

Inspection of Vauvert Primary School

Inspection dates: 5 and 6 June 2024

The quality of education	Good
Behaviour and attitudes	Good
Personal development and welfare	Good
Leadership and management	Good
Early years provision	Good

What is it like to attend this school?

Vauvert Primary School is a welcoming and inclusive place to be. One of the aims of the school is to 'keep children at the heart of all that we do'. This is central to the school's culture. For example, from the moment pupils arrive at school in the morning, they are greeted by smiling staff who are eager to know how they are. Relationships are strong. Leaders have created a nurturing environment in which pupils feel safe.

Pupils live up to the school's high expectations. These are demonstrated by the rules of 'give me 5' for classroom behaviour and the '3 Ws' for corridor behaviour, which are 'walk, whisper, wait'. Consequently, pupils know how to behave. Pupils say that bullying can sometimes happen, but that adults will sort it out quickly. During social times, pupils play well together.

Pupils benefit from an impressive array of experiences that enhance the curriculum. Clubs such as Guernsey French, chess, stop frame animation and photography widen pupils' interests. Pupils develop their understanding of citizenship through participation in events such as the 'World Aid Walk' around Guernsey and Herm. Pupils learn to reflect on wider issues through 'Would you rather?' questions, to see things from different perspectives.

What does the school do well and what does it need to do better?

The school has worked with determination to design a curriculum that is broad and balanced for all pupils. As a result, pupils achieve well. In many subjects, the curriculum is well designed, with the knowledge the school wants pupils to know outlined at each stage. For example, in computing, pupils understand what an algorithm is because of the way this knowledge is carefully sequenced from Reception Year. In some other subjects, however, there is a disconnect between what children learn in the early years and how this links to the curriculum for the rest of the school. As a result, some pupils are not equipped to connect new learning with prior knowledge. Therefore, they struggle to remember important ideas and concepts.

Pupils with special educational needs and/or disabilities (SEND) learn an ambitious curriculum. Their needs are identified early on. Leaders skilfully work with external agencies to secure any additional support needed for these pupils. However, at times, the targets and strategies set to support pupils are not specific enough. Therefore, some pupils do not make successful progress through the curriculum.

Reading has been a top priority for the school. All staff are well trained to teach early reading. This is paying off. Pupils learn to read successfully because the curriculum is taught as the school intends. Teachers use assessment effectively to gain an oversight of pupils' knowledge. Pupils who fall behind are given rapid

support to keep up. The books pupils read are closely matched to the sounds they have learned. This develops their confidence in reading. Beyond learning how to read, pupils benefit from a coherently planned reading curriculum. Through this, pupils learn about bias, fact, opinion and how writers use language. 'Book banter' and the 'year full of stories' books help pupils to develop a passion for reading.

Alongside reading, pupils are taught spelling strategies and handwriting skills. However, the quality of handwriting is inconsistent across the school, particularly in the younger years. There is because there is variation in how well teachers model handwriting. This results in pupils making errors in both size and letter formation.

Pupils are enthusiastic learners who try hard. In early years, children settle quickly and learn routines well. The school works with parents to improve attendance. Consequently, attendance is above the Bailiwick of Guernsey average.

The school has carefully considered how to nurture pupils' wider development. Pupils take on leadership roles and make a difference to their school community. For example, pupils decided how to improve the toilet facilities to make them more inviting for pupils. The school plans trips and visitors with deliberate thought. For example, pupils benefit from sailing lessons and learn about water safety at the beach. They learn about different cultures, through enjoying an Egyptian meal, for example. Pupils learn to debate moral issues in a considered way. They build their self-esteem and confidence through participating in performances such as the school nativity play.

Leaders have taken decisive action to enhance the curriculum offer. Staff are well supported and valued by leaders through this time of change. Regular visits from the Education Office means they have secure oversight of the school's strengths and what it needs to do to develop further. There is a shared purpose to give pupils an education that prepares them for life in the Bailiwick of Guernsey and beyond.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- In some subjects, the design of the curriculum does not begin from the Reception Year. This means that pupils are not equipped to draw on their prior knowledge to help them with what comes next. The school needs to ensure that the curriculum is well planned and sequenced, so that pupils develop their understanding over time.
- The support provided for pupils with SEND lacks precision. This means that some pupils do not progress through the curriculum successfully. The school needs to ensure that the support provided for pupils is specific and well matched to their needs.

- The teaching of handwriting is not well established. This means that pupils are not proficient in letter formation and legibility when crafting their own writing. The school must ensure that there is an agreed approach to the teaching of handwriting and that this is applied consistently across the school.

School details

Inspection number	10338020
Type of school	Primary
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The States of Guernsey
Headteacher	Adrian Paul
Website	www.vauvert.sch.gg
Date of previous Ofsted inspection	Not previously inspected by Ofsted

Information about this school

- The headteacher joined the school in September 2022.
- The school contains a satellite provision called Herm Class that is situated on Herm Island.
- There is a before-school club for pupils who attend the school.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, parents, pupils and representatives from the Education Office.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.

- As part of the inspection, an inspector visited the school's satellite provision in Herm to evaluate the quality of education that pupils receive.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered the views of parents who responded to the Guernsey Parent Survey. They evaluated the views of staff and pupils from the questionnaires issued at the time of the inspection.

Inspection team

Lakmini Harkus, lead inspector	His Majesty's Inspector
Liz Geller	His Majesty's Inspector
Paul Williams	His Majesty's Inspector

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