

Inspection of la Mare de Carteret Primary

Inspection dates: 21 and 22 June 2023

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?

Positive, warm relationships are a strong feature of this school community. As a result, pupils enjoy coming to school. The 'kiss and drop' zone for parents and pupils, for example, is typical of leaders' actions to encourage a positive start to the day and look after pupils' well-being.

Most pupils behave well. Older pupils demonstrate positive attitudes to their learning. They listen to one another respectfully and are keen to learn. However, teachers do not always have high enough expectations of younger pupils. This is particularly the case in the early years where some children do not show the levels of self-regulation needed in readiness for Year 1.

Leaders ensure there are lots of opportunities for pupils to build their confidence and develop their talents and interests. Curriculum enrichment is strong. The relationships that leaders have fostered with external groups encourage pupils to build a 'passport' of their experiences. These prepare them well, both for life in Guernsey and as a global citizen. Pupils are enthusiastic about the school's 'social norms' and the 'heroic imagination' project. They understand that these are values and behaviours that help to make society a positive place for everyone.

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

Leaders have been successful in their aim to improve the education of all pupils. They have the confidence of staff who are proud to work at the school and are supported to develop professionally. A strength of leadership is the outward-looking vision for excellence. They continually seek to develop the curriculum, so that it has the maximum impact on pupils' learning. For example, staff contribute positively to the wider education system in Guernsey through supporting and hosting other educational professionals.

Pupils follow an ambitious curriculum. In many subjects, they have identified the essential knowledge and vocabulary pupils need to learn. Overall, this is appropriately sequenced and pupils learn well. In a few subjects, including the areas of learning in the early years, leaders have not broken down this knowledge into small enough steps. This hampers the learning of some pupils.

Subject leadership is developing and is, therefore, variable across the curriculum. Subject leaders have prioritised the design and sequencing of their subjects to ensure that the content is progressive. However, they are not yet consistently checking that their actions are leading to the desired improvements. Consequently, pupils' learning in some subjects is not as secure as it is in others. This includes children in the early years.

The school is highly inclusive. Leaders and staff welcome pupils as individuals. Pupils with special educational needs and/or disabilities (SEND) have their needs identified accurately. Teaching supports pupils with SEND to learn successfully. This is particularly effective in mathematics where pupils use concrete resources or scaffolds to help them learn new concepts, for example. However, in the wider curriculum, teaching does not always ensure all pupils with SEND have the precise support they need to learn well.

A love of reading permeates the school. Pupils are proud of their library and enjoy the responsibility of being librarians to promote reading to their peers. They appreciate the wide range of texts they can choose from. They enjoy talking about the books they have read within 'Literature Circle' time. Pupils start to learn phonics early in Reception and progress through a well-sequenced curriculum. As a result, most pupils learn to read with accuracy and fluency. Effective support helps those pupils who need to catch up or who join the school outside of the usual transition points.

Personal, social and health education (PSHE) is a strength of the school. Pupils find the content of the PSHE curriculum helpful. For example, pupils have a good understanding of the protected characteristics. They know about the importance of looking after their mental health and being physically healthy. They feel well prepared to take their place in society.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is their highest priority. Leaders have taken positive steps to improve the way in which staff report and record concerns. This means that leaders have a holistic picture of each pupil and their circumstances. Staff receive regular training and leaders respond swiftly to any concerns that are raised.

Pupils feel safe. They trust adults to listen to them and would tell them if they had a worry. Pupils have a good understanding of how to keep themselves safe when online.

What does the school need to do to improve?

- Subject leadership is not fully developed. As a result, in some subjects, leaders do not have a secure enough understanding of how well pupils learn the curriculum. Leaders should ensure that subject leaders have the expertise needed to check that pupils learn the curriculum successfully in all subjects.

School details

Inspection number	10298861
Type of school	Primary School
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The States of Guernsey
Headteacher	Mrs Alison Elliott
Website	www.lamare-pri.sch.gg
Date of previous Ofsted inspection	Not previously inspected by Ofsted

Information about this school

- La Mare De Carteret School is a two-form entry school located in Castel, Guernsey.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and music. 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 held meetings with the headteacher, deputy headteacher, special educational needs coordinator, curriculum leaders, teaching and support staff. The lead inspector also spoke with officers from the Education Office.
- The lead inspector met with the designated safeguarding leaders to discuss how pupils are kept safe in school. Inspectors considered the school's recruitment procedures, staff induction and training, records of concerns and their

engagement with external agencies. They also spoke with staff and pupils throughout the inspection.

- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils, both informally and formally to hear their views.
- Inspectors considered responses to Guernsey Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's own self-evaluation, improvement planning and documentation relating to safeguarding.

Inspection team

Angela Folland, lead inspector	His Majesty's Inspector
Sandy Hayes	His Majesty's Inspector
Andrew Lovett	Ofsted Inspector

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