways.
- High-quality opportunities for children to learn outdoors and to find out about their island community. They benefit from rich experiences to develop as responsible and active young citizens of Guernsey.
- Highly successful partnerships with parents, professionals and the local community. These partnerships enhance children's experiences and are leading to improved outcomes for children and families.

The following areas for improvement were identified and discussed with the headteacher and representatives from Education Services:

- Continue to share best practice in learning, teaching and assessment across the school in order to continue to raise children's attainment in literacy and maths.
- Continue to develop the curriculum, to ensure progression in all areas of children's learning.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these **quality** indicators in the publication *How good is our school?*¹

Here are Education Scotland's evaluations for Amherst Primary School

Leadership of Change	very good
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	excellent

What happens next?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvement. As a result, we will make no further visits in connection with this visit. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

Lesley A Johnstone
HM Inspector

¹ *How good is our school? (4th Edition) 2015* – [How Good Is Our School?](#)

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States of Guernsey
Education Services



Education
Scotland
Foghlam Alba

Summarised inspection findings

**Amherst Primary School
Guernsey**

12 July 2018

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- *Developing a shared vision, values and aims relevant to the school and its community*
 - *Strategic planning for continuous improvement*
 - *Implementing improvement and change*
-
- The headteacher provides outstanding leadership for the whole school community. She is highly respected by all. Her passion to ensure the best possible outcomes for all children is clearly evident in the strategic vision for the school, 'every child, every chance, every day'. The inclusive, caring, welcoming and purposeful ethos of the school helps to ensure that children are supported, respected and nurtured as individuals. Over many years, the headteacher has successfully embedded a culture of self-evaluation and continuous reflection amongst the staff team, and increasingly, across the wider school community. As a result, staff have an accurate and well informed view of the key strengths of the school and aspects for further improvement, based on a range of data and other evidence.
 - The school has undergone significant changes within the senior leadership team in the last year. At the point of the inspection, a new deputy headteacher had been appointed and will take up post in the new academic year. A new post of assistant headteacher had also recently been created, and a member of the staff team had been appointed to this post. In the interim term when the school has had no deputy headteacher, the school's middle leadership team have willingly taken on additional leadership responsibilities, alongside their day-to-day duties and class teaching commitments. They have collectively, and individually, worked tirelessly during this time to ensure the running of the school has remained smooth, and that children's experiences continue to be of high quality. Middle leaders have grown in confidence over this time, and their leadership skills have been enhanced.
 - Through the well-embedded systems and approaches to self-evaluation, school leaders carefully track the progress of all children across the school, including the significant numbers of children who face challenges and require additional support. Leaders use a range of effective approaches to monitor the quality of learning and teaching and the impact of improvement work across the life of the school. They give timely feedback to staff on their work, and take action to ensure any areas for development that are identified are followed up.
 - Across the school, staff feel valued and they are encouraged to undertake leadership roles. They have a good understanding of the role they play in school improvement. They model and reinforce the school values as they fulfil their roles and responsibilities. Teachers are reflective practitioners and continuously evaluate the quality of learning and teaching within their own classes. They involve children well in helping decide the direction and shape of topic work. Teachers who have roles as subject co-ordinators provide helpful advice to their colleagues, and have a role in evaluating the impact of

course and programmes for key curriculum areas. The team of 'innovators' provide guidance to their colleagues on sharing whole-school approaches for learning, teaching and assessment. The school is keen to continue to extend the range of professional learning opportunities for staff, in order to research and share best practice further.

- Children play an important role in helping their school to develop and grow. They are empowered to inform and lead change and know that their views matter. They talk positively about how their ideas and suggestions have influenced and added value to their experiences. In their role as school councillors, children meet regularly and are encouraged to make decisions about areas of school life that affect them. For example, they are pleased that they have led improvements to their school playground. The team of pupil inspectors carry out their own 'validation' visits to classes, as well as observing the operational daily life of the school from a child's point of view. As a result, they can confidently, and very accurately, describe the key strengths of the learning experiences of children across the school. They talk proudly about aspects of provision which have been improved as a result of their own inspection findings.
- The school has developed very effective ways to seek the views of parents. Annual surveys and questionnaires provide parents with opportunities to give their opinions on school life. Regular forums provide parents with the chance meet with school leaders and to share their views and suggestions for change. Recent themes for parent forums have included inclusion, literacy and information and communications technology (ICT). In response to feedback from parents in recent years, the school has significantly improved approaches to communicating with families. All parents who met with inspectors were very positive about the different ways that the school shares information with them and keeps them up to date with their child's progress. The introduction of parent representatives from each year group has been a popular and creative way to further strengthen home/school partnerships. The school has plans to continue to develop the role of parent representatives to enhance parental voice.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

- Overall, the quality of learning and teaching across the school is very good. Children are motivated to learn and enjoy coming to school. The learning and social and emotional needs of children are met very well and, as a result, children feel safe and happy in school. The quality of interactions and questioning in Reception and Y1 and Y2 classes are highly effective, allowing staff to extend children's knowledge and understanding. Through the continuous provision approach, staff are scaffolding learning well and they encourage children to link learning very well. Children in Reception classes benefit greatly from the approach to 'busy learning', where they investigate and discover in their play.
- We observed examples of very effective lessons across the year groups, where children benefit from innovative and creative learning experiences. In almost all lessons, children were motivated and engaged well in their activities. There is scope to improve the pace and challenge of learning in a few classes. Further improving pedagogy has been identified by school leaders as a priority for next school year, when new staff will take up positions to complement the existing staff team. There is scope to provide opportunities for staff to visit each other's classes across the school to share best practice further.
- Children have many opportunities for group and pair work to discuss their learning. They are increasingly encouraged to talk about their learning. There are a number of helpful ways staff use to help children create targets to improve and reflect on their learning. For example, booklets support children to identify when they have achieved their targets. In lessons, the purpose of learning is shared with children and feedback to children on their learning is very helpful.
- Children's behaviour, across the school, is very good. Relationships between staff and children are very positive and as a result, children are very respectful of each other. Staff support children who have difficulty managing their own behaviour very well. Children respond well to the behaviour award badges and speak very positively about the reward of having afternoon tea with the headteacher. Increasingly, staff are providing children with opportunities to develop their leadership skills across the school. School councillors speak positively of how their opinion is sought on a range of issues. They are positive about the changes that they have made to games in the playground and how they help other children sort out difficulties and organise games. Pupil inspectors are used very well to help inform improvements to the school. Across the school children have been working on achieving a 'can do' approach, which is promoting a positive attitude to learning. A number of children act as digital leaders in the school, supporting their peers to use and to maintain the tablets and hand-held devices.

- Well-established systems are in place to track and monitor children’s progress and achievement. Staff take the opportunity to plan together to ensure consistency in expectations across the year group. Most staff assess children’s learning very well, using a variety of formative assessment strategies, as well as including children in peer assessment opportunities. Within key stages, teachers engage in moderation activities. As a next step we feel the school climate is sufficiently well developed to build on moderation approaches further. We spoke with staff about moving to also moderate the planning of learning, and moderating the learning and teaching approaches at each stage.

2.2 Curriculum: theme 3 - learning pathways

- In 2015/16, a team of 'innovators' were appointed to review and refresh the school's curriculum. At this time, their work was informed by researching curriculum models in other jurisdictions. Since then, the staff team at Amherst Primary School have enthusiastically embraced the new 'big picture' curriculum for the Bailiwick. In taking forward their ongoing curriculum development work, they are ensuring that the rationale for their school curriculum is in line with other Guernsey schools. They are identifying any gaps, overlaps or areas to develop further. Appropriate action plans and priorities are in place to continue this work in the next school year.
- Staff have been creative with aspects of the new curriculum and are providing children with stimulating and relevant learning experiences. Very good use is made of the rich learning environment provided by the island. Children have high-quality opportunities to explore and learn about the beach and the sea. They make good use of the local museum to help children learn more about the history of their local area. Staff across the school are conscious of developing children's skills and attitudes as well as knowledge and understanding. We ask that the leadership team build in to their monitoring activities, how well the curriculum is being implemented to ensure all children receive a balance of experiences over time.
- Many staff willingly lead, audit and improve areas of the curriculum. They should continue to collaborate to develop and build the curriculum in a cohesive way. Many staff lead professional learning sessions for colleagues to share good practice, for example, for literacy and maths. We ask that staff continue to monitor the effectiveness of the setting arrangements in maths to ensure children develop higher expectations of themselves, and continue to develop their confidence and positive attitudes towards maths. Staff should continue to develop a progressive, skills approach to monitor children's progress. They should continue to audit the knowledge and understanding that is taught in each curriculum area and ensure that the elements of learning are also embedded in topics and lessons.
- In keeping with their strong voice in the life of the school, children at all stages are given choice and personalisation in their learning. They are involved in choosing topics and generate their own questions that they would like to find out about. Children appreciate and clearly benefit from the variety of school clubs on offer to them. Staff ensure that all children have the chance to participate in a club. Through trips, educational visits and residential experiences, out-of-school learning is helping children to develop important skills for life. Visitors into school also enhance children's curricular experiences. For example, children in Y2 enjoyed a presentation from officers for waste management in Guernsey.

2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

excellent

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- *Wellbeing*
- *Fulfilment of statutory duties*
- *Inclusion and equality*

- Children benefit from a highly supportive learning environment. Very positive relationships and respectful interactions exist between staff, children, parents, volunteers and a varied and broad range of partners. Staff know all children very well. They have a sound knowledge of children who face barriers to learning and/or have challenging circumstances. The school uses a range of impressive support strategies to identify and respond promptly to any issues that arise. Personnel and resources are allocated very effectively to support children to help deliver highly relevant experiences to meet their varying needs. Commendably, school leaders analyse systematically the impact of specific interventions so that good practice can be shared further across the school.
- The school uses the range of data collected very effectively to meet individual children's needs. As a result, the headteacher has a very well-informed overview of children's progress, including those who have additional support needs, are vulnerable or are disadvantaged by socio-economic circumstances. The school's data shows that this very high-quality support is having a positive impact on children's progress.
- School staff, including learning support assistants, work very well together and also with visiting staff and partners. Across the school, children are well supported by staff in lessons. They provide a broad range of activities, resources and experiences which overall, are meeting children's needs very well, including when learning outdoors.
- The headteacher, along with staff, reviews regularly all children's progress. Together, they evaluate very effectively the impact of planned intervention strategies on improving children's wellbeing and their overall learning and achievement. This is addressing identified gaps in children's learning and achievement.
- The school identifies the wellbeing of children as a key priority, particularly within the school's context and for those children who need extra support. The headteacher has worked exceptionally hard and is being successful at rationalising different approaches to help ensure consistency across the school. Wellbeing is central to school life. All staff adhere to mental health and wellbeing principles. Coordinators work very well to oversee this aspect of work. Recent training which focused on emotional health and wellbeing for both children and staff was very well received and is having a positive impact.
- Children's understanding of health and their personal responsibility is being reinforced very effectively through the school's core values, and targeted programmes such as 'Decider Skills' and 'Incredible Years'. Children play a key role in this through

classroom activities and other school work. Mottos such as 'share to be fair' help children's understanding of their own wellbeing. The school recognises the need to continue to develop further children's understanding of their wellbeing to help them assess their progress and identify areas for development.

- Children say they feel safe and well cared for in school. They confirm that there is an adult to whom they can go and speak should they have any concerns. Staff have a very clear understanding of their responsibilities in promoting the health and wellbeing of children. Children feel that school helps them to understand and respect others. They consider that they are treated with respect by staff and other children. They are of the view that they have a voice in what matters to them. The school has very effective arrangements which enable children to do this.
- Raising the profile of wellbeing across the school through visual displays and communication with parents and through strengthening pupil voice are strong areas which have been very well developed. Overall, children across the school understand many factors that can affect their own wellbeing including the importance of a healthy diet, exercise and keeping themselves protected in the sun. In tracking the impact of health and wellbeing interventions and initiatives, the school ensures that outcome measures for children are based on robust evidence.
- The school is working very hard in ensuring that children have a sound understanding of what it means for them to be: healthy and active; safe and nurtured; included and respected; and achieving their potential.
- The school is very aware of, and complies with its statutory requirements. The headteacher and staff comply with the principles of the States of Guernsey Guidance, including the 'Children and Young People's Plan' when supporting children's needs. Plans are having a positive and significant impact on developing children's social, mental and emotional wellbeing skills. These are being monitored closely by the headteacher and the SENCO to evaluate progress. There are regular multi-agency planning meetings. Parents and children are involved appropriately in this.
- All staff undertake relevant training to ensure that they are knowledgeable about safeguarding and child protection. There are appropriate policies and procedures to help to keep children safe and protected from harm.
- Attendance is high and in line with the Guernsey average. There are very few exclusions. With staff, the headteacher works exceptionally hard to keep children in school. The school has a very effective positive behaviour policy and robust procedures in place to respond to any issues which arise which has been very well implemented and is making a difference to children and the overall school ethos. 'Behaviour and Attitude' awards encourage positive behaviour in school. Staff are 'Team Teach' trained and work very well with other agencies to very good effect to devise relevant personalised programmes where appropriate.
- The school's approaches to ensuring inclusion and equality are excellent. Commendably, the headteacher and staff work tirelessly to redress any inequality that children or families may face. Children themselves play an important role in achieving fairness and equity. Very positive actions are taken by the school which are helping

ensure that no children misses out and that there is equality, fairness and inclusion. Children's learning is being enriched very effectively through participating in a broad and varied range of out-of-class activities and numerous clubs. Staff go the extra mile to provide much valued support and give of their own time for identified children through running the annual 'summer school' during the holidays. Staff are intuitive and highly skilled at identifying and supporting children who experience additional challenges, such as those who are young carers, for example by developing their cooking skills. Children benefit greatly from all of these experiences. Children who could miss out are offered high-quality experiences through being encouraged and supported to access and attend such activities. There is effective monitoring of all children to ensure that everyone can access these opportunities.

- The headteacher, with staff, work very hard to ensure that all children are engaged and involved with school life. The school's 'Inclusion and Equality' policy was developed with all staff. The school has recognised and noted that next steps will be to incorporate more work on diversity as part of this policy.
- Overall, children are very tolerant of each other. Children, supported by the Communication and Autism Service are very much part of Amherst Primary School, and well integrated in classes and school life. In the Nurture Nursery, staff work hard to help younger, more vulnerable children to develop and learn.
- The school is supported very well by parents, including parent helpers. An impressive range of partners and volunteers add value to the school's successes in achieving equality and inclusion. Partners feel their contributions are very much valued. There is evidence of the impact of these partnerships on enhancing children's learning, for example in developing children's vocabulary and in other areas of literacy. Funding has also been sought to improve the children's learning environment, particularly when outdoors.
- Children are supported very well at key points of transition. Staff liaise closely with staff in the nursery provision and secondary schools, and where appropriate other establishments, to help ensure a smooth transition for all children, with enhanced arrangements in place where necessary.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

Attainment in literacy and maths

- Overall, by the end of Y6, children make very good progress in literacy and maths. Children's progress on an individual basis is monitored closely and planned interventions evaluated rigorously to ensure impact. This includes effective interventions for targeted groups, such as children with barriers to learning and those identified as more able learners. Of note is the progress in learning made by children in Y6, which has been maintained from KS1. The school is well placed to continue to monitor and track children's progress effectively. In doing so, we have asked the school to look at the progress over time of wider cohorts of children. We have also suggested that staff monitor the 'value added' progress of groups of children more broadly across all aspects of literacy, including speaking and listening, to better reflect their achievements.
- The following information takes account of June 2017 data for the Early Years Foundation Stage and the school's recent KS1 and KS2 collection of data in June 2018. It reflects very well the positive impact of the identified priorities within the school action plans. At the time of the inspection, due to data gathering timescales across the island, the Bailiwick average data for 2018 was not available for comparison. We have asked the school to continue, as planned, to further raise attainment for children in reading, writing and maths.

EYFS (2017 data)

- In literacy and maths, the minority (43.5%) of children achieve a 'good' level of development including literacy and maths. Most (74.2%) children achieve a 'good' level of development in Prime Areas.

KS1 (2017 - 2018 data provided by the school)

- In reading (75.4%), writing (69.6%) and maths (86%) by the end of KS1, most children achieve L2b+. Across KS1, in reading (81.2%), writing (69.6%) and Maths (94.2%) most children make expected progress. Across KS1, in reading (31.9%) and writing (10%) the minority of children make ten points 'good' progress. In maths, the majority of children (53.1%) make ten points 'good' progress.

KS2 (2017 - 2018 data provided by the school)

- In reading (92.5%), writing (82.5%) and maths (90%) by the end of KS2 most children achieve L4+. In reading (70.0%), writing (72.5%) and maths (80%) by the end of KS2 most children achieve L4b+. In addition, the majority make 12 points 'expected' progress in reading (72.5%) and writing (72.5%). Most make 12 points 'expected' progress in maths (77.5%).

Maths

- In maths, action plan priorities focus clearly on planning interventions for identified groups of children. This focus enables children with additional barriers to learning to make very good progress. During 2017-2018, the focus on supporting and challenging more able children has led to a review of the curriculum and pedagogy; improved partnership working with parents; and, the redeployment of support staff. As a result, teachers use improved approaches to modelling ideas which supports children's thinking in maths, as they transfer knowledge from concrete to abstract concepts. This scaffolding technique for improved learning in maths is consistently applied across classes. Data provided by the school for this school year shows positive impact from planned interventions for more able children. There is an increase on 2016-2017 KS1 data by 9.9%, with 33% of children now achieving L3. By the end of KS2, 30% of children achieved L5, an increase of 10.9% on KS2 data for 2016-2017.

Literacy - Reading and writing

- The literacy action plan targets appropriately children with barriers to learning who are not yet making expected progress. Planned interventions are evaluated through monitoring activities, such as learning observations, pupil interviews and 'book looks'. A comparison of KS1 data with last year's data does not reflect fully the impact of these planned interventions, with decreases across almost all measures. However, KS2 comparative data with 2016-2017 is very positive, with increases in both reading and writing across almost all measures.
- The literacy action plan provides an accurate reflection of strengths in practice and areas for continued improvement. There is a need to continue to raise attainment for children and to ensure that all children make very good progress from their prior levels of attainment. In addition, we have asked staff to explore opportunities for a progressive approach to apply literacy across learning, and effective literacy pedagogy within focused areas for improvement.
- In the best examples, children are clear about their ongoing literacy targets identified through peer assessment. There are opportunities to share with parents some of the high-quality language used with children to peer evaluate learning. For example, existing digital solutions are well-placed to support sharing terminology used within the writing 'step process'. Through further data analysis, staff should extend the range of interventions for universal support to improve further the outcomes for identified cohorts of children. The school plans to revisit the draft literacy policy, taking account of the elements of learning as specified within the Guernsey 'Big Picture' curriculum.

Attainment over time

- Data collated by States of Guernsey Education Services compares the school's headline data in reading, writing and maths over the past three years with the Bailiwick average. Overall, data from 2015-2017 at KS1 in reading, writing and maths, children perform in line with, or better than, the Bailiwick average across almost all measures. At KS2, headline figures across almost all measures show children achieve less well than the Bailiwick average in reading, writing and mathematics. However, our proportionate sampling of data shows that most children at KS2 make very good progress. We have asked the school to establish a clear rationale for reviewing and tracking children's progress. At present, progress is tracked against end of year and KS markers. We explored with staff the value of taking into consideration children's progress on entry to school in Reception classes through to Y6, as a continuum of learning.

Overall quality of learners' achievement

- At Y5 and Y6, approaches to linking learning enables children to understand challenging concepts such as deforestation and the impact on this through the consumer habits of Guernsey. Children wrote persuasive texts to retailers highlighting issues in their products; they create a fair test and accurately measure scientific units using digital devices confidently. Children's art work on display reflects their application of skills and techniques of a wide range of artists. In philosophy, children learn the skills to ask deep, meaningful and searching philosophical questions. They share ideas and feel valued as they are supported in a safe and supportive environment to explore their thoughts and views. Children use digital technologies well to collaborate on shared writing tasks. This co-creation of texts and responses to discussions motivates children and provides ownership of their contributions.
- Staff value and promote a growth mindset for the whole school community. During class learning, children at all stages of the school are encouraged to do their best, try hard and use mistakes as learning opportunities. Promoting positive behaviour and positive attitudes to learning feature strongly in practice across the school. The 'Decider Skills' initiative develops children's skills of reflection very well, enabling them to make informed decisions about their emotions. Children use the language of 'never give up, encourage others and do your best'. Achievements in school and outside school are celebrated effectively through a range of approaches including assemblies, wall displays and digital technologies. There is great pride in the success that the school achieves in competitions such as the charcoal drawings inspired by Rue Mainguy. Children's participation in clubs and wider opportunities are closely tracked and monitored. The school places great emphasis on skills development within out of class learning, such as camps and excursions. There are plans to continue to extend the improved focus on skills development within wider achievement opportunities.

Equity for all learners

- The school monitors closely the participation rates, progress and attendance of children with barriers to learning. As a result, those at risk of missing out have a range of interventions in place, enabling them to access the curriculum. Staff have a clear understanding of challenges that children may face and work collaboratively with partners including parents to address these effectively.

School choice of QI: 2.7 Partnerships

- The development and promotion of partnerships
 - Collaborative learning and improvement
 - Impact on learners
-
- The school actively seeks and promotes partnerships with external agencies, volunteers and community groups. Meeting the needs of all learners is at the core of partnership working. Local finance companies and banks support learning in literacy and numeracy. Many parents and members of the community support learning in class, cookery classes, school outings, swimming lessons etc. Commendably, volunteer partners understand the context of the school and the vision staff have for children. All volunteers show a high level of commitment to the school, with some local companies having supported the school over a number of years. These companies support the development of literacy and numeracy interventions very well. The school is skilled in demonstrating how the input of volunteer partners has a positive impact on children, including on improving standards of attainment and achievement.
 - The Guernsey Sports Commission and sports development officers are strong partners of the school, providing children with a range of sporting activities through which to develop their skills and experience. Children take part in a range of sporting festivals with other schools across the Island.
 - Overall, the impact on learners from partnership working has improved provision and has secured positive impact on learners. Through effective partnership working children are becoming aware of a range of occupations and skills required for a variety of jobs.
 - The school provides very good support for children who have barriers to learning. The leadership team commendably reaches out to a range of partners with specialist skills for help in supporting these children. These partners speak very positively about the range of interventions that are in place for children and the great lengths the headteacher will go to in order to secure help for children and families.

Particular strengths of the school

- The outstanding leadership of the headteacher. Her vision for ensuring that all children can achieve the best possible outcomes underpins the life and work of the school.
- The excellent approaches to wellbeing, equality and inclusion. The strong ethos of teamwork and dedication, amongst all staff and volunteers, ensures they provide a caring and nurturing environment for all children.
- Articulate, kind and happy children. They are highly motivated to learn, respectful of others and achieve success in a variety of ways.
- High quality opportunities for children to learn outdoors and to find out about their island community. They benefit from rich experiences to develop as responsible and active young citizens of Guernsey.
- Highly successful partnerships with parents, professionals and the local community. These partnerships enhance children's experiences and are leading to improved outcomes for children and families.

Agreed areas for improvement

- Continue to share best practice in learning, teaching and assessment across the school in order to continue to raise children's attainment in literacy and maths.
- Continue to develop the curriculum to ensure progression in all areas of children's learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvement. As a result, we will make no further visits in connection with this visit. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

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