Inspection of Vale Primary School

Inspection dates:	11 and 12 March 2026
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?

Pupils at Vale Primary School are welcoming and polite. They are proud of their school. Pupils ensure that anyone who joins the school quickly settles in. Pupils attend well and socialise happily together at break times. Older pupils are proud of their role as 'friendly faces.' They support younger children to have a positive start to the day by greeting them warmly at the school gate and accompanying them to their classrooms.

Pupils behave well. They demonstrate the behaviour motto of being 'ready, respectful and safe' through their positive learning behaviours. Pupils, including pupils with additional learning needs (ALN) understand and meet staffs' high expectations. They are motivated and eager to learn. Pupils enjoy receiving rewards for making positive choices about their learning and behaviour.

Pupils are happy and safe. Bullying is rare. Pupils have confidence that staff will help them if they have any worries. They know that they can share private concerns in several ways, including the 'what I wish my teacher knew' box.

The school ensures pupils have a wealth of opportunities to develop their talents and interests. These include clubs such as football, learning to play the trumpet and netball. Pupils develop a sense of responsibility through leadership opportunities, such as being house captains and play-time leaders.

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

The school has overhauled the curriculum so that it meets the needs of pupils. It is ambitious, coherent and interesting. Pupils benefit from opportunities to recall prior knowledge. This helps them to apply previous learning in new contexts. For example, pupils' knowledge of fractions builds incrementally, from addition and subtraction of simple fractions to finding fractions of an amount.

However, in a few subjects, elements of curriculum planning are not yet outlined precisely. This means pupils do not consistently build confidently on what they already know or prepare for what comes next. In addition, in some wider curriculum subjects, the school does not check fully what pupils know and remember. Consequently, sometimes, pupils progress through the curriculum with gaps in their knowledge.

The school has placed communication and language development at the heart of the curriculum. In the early years, skilled staff encourage children to use the correct vocabulary to express themselves. This enhances pupils' ability to speak clearly and to build a rich vocabulary. For instance, pupils discuss the timbre, pitch and tempo when listening to music.

There is a sharp focus on reading. Staff read books that excite and engage pupils. Children begin to learn to read as soon as they start school. Pupils read books that match the phonic sounds they know. Pupils learn the knowledge they need to be able to blend sounds together to read simple words. There is precise support in place for pupils who fall behind, to enable them to catch up rapidly with their peers. As pupils get older, they read books from a range of authors and genres. Consequently, they develop an understanding of the lives of others. Opportunities to read are also deliberately woven into the wider curriculum. These enhance pupils' comprehension.

The school meets the needs of all pupils. Staff swiftly identify pupils with ALN. Pupils with individual plans receive individualised support to match their specific needs. The school also works with external agencies to provide well-planned support for pupils. Consequently, pupils with ALN progress through the curriculum successfully and participate fully in school life.

The school provides a wide range of opportunities for the positive personal development of pupils. Consequently, pupils are well prepared for life in the Bailiwick and the wider world. Pupils know how to stay safe when using online technology and when they are offline. For example, they are knowledgeable about road safety when riding their bikes. Pupils talk confidently about how to maintain their physical and mental health.

The school ensures pupils understand their own rights. Pupils know that their voices are heard and valued, which builds their self-esteem and sense of belonging. Opportunities to learn outside the classroom, through activities such as rock pooling, develop pupils' understanding of the natural world and biodiversity.

Senior leaders, with the support of the Education Office, have an accurate picture of the school through robust systems for quality assurance. They check that the school's actions are having a positive impact on all pupils. Staff value the consideration given to their wellbeing and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- In some subjects, elements of the curriculum are not yet outlined precisely. Consequently, pupils do not build consistently on what they already know or prepare for what comes next. The school should ensure that curriculum content supports pupils to build their knowledge incrementally over time.
- In some wider curriculum subjects, assessment is not fully developed. This means that sometimes, pupils progress through the curriculum with gaps in their knowledge. The school should ensure that assessment accurately highlights gaps in pupils' understanding, so that these can be remedied.

School details

Inspection number	10433446
Type of school	Primary School
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The States of Guernsey
Headteacher	Lauren Eyton-Jones
Website	www.valeprimary.sch.gg
Date of previous Ofsted inspection	23 and 24 March 2022

Information about this school

- Vale Primary School is a two and three-form entry school, located in Vale, Guernsey.
- The school does not currently use any alternative provision.

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.
- Inspectors met with the headteacher, deputy headteacher, other school staff and a representative of the Education Office.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education 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.
- To evaluate the effectiveness of safeguarding, 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.

- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered responses to the pupil and staff questionnaires, as well as the Guernsey Parent Survey.

Inspection team

Elizabeth Geller, lead inspector	His Majesty's Inspector
James Gentile	His Majesty's Inspector
Lakmini Harkus	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages in England. Ofsted has been commissioned by the States of Guernsey to inspect its schools.

© States of Guernsey copyright 2026