

## **ST ANNE'S SCHOOL**

### **Validation report**

**Validation dates:** 5–7 November 2013

**Lead validator:** David Scott

**Type of school:** Maintained - All age

**Age range of learners:** 4–16

**Gender of learners:** Mixed

**Number on roll:** 126

**Headteacher:** Mike Gaunt

**Date of previous school validation:** 8–11 March 2010

**School address:** Newtown Road, Alderney GY9 3XP

**Telephone number:** 01481 822173

## **Introduction**

The validation was carried out by a team of three validators, who spent two-and-a-half days in the school observing lessons, talking with pupils and looking at their work, engaging in discussions with staff and parents, looking at school records and other documentation, and scrutinising returns to the parents' questionnaire.

## **Description of the school**

The school has been in existence since 1790 and is the only state school on the island of Alderney. The 'new school' was opened in 1969 with further additions being made during the past 30 years. There are equal numbers of boys and girls. None of the pupils speaks English as an additional language. The school has deemed 16% of pupils, the majority being boys, as having special educational needs and/or learning disabilities. Seven per cent of pupils are deemed to be at School Action. Over half of these pupils are deemed to be at School Action Plus and so receive a higher level of provision. The school has identified literacy, and emotional and behavioural disorders as the main areas of learning difficulty. Children enter the school with skills that are expected for their age when compared with the mainland. Many students take up full-time post-16 places in Guernsey at either the FE College or the Grammar School. In recent years, the school's roll has been declining due to economic and employment pressures on the island. As a result, the number of teachers employed at the school has been reduced by three.

## **Making judgements**

The school and validators used a five-point scale to evaluate the school's performance. The scale is as follows.

1. Excellent
2. Well developed
3. Proficient
4. Less than proficient
5. Underdeveloped

## Summary for parents

- Learners' enjoyment and achievement are less than proficient. Children are enthusiastic in the Early Years Foundation Stage and at Key Stage 1. They retain this keenness into Key Stage 2. Although many engage well across the range of subjects in the senior school, a number lose interest in some of their work. At Key Stage 4, pupils regularly do well in hospitality and catering and in design and technology. They make at least expected progress in mathematics, business studies and art and design. Nevertheless, literacy skills are not as well developed as those in numeracy, and standards are below what they should be.
- Learners' personal development and well-being are proficient. Generally, pupils feel safe and secure in school. They develop a sound sense of responsibility overall. However, there is still off-task behaviour at times in the senior school. This is mostly associated with lessons that do not enthuse and engage them. Although pupils make satisfactory gains in self-confidence, there are too few opportunities for pupils in Years 7 to 9 to contribute to the common good.
- Teaching and assessment are less than proficient. There are examples of high-quality good practice in the Early Years Foundation Stage and Key Stage 1 and in some subjects, notably art. At best, teaching is stimulating, challenging and based on sound assessment so that work is matched to pupils' needs. Teaching is generally weaker in Key Stages 3 and 4 because too little is expected of pupils and standards are below expectations, with weaknesses in the teaching of literacy.
- The curriculum is proficient. The small size of the school limits the curriculum in a number of ways so that usually popular GCSE courses are not taken. However, the school offers a reasonable range of subject choices for these older pupils. The curriculum is not planned systematically enough to raise pupils' attainment in oracy and literacy.
- The school provides proficient care, guidance and support for its pupils. Staff adopt a caring approach in their relationships with pupils, who told validators that they feel safe in school. The school works with a range of outside agencies to support pupils and reports that the requirements for ensuring children's safety and welfare are met. The transition from primary to secondary phase is smoother because pupils know the site and the staff but it is not managed well enough in academic terms to maximise progress in early Key Stage 3.
- The school's self-evaluation is less than proficient. The school has an over-generous view of its performance. The priorities to move the school forward have not been focused sharply enough on accelerating pupils' progress.

- Leadership and management are less than proficient. Senior and middle leaders are developing their roles and increasing the use of data. However, the impact of leadership has not yet sufficiently improved the quality of teaching. Just over half of the parents and carers who responded to the parental questionnaire expressed some form of dissatisfaction with the school.
- The capacity to improve is less than proficient. Although school systems for monitoring and tracking pupils' progress have been strengthened there is still too much variation in the performance of key subjects and among pupils with special educational needs and/or learning disabilities and the most able.

### **Main areas for school improvement**

- Improve the consistency of teaching and learning by:
  - ensuring all teachers have sufficient subject knowledge and understanding to teach their subjects effectively and to adapt lesson content and methodology in order to respond to pupils' needs
  - assessing children's learning regularly to plan suitably challenging work
  - raising attainment in literacy with due attention to marking and the explicit teaching of oracy, reading and writing
  - providing a stimulating learning environment through attractive display and accurate models of presentation
  - ensuring all pupils make good progress from their starting points by setting work that always matches their needs and abilities, especially those who need extra support with their learning and the most able
  - enabling pupils to have more opportunities to use and apply their mathematical skills in other subjects.
  
- Strengthen the impact of leaders and managers by:
  - developing the monitoring and coaching skills of senior and subject leaders to improve the quality of teaching
  - making regular checks on the quality of teaching and ensuring that points for improving teaching are followed up with teachers
  - developing the skills of all staff with leadership roles so that they can contribute fully to school improvement
  - making better use of information about pupils' progress and attainment to evaluate accurately what works well and what needs to be improved
  - improving channels of communication with parents and carers.

## **EXECUTIVE SUMMARY**

### **Introduction**

The validation was carried out by a team of three validators, who spent two-and-a-half days in the school observing lessons, talking with students and looking at their work, engaging in discussions with staff and parents, looking at school records and other documentation, and scrutinising returns to the parents' questionnaire.

### **Main findings**

#### **Outcomes for learners**

Outcomes for learners are less than proficient. Many pupils are keen learners and engage well with teachers. Such pupils willingly respond to teachers' requests. Pupils make the fastest progress in the early years of their education. The rate of progress slows as pupils advance through the school. It is sound by the end of Key Stage 2 but overall less than proficient by the end of Key Stage 4. The progress of pupils with a variety of special educational needs and/or learning disabilities is uneven, partly because the support needed for some is exceptionally specialised.

Pupils are reasonably confident individuals and they benefit from the family atmosphere in a small school. Most pupils behave well in lessons and around the school. Nevertheless, pupils' learning is sometimes disrupted by the off-task behaviour of a few. Pupils would welcome more structured opportunities to contribute constructively to the community, particularly in Years 7, 8 and 9. Although pupils at Key Stages 1 and 2 are at least satisfactorily prepared for the next stage of their education, some older pupils' inconsistent progress across GCSE subject areas hinders their future choices.

#### **The quality of provision**

Teaching is less than proficient overall but there are examples of high-quality practice in the Early Years Foundation Stage and Key Stage 1 and elsewhere in subjects, including art. At best, teaching is stimulating, challenging and based on sound assessment so that work is well matched to pupils' needs. In these cases, staff teach both spoken and written English well and provide learning areas made welcoming by relevant displays. However, teaching is generally weaker in Key Stages 3 and 4 because too little is expected of pupils and achievement is inconsistent. There are weaknesses in the teaching of literacy in several curriculum areas and marking is not raising standards, within the subjects or in literacy more widely.

The small size of the school limits the range and nature of the curriculum in a number of ways and some usually popular GCSE courses are not taken. Despite this, there is a reasonable range of subject choices for pupils in Key Stage 4. The school's policy of meeting

pupils' needs by teaching them in groups organised by stage of learning not age works well at best. The curriculum is not planned systematically enough to raise attainment in oracy and literacy quickly or to ensure rapid progress in Key Stage 3. Curricular planning for pupils who need support for their learning disabilities is uneven in quality while that for the most able is in need of improvement. There is a limited range of extra-curricular activities.

Care, guidance and support are proficient. Staff are caring in their relationships with pupils, who told validators that they feel safe in school and can approach adults for help. The school works with a suitable range of outside agencies, some based in Guernsey, to support pupils and reports that the requirements for ensuring children's safety and welfare are met. The transition from primary to secondary phase is easier for pupils than elsewhere because they are familiar with the site and the staff. However, in academic terms it is not managed well enough to ensure rapid enough progress as pupils enter Key Stage 3. Arrangements for reporting formally to parents and for consultation meetings are reasonable but a large majority of parents present at the meeting said they would welcome better home-school communications.

### **Leadership and management**

The school has an over generous view of its performance, and has not intervened with sufficient robustness to bring about the necessary improvements. The process increasingly involves all staff. The school's monitoring arrangements are more regular than before but it recognises the need to upgrade the staff's skills in the collection and analysis of data about their areas of responsibility.

The school provides a range of training opportunities for staff, but there has been limited evaluation of its impact on the quality of teaching and learning. Although some systems for quality assurance are in operation, they have not been fully and rigorously implemented by all leaders across the school. Procedures for holding staff fully to account to improve the quality of teaching are at an embryonic stage of development and further training and support will be needed. In cases where teachers do not possess a detailed understanding of how to teach their second subject, insufficient training and support have been allocated.

The school's track record, taking account of the downward trend in pupils' progress, is a less than proficient one, where standards at the end of Year 11 in English in 2013 were well below where they should be. The achievement of pupils with special educational needs and/or learning disabilities and the most able is uneven. Parents and carers are consulted on some issues, such as the 'twinning' of classes. However, a large majority of parents who attended the meeting said they would welcome more opportunities to communicate with the school, particularly regarding how well their children are progressing.

### **Main areas for school improvement**

- Improve the consistency of teaching and learning by:
  - ensuring all teachers have sufficient subject knowledge and understanding to teach their subjects effectively and to adapt lesson content and methodology in order to respond to pupils' needs
  - assessing children's learning more regularly to plan suitably challenging work
  - raising attainment in literacy with due attention to marking and the explicit teaching of oracy, reading and writing
  - providing a more stimulating learning environment through attractive display and accurate models of presentation
  - ensuring all pupils make good progress from their starting points by setting work that always matches their needs and abilities, especially those who need extra support with their learning and the most able
  - enabling pupils to have more opportunities to use and apply their mathematical skills in other subjects.
  
- Strengthen the impact of leaders and managers by:
  - developing the monitoring and coaching skills of senior and subject leaders to improve the quality of teaching
  - making more regular checks on the quality of teaching and ensuring that points for improving teaching are followed up with teachers
  - developing the skills of all staff with leadership roles so that they can contribute fully to school improvement
  - making better use of information about pupils' progress and attainment to evaluate accurately what works well and what needs to be improved
  - improving channels of communication with parents and carers.

The school and validators used a five-point scale to evaluate the school's performance. The scale is as follows.

1. Excellent
2. Well developed
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## **FULL VALIDATION REPORT FOR THE USE OF SCHOOLS AND THE EDUCATION DEPARTMENT**

### **Outcomes for learners**

#### **Learners' enjoyment and achievement**

Pupils value the benefits they gain from a small school where they are well known to the staff. Younger pupils, in particular, enjoy school and this is displayed in their regular attendance and punctuality. Although many pupils at Key Stage 4 do engage well in learning, there is a small but significant minority of learners who do not enjoy school. This is reflected in the decline in attendance by Year 11, in some reluctance in lessons, in passive compliance in classrooms and even in non-compliance with school requirements, resulting in 'cooling off' sanctions.

Overall, standards are not high enough at the end of Key Stage 4. Within the very small GCSE cohorts, some pupils do not achieve the results of which they are capable. There are considerable differences between students' results across examination subjects. Students make expected or better progress in some subjects but in others the same students make slow progress, and do not meet their target grades. In 2013, students made the fastest progress and achieved most successfully in hospitality and catering and in design and technology. They made at least expected progress in mathematics, business studies and art and design. Their achievement in English, the sciences, physical education, French and geography was less than it should be. These inconsistencies hinder the pupils' preparations for the next stage of their education. For current pupils, at Key Stage 4, there is still some considerable underachievement as seen in lessons and in subject tracking information. For example, a number of Year 11 pupils are unlikely to meet their target grades. In English, students plateau at Key Stage 3, as there are insufficiently effective transition arrangements from Year 6 to Year 7 and beyond. At Key Stage 4, both boys and girls significantly underperform against what should be expected of them. Both groups make faster progress in mathematics than in English.

Progress in the Early Years Foundation Stage and at Key Stage 1 is well developed. Children make especially fast progress in understanding the sounds that letters make. This effective start to the children's education and fast rate of progress is not maintained throughout Key Stage 2. Overall progress across Years 3 to 6 is reasonable and pupils complete the primary phase at standards that are above the Bailiwick average for mathematics but below the Bailiwick average for reading and writing. The current emphasis on improving reading has had some positive effect but writing still remains a weakness. The rate of progress in mathematics is accelerating well although work in pupils' books does not emphasise enough the application of their growing skills to solving real problems.

The progress of those pupils with special educational needs and/or disabilities is uneven. This is the result of many factors, some linked to staff training or drawing upon staff expertise in order to manage particular conditions. Equally, the most able pupils are not always sufficiently motivated, engaged, challenged or supported to achieve the best outcomes of which they are capable. This again is closely related not only to the expertise with which they are taught but sometimes to the curriculum on offer to them. As pupils progress through the school, boys especially often become careless in their presentation of their work. Handwriting deteriorates, for example, as seen in Year 9 science exercise books. Not all pupils at all key stages take the trouble to produce accurate pencil drawings of diagrams. These basic life skills are not enhanced enough in lessons throughout the school and this hinders the pupils' future chances in both education and work.

Overall, pupils' progress by the time they leave the school is less than proficient, not least because of the inconsistencies across subjects and groups in rates of progress. Although tracking of pupils' progress has improved since the last validation, the school has yet to analyse regularly its aggregated data to provide a clear picture of the up-to-date progress made by different classes, subjects, or groups of pupils.

### **Learners' personal development and well-being**

There are many strong aspects to the pupils' personal development and well-being but also some relative weaknesses. Overall, they are proficient. The benefits of the small community are visible in the individual students' self-confidence although the motivation and capacity to work independently vary considerably between subjects and between groups of pupils. On the whole, among the older pupils, girls develop these skills more effectively than boys and this is reflected in their examination outcomes. Pupils show pride in their work and written efforts, especially in the younger year groups but also throughout the school in art, for example, often in mathematics and sometimes in English. However, in some subjects such as science, a number of pupils are disaffected, even in Years 7, 8 and 9. Older pupils who opt for GCSE courses in physical education, for example, sometimes drop out of the course for lack of sufficient support. Generally, pupils are content to follow instructions rather than delving independently into topics. A number resist improving their grasp of concepts through considered homework and independent study. Many pupils appreciate the importance of healthy activities. Swimming is a great favourite among Year 3, for example. The Duke of Edinburgh Award involves significant numbers of older pupils in worthwhile activities. Nutrition and safety are well considered, particularly through the popular hospitality and catering course. A number of agencies support the pupils' personal development through work experience, information on drug and alcohol abuse, and contact with the school nurse.

Pupils are developing steadily as responsible citizens. However, within the school there are more opportunities available for Years 10 and 11 and for Key Stage 2 pupils than for Years 7, 8 and 9. There is a general air of calm around the school but both parents and pupils report that learning can be disrupted in some lessons, either because of inappropriate provision for some with special educational needs or because of a lack of engaging teaching. Older pupils have the opportunity to serve the community as prefects and take on helpful roles with younger pupils. Younger pupils are eager to be involved, for example in the school council but this keenness is not built upon well enough at Key Stage 3. Thus, even articulate and well-motivated pupils lose interest. Environmental activities such as working in the Jubilee and Peace Gardens and 'pond watch' remain popular. Individual students have a voice in the Youth Parliament.

Pupils demonstrate reasonable skills in using new technologies to support their learning and future economic well-being. Nevertheless, too many pupils have weaknesses in their basic skills, for example, in literacy. This hinders their overall capacity to be fully effective learners. These basic skills are not promoted systematically enough across the curriculum to enhance the pupils' ability to be routinely proficient learners.

## **The quality of provision**

### **Teaching and assessment**

Teaching is less than proficient. Overall the teaching in the Early Years Foundation Stage and in Key Stage 1 was more effective than that seen in the other key stages. Teaching was also very effective in art, which most pupils who spoke to validators named as their favourite subject. Where teaching is most successful, pupils are challenged by tasks and resources which are chosen to meet their assessed needs. Teachers' questions are open and encourage pupils to extend their thinking skills by exploring ideas and opinions. Staff provide good models in their use of spoken English and actively teach appropriate vocabulary and style so that pupils' speaking skills improve. Relationships between staff and pupils are friendly and productive, with the result that pupils' learning skills improve as they take responsibility for helping others and seek help when it is needed. Teachers' behaviour management is at least proficient for the most part so that lessons are not usually disrupted by poor behaviour.

The learning environment in the Early Years Foundation Stage and in primary phase is generally stimulating, lively, rich in print and inviting for young children. Resources are stored and labelled to promote accessibility for pupils and so to encourage independence. Pupils in the Early Years Foundation Stage and Key Stage 1 are interested and curious, wanting to know more and to talk about what they have learned. Knowledge of phonics (the

sounds letters make) is well taught in these year groups, with activities matched to pupils' abilities and progression planned to enable them to learn at the right pace.

Teachers' marking is detailed and thorough at best but the overall quality is uneven and too often consists of unqualified praise, without any guidance for pupils on how to improve their future work. Spelling errors in key subject vocabulary are left uncorrected and poor presentation is tolerated in too many cases. These characteristics reflect low expectations by teachers of pupils' effort and achievement. In lessons, the use of questioning to assess pupils' understanding and progress towards learning objectives is inconsistent. Learning objectives are not always shared with pupils and are often activities rather than goals so that the pupils are unclear about what they are expected to learn and progress is made difficult to assess.

Pupils in Key Stages 2 to 4 are insufficiently challenged in some lessons and this is particularly true of the most able. The pace of learning is pedestrian in these cases and the range of activities is limited so that lessons are dull and uninspiring. Although pupils remain biddable, they are disengaged, passive and, at times, distracted in these lessons. Outcomes at GCSE are not strong enough, given the pupils' prior attainment, and this underachievement reflects teachers' low expectations. Weaknesses in the subject knowledge of some staff also contribute to lower achievement, in a context in which they may be teaching more than one subject in the secondary phase. Some are in need of subject-specific professional development to enable them to do so effectively. Teachers sometimes lack knowledge of how to teach literacy and oracy in their subject areas. The models of language provided for pupils on whiteboards are sometimes inaccurate and so do nothing to raise attainment in literacy. In one instance, the title of the work for the lesson was written on the board, with a punctuation error and two spelling mistakes in these few words and this despite the availability of the technology to detect the inaccuracies. Information technology was underused in many of the lessons seen.

### **Curriculum**

The curriculum is proficient overall. The school's size and its relatively small staffing numbers constrain the range and nature of the curriculum and make it necessary for some pupils to be taught in mixed-age classes, known as 'twinned' classes. The school has planned to make a virtue of this necessity by matching the provision to the pupils' levels of attainment rather than to their ages. Where teaching is most effective and assessment is well used, this has been successful and pupils make progress at an appropriate rate. In other instances, not enough is expected of the most able pupils. The school's own evaluation is that, 'Students tend to make less rapid linear progress in KS3, as it is a time for consolidation, as the curriculum expands rapidly.' However, this loss of momentum at the start of secondary phase needs to be addressed by more challenging curricular as well as teaching provision in order to lay strong foundations for GCSE achievement. The provision

for most able pupils is insufficiently coherent and systematically planned to accelerate their progress.

In the Early Years Foundation Stage and in Key Stages 1 and 2, the curriculum is planned carefully and with an appropriate range of subjects and activities to enable pupils to make progress. There are examples of high-quality planning in which the needs of pupils who need significant support for learning and the most able are addressed in detail.

The small size of each year group naturally makes for small class sizes. In Key Stage 4, for example, one set consisted of only three pupils. While there are advantages to such a favourable teacher-pupil ratio, there are real difficulties in generating lively discussion and exchange of ideas, hypotheses and opinions. In these circumstances, the organisation of the school is not conducive to higher levels of learning.

The range of courses offered in Key Stage 4 is reasonable, given the size and capacity of the staffing. However, there is currently no second modern foreign language on offer, so that future pathways for any talented linguist would be likely to be constrained and the lack of take-up of history in Key Stage 4 is also a matter of concern. Provision for music is also limited. Pupils have the opportunity to have specialist teaching on wind instruments. They cannot presently learn a stringed instrument in school because of the lack of resources and of specialist teaching. The role of music in the school as a whole is in need of review and expansion. The teaching area is unappealing and does nothing to promote the image of the subject. The range of extra-curricular provision is narrow but there is a small number of staff available to lead clubs or organise events outside the curriculum. The library is a good and welcoming resource which supports pupils' learning well.

The provision for pupils with serious learning difficulties presents organisational problems in a mainstream school, and particularly one of such a small size. Those pupils who have severe learning difficulties are at risk of being isolated, whether by being taught apart within classrooms or in one-to-one situations elsewhere. Where pupils who have such learning difficulties are taught in classrooms, their behaviour sometimes distracts their peers and interferes with their learning. The progress of pupils with moderate special educational needs and/or learning disabilities is inconsistent; where work is well matched to their needs and the support from teaching assistants is well informed, they make good progress. In other instances, they find the work difficult because it has not been planned with careful reference to assessment information.

Pupils' attainment in literacy is generally below the expected levels in Key Stages 3 and 4. Teachers in subjects across the curriculum are not giving sufficient attention in their modelling of language and in their correction of pupils' work to the importance of structuring written work well, spelling key vocabulary accurately and observing the essentials of punctuation and presentation. As matters stand, the provision for literacy and numeracy across the curriculum is not consistent enough to raise achievement rapidly.

The school does not make full use of information and communication technology (ICT) across the curriculum. In the lessons observed, computers were rarely used by pupils outside the specialist ICT suite. Teachers routinely used interactive whiteboards but rarely

exploited the interactive potential fully and sometimes used them simply as whiteboards on which to write with a marker or display a static image. Several lessons could have been enlivened by more imaginative use of this expensive resource.

### **Care, guidance and support**

The school works with a broad range of outside agencies, within the constraints of its geographical location. Most of its partners are based in Guernsey and visit weekly, fortnightly or less often according to levels of need and resources. Visitors may be directly concerned with the safety and welfare of a given young person, for example, partners from the Child and Adolescent Mental Health Service, or, like the local police officer, may come to school to develop or reinforce a message from the school's Personal, Social and Health Education programme.

The school reports that fire practices are held termly, that arrangements are checked during visits from the Fire Brigade and there are regular tests of the alarm. The school also reports that risk assessments are carried out in practical areas of the school's activities, including sea swimming, and that the staff includes an ample number of properly trained first aiders. Pupils told validators that they feel safe in school and can approach adults for help. They said that bullying was most likely to occur where pupils from different age groups are taught together but that, when it occurs, it is dealt with effectively by staff, prefects or members of the school council.

The school reported that its procedures for safeguarding meet the Bailiwick requirements, that all staff have been subject to an enhanced check on their suitability to work with children and that they have all been recently trained in safeguarding. Written reports of pupils' progress are issued regularly, as interim documents mid-year and as full reports at the end. The school also reports that it seeks to engage with parents both individually, for example to support attendance, and collectively, for example, by the circulation of a questionnaire at the start of this academic year. However, almost a third of the parents who responded to the validators' questionnaire reported that they would like better communication between home and school.

The all-through age range of the school makes for a smoother transition between primary and secondary stages of education than is usually the case. Pupils and staff are already known to each other and the pupils are familiar with the relatively small site before they enter Year 7. The positive relationships between adults and pupils are very helpful, here as elsewhere in the school. However, there is not enough co-ordination of the work of the different teachers responsible for the transitional period. The reading test given to pupils at this stage, for example, is the responsibility of the co-ordinator of special educational needs. Staff teaching mainstream English are unfamiliar with its nature and outcomes so that key assessment information is not distributed as effectively as it should be to maximise achievement. This is despite the fact that staff identify reading as a weakness in primary phase.

## Leadership and management

### Self-evaluation

In the past, the self-evaluation process involved only a small number of staff. Now all staff have the opportunity to contribute to the process through the cycle of staff meetings. In addition, themed learning walks have focused on a particular aspect and feedback is offered to staff. Although the monitoring of teaching has been undertaken more regularly than before, it has not yet been systematically implemented to drive improvements forward rapidly enough. While observations have taken place, they have not been followed up with coaching for improvement within clear timelines. Staff training has not been sufficiently well targeted to those who need it most so that their practice improves rapidly.

The school is still developing its systems for analysing data on students' performance and staff are able to cite examples of individual pupils' achievements. This information on pupils' progress is now submitted every term. However, it is not being used effectively enough by leaders at all levels to pinpoint underachievement and to target support where it is needed. This means that the school is not in a position to know whether individual pupils' progress and personal development are fast enough. Also, it does not collate information in a way that enables it to analyse the progress of sub-groups of pupils, such as boys and girls, those who are disabled /or who have special educational needs and the most able.

The school has an over-generous view of its performance, and has not intervened with sufficient robustness to bring about necessary improvements, including those noted at the last validation. The priorities to move the school forward have not been focused sharply on improving teaching and accelerating pupils' progress. The validators, in all areas of the provision, differed from the school in their evaluation:

- enjoyment and achievement are less than proficient
- pupils' personal development and well-being are proficient
- teaching and assessment are less than proficient
- the curriculum is proficient
- care, guidance and support are proficient
- the school's self-evaluation is less than proficient
- leadership and management are less than proficient
- the capacity to improve is less than proficient.

## **Effectiveness of leadership and management**

A number of initiatives have been introduced since the last validation visit. Senior and middle leaders are developing their roles and increasing the use of data to support their growing involvement in monitoring activities. However, the impact of leadership and management is less than proficient, because it has not yet sufficiently improved the quality of teaching so that all pupils make the progress they are capable of.

The school has begun to develop data systems for setting targets for individual learners and monitoring their progress towards them. These remain a 'work-in-progress', as the system requires further improvement and refinement to ensure that targets set are sufficiently challenging to support pupils' next steps in learning. The school has not yet developed a robust system for tracking and analysing the stages of progress of individuals and groups. However, senior leaders are aware of the need to establish a consistent and reliable system that will enable them to evaluate both the rate and quality of achievement more frequently across the school.

New data analysis resources have been recently introduced, in order to assist both the monitoring and target-setting processes. The school recognises that the next step is to provide more opportunities for leaders to see examples at first hand of good or better teaching and learning in and across their specialisms for which they are responsible.

St Anne's is a cohesive community. Provision for pupils to prepare for life in the Bailiwick is effective because learners understand their own community and the different faiths and cultures within it. The school's ethos promotes inclusion and equality effectively and most pupils have an equal chance to learn effectively. The school is establishing more robust progress-tracking procedures for vulnerable groups. It is also working on a similar process for the most able learners so that any gaps in performance between different groups are monitored robustly. Help and support can then be given where they are most needed. The inconsistency in the progress of different groups of learners and the variation in performance in different subjects are the main reasons why the promotion of equal opportunities is proficient rather than well developed.

The school provides a range of training opportunities for staff. Whole-group and individual training is linked to the main priorities in the development plan. However, there has been limited evaluation of the impact of the training on the quality of teaching and learning. Although some systems for quality assurance are in operation, these have not been fully and rigorously implemented by all leaders across the school. Procedures for holding staff fully to account for improving the quality of teaching are at an embryonic stage of development. Middle leaders have insufficient skill in the use of data and in observing and judging lessons. In cases where teachers do not possess a detailed understanding of how to teach their second subjects, insufficient training and support have been allocated. Teaching assistants and physical resources, such as ICT equipment, are generally adequately allocated to support the priorities of the school but there are not sufficient to meet the needs of all learners. For example, there are insufficient reading books for pupils to use in lessons in Key Stages 2 and 3.

Just over half of the parents and carers expressed some form of dissatisfaction with the school in the parental questionnaires. Parents give support to the school through the parent/teacher association (PTA), and as classroom helpers, especially to assist pupils with their cookery and reading. However, the school has not yet forged strong enough links with parents to involve them sufficiently in the self-evaluation process of the school.

### **Capacity to improve**

The school's track record, taking account of the downward trend in pupils' progress, is less than proficient. Standards at the end of Year 11 in English in 2013 were lower than they should be. The achievement of pupils with special educational needs and /or learning disabilities and the most able is uneven. Although school data systems to monitor and track pupils' progress have been strengthened, academic achievement has proved more resistant to improvement in that there has been too much variation in the performance of key subjects. Consequently, the school demonstrates it has less than proficient capacity to continue on its improvement journey.

The school's self-evaluation is over generous and as a result the school does not have an accurate view of its performance. Although staff at all levels have the opportunity to contribute the evidence base does not extend to include the views of all stakeholders. The school's data systems are not refined enough to allow useful comparisons between the performance of different groups of learners. Parents and carers are consulted on some issues, such as the 'twinning' of classes. Nevertheless, almost a third of parents who responded to the validators' questionnaire reported that they would welcome more opportunities to communicate with the school particularly about how well their children are progressing.

The priorities in the improvement plan are linked to the core areas in which improvement is needed. These are increasingly well understood by staff. The 23 days of support provided to the school by the Education Department has not yielded the success that was intended. As a result, support has not made a sufficiently strong contribution to the school's understanding of how well it is performing.

### **Comments on the views of parents and carers**

Parents and carers provided validators with 52 completed questionnaires. This represents a good rate of response. These parents and carers were positive about the school in respect of many statements about the quality of education provided. Just under a half of all of parents and carers who returned the questionnaire agreed strongly that their children enjoy school and work hard. Eleven parents and carers took the opportunity to write additional comments as part of their questionnaire responses.

Parents raised the following main areas of concern:

- communication and consultation with parents

- provision for aspects of special educational needs
- the progress pupils make
- consistency across the school, particularly the management of behaviour and the use of short-term off-site 'cooling off' sanctions
- provision in some subject areas, particularly the challenge for the most able
- personal development and a lack of restorative justice procedures
- provision for pupils eligible for grammar school places
- extra-curricular provision.

Validators found that there was some justification for these concerns, particularly communication and aspects of special educational needs and /or learning disabilities, and the pupils' progress, including that of the most able, in some subjects.

Parents are particularly satisfied with the children's experience in the Early Years Foundation Stage and pleased with their progress in the primary years. They were mostly pleased with the care the pupils receive. Parents, who attended a meeting with validators, were keen to support their children's learning and to be more involved in further developing the school.

### **Reception**

Provision for children in the Early Years Foundation Stage is well developed. Planning is excellent. It is detailed and takes account of the very wide range of the children's abilities and needs. Teaching and learning are of high quality and engage the children very well as for example, in a session where children were able to sing enthusiastically in French. Classroom management is very secure within a welcoming and caring environment in which children's confidence in speaking to the class is well nurtured by skilled questioning. The teaching base is made attractive by copious and well-mounted display that includes plenty of print and other materials for effective learning. Children's skills in literacy are well developed through strong phonics teaching, which is systematic and moves children to the next level of challenge when they are ready to benefit from it.

### **Main areas for school improvement**

- Improve the consistency of teaching and learning by:
  - ensuring all teachers have sufficient subject knowledge and understanding to teach

their subjects effectively and to adapt lesson content and methodology in order to respond to pupils' needs

- assessing children's learning regularly to plan suitably challenging work
- raising attainment in literacy with due attention to marking and the explicit teaching of oracy, reading and writing
- providing a stimulating learning environment through attractive display and accurate models of presentation
- ensuring all pupils make good progress from their starting points by setting work that always matches their needs and abilities, especially those who need extra support with their learning and the most able
- enabling pupils to have more opportunities to use and apply their mathematical skills in other subjects.

■ Strengthen the impact of leaders and managers by:

- developing the monitoring and coaching skills of senior and subject leaders to improve the quality of teaching
- making regular checks on the quality of teaching and ensuring that points for improving teaching are followed up with teachers
- developing the skills of all staff with leadership roles so that they can contribute fully to school improvement
- making better use of information about pupils' progress and attainment to evaluate accurately what works well and what needs to be improved
- improving channels of communication with parents and carers.