



States of Guernsey
Education Services



Terry Carr
Consultancy Ltd

Improving Outcomes
for
Learners

Summarised inspection findings

Les Voies School

20 May 2019

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*

Developing a shared vision, values and aims relevant to the school and its community

- The headteacher opened the school in 2013 with a distinctive vision which differed from the predecessor organisation, the Link Centre. The vision is to provide all young people with the same opportunities that are available to others in mainstream schools. To deliver this vision, the school aims to reduce and remove the barriers which the young people have to learning in a school setting. In addition, the school and outreach service provide support and guidance for all schools in the Bailiwick in addition to a range of other services including education other than at school, and alternative provision for students who are not able to attend school.
- Young people have a wide range of barriers to learning. They include gaps in their knowledge and skills arising from interrupted learning, especially in mathematics and literacy; and mental health / social and emotional difficulties which impede young people's ability to focus on and persevere with specific tasks and communicate and collaborate with peers and adults.
- The headteacher has been very successful in bringing about a culture change in the school and sharing this vision with the school's partners, staff and parents. A great deal of success has been achieved in reducing the majority of young people's barriers to learning, enabling them to develop relevant skills and knowledge.
- The school's other senior leaders, middle leaders, teachers and learning support assistants (LSA) are fully committed to this vision and strive to implement it for the benefit of the young people.
- Senior leaders, middle managers and staff in school and in the Les Voies inclusion service value and care for the children and young people who have social, emotional and mental health issues. They are interested in and listen to these students and do not judge them when they cannot cope with learning or working with others.
- The service has been very successful in its outreach support work with other schools on the island to help them to meet the needs of their children and young people with social, emotional and mental health issues.
- The service also provides workshops and support for all families on children's and

young people's social, emotional and mental health issues. In these workshops, staff share the school's vision well and the approaches taken to reducing students' barriers to learning.

Strategic planning for continuous improvement

- Over the last three years the school has adopted a consistent and coherent approach to improving its effectiveness. Within the overall vision of the school, the headteacher has put in place very ambitious plans to improve the effectiveness of the school and the outreach service.
- The improvement plans indicate that there has been a concerted effort to improve aspects of management, staffing, the school's facilities and resources, teaching and learning, curriculum and assessment, students' attendance, and students' social emotional and mental health. The school also dealt with the provision of food for young people as this is not provided by Education Services.
- A key element of the school's approach to continuously improving is to develop further the skills of teachers. This is particularly important given the island context of the school and the difficulty in recruiting teachers who are skilled and confident in working within the school's unique setting. The school has adopted a coaching approach in which a senior leader works regularly with two teachers, who in turn evaluate each other's teaching. The headteacher checks the effectiveness of this approach to developing teachers' skills when he carries out formal observations of each teacher's lessons.
- As part of its outreach support, the service helps develop further the skills of teachers in the other schools on the island to support children and young people with barriers to their learning.
- Regular meetings and supervisions are in place for learning support assistants. However, the approach adopted by the school to enhancing their skills and sharing good practice is not as well advanced as that provided for teachers.

Implementing improvement and change

- A great deal of emphasis has been placed by senior leaders upon developing an appropriate curriculum which meets the needs of all young people in school. Senior and middle leaders have worked hard to provide additional steps to enable young people to access and benefit from the Guernsey Big Picture Curriculum. In addition, the school has developed an associated assessment framework in tandem, to enable the school to track the progress and attainment of students as they advance through the school. The school is aware of the need to replace the BTEC courses in Years 10 and 11 as they are phased out and find suitable alternative courses.
- All classes now have dedicated LSAs who have developed strong relationships with students in their classes and with their families. This change from an earlier subject-based deployment has improved relationships with students and their families. Teachers and LSAs have very positive relationships and work together very well as class-based teams in middle school and with their classes and subject specialists in

the senior school. Together, teachers and LSAs regularly reflect on their work and seek ways of enhancing their practice for the benefit of the students.

- The school now provides an innovative approach to supporting students with social emotional and mental health issues in other schools. Outreach learning mentors provide stable and reliable points of contact for these students. Staff take great care to match their support to an individual's needs. Young people, parents and teachers comment very positively about the impact the mentors have on young people's attendance, punctuality, attitudes to learning, confidence and social skills.
- Learning mentors make very effective use of approaches such as the Decider Skills framework to help children and young people talk about their strengths, their concerns and what they can change to make things better.
- The service also provides young people and parents with very helpful, practical guidance on how to develop positive habits and attitudes to improve their life chances.

2.3 Learning, teaching and assessment

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*

Learning and engagement

- Respect for children and young people's rights is at the heart of the school's life and work. Teaching and support staff acknowledge students' positive behaviour promptly using the very practical points system. Staff regularly acknowledge students' views and opinions on what and how they learn in the course of lessons. Learning reviews include student views on their learning. As a result, most learning proceeds in a calm, measured and positive context in classrooms, and in outdoor learning such as field trips. Almost all learners confidently interact with each other, staff and visitors during lessons and break times.
- Learners across the school engage well with their learning, overall. Practical tasks in mathematics, for example, well-linked to real-life application, result in well-motivated learning. Students regularly use digital technologies, with effective examples of creativity, for example in art and photography.
- Students work very well with the service's learning mentors. Successful outcomes include improvements in attendance, punctuality, attitudes to learning, attainment and achievement.
- For a significant proportion of students, maintaining regular attendance at school remains a challenge. Students show good progress in their social skills, in their interactions with each other and with adults. However, they do not always show resilience and persistence in their academic learning. This would help them make better progress in their subjects. When given the opportunity to learn actively, students engage well and cooperate effectively.
- In most lessons, students are clear about the purpose of their learning. However, they do not always find tasks and activities well-matched to their needs. Students increasingly take responsibility for their learning, particularly when engaged in practical tasks such as photography. In such contexts, young people independently follow productive routines and apply themselves carefully to meet or exceed expectations.
- In their learning activities, students regularly answer questions posed by teachers to extend their learning. Less commonly, they pose questions of their own about what and how they will learn. Collaborative learning in pairs and groups increasingly

features in lessons but is not yet a regular experience for all learners.

Quality of teaching

- Teaching across the school is consistently based on detailed daily lesson and longer-term curriculum planning, creatively reflecting the Big Picture Curriculum. These plans include personalised approaches well-focused on meeting individual students' academic and personal development needs. Class teachers and LSAs often play effective complementary roles in presenting tasks and activities and supporting students.
- Most lessons feature teachers' and students' effective use of digital technology for a range of purposes. These include finding key information, enhancing photography, and editing writing. This is well exemplified by attractively presented displays, for example illustrating and re-telling Greek myth and legend. In the best lessons, teachers share learning intentions and check students' understanding of these intentions through an effective plenary at the end of the lesson.
- Teachers provide opportunities for students to learn in a range of motivating and engaging contexts. These include practical classrooms, the local community and on field trips. There is scope to further develop creative learning opportunities, for example in practical settings such as design, manufacture and entrepreneurship, building on existing opportunities for active learning.
- Learning and teaching activities in the school are very well-supported by the team of LSAs. Many LSAs are long-serving and know children, young people, and their community very well. They make a major contribution to the establishment of positive learning environments wherever these are located, whether in school or on field trips.
- Staff in the service provide highly effective and valued support to schools across the Bailiwick. Learning Mentors work closely with school staff to support learners' access to and enjoyment of education. They provide relevant and helpful professional development for teachers. They run informative workshops for parents that present well-researched advice on children's emotional development. These sessions also include current thinking on topical issues such as recommendations on children's 'screen-time' and access to electronic devices.

Effective Use of Assessment

- Accurate assessment of students' academic progress and personal development drives teachers' lesson-planning to meet their students' learning needs. This results in personalised learning planning that takes good account of the ways each student learns best.
- Teachers use a suitable range of assessment methods to ensure that learners can demonstrate their learning to best effect. This can for example involve students in recording their evidence using digital technology.

- The school's assessment procedures do not yet involve exercises in moderation with other schools which work with the four levels for each element of the curriculum. There is no use of standardised assessments. However, as set out in the following section, the school has its own rigorous approaches to assure the accuracy of teachers' judgements.
- The school is midway through its five-year planning cycle to develop the Bailiwick of Guernsey Curriculum in ways that meet Les Voies learners' needs. This curriculum planning process carefully integrates learning, teaching and assessment approaches in ways that meet students' learning needs increasingly effectively.

Planning, tracking and monitoring

- Leaders and teachers' skilful identification of step-by-step learning within each level of the Bailiwick Curriculum enables their detailed assessment of students' academic progress. As a result, the school can identify more precisely the extent to which their students are meeting or exceeding expected levels of progress through the curriculum.
- The school tracks and monitors all students' emotional health and wellbeing very carefully on its SLEUTH database. As a result, staff build an increasingly detailed understanding of how best to personalise learning to benefit these students as individuals.
- The school checks the accuracy of teachers' assessment of student progress through arranging termly meetings with each teacher and a senior leader. At these meetings teachers provide data and the supporting evidence at the step-by-step detail of the sublevel. This is helping to ensure that students are making appropriate progress in their learning.

School choice of Quality Indicator: 2.2 Curriculum

While this indicator is not evaluated, it highlights the importance of placing the needs of learners at the centre of curriculum design and development. The structure and delivery of the curriculum should take good account of local and national circumstances. The curriculum is the totality of learning experiences as delivered by the school and its partners. An effective curriculum results in strong outcomes for all learners. The themes are:

- *Rationale and design*
- *Development of the curriculum*
- *Learning Pathways*
- *Skills for learning, life and work*

Rationale and design

- Staff at all levels collaborate very effectively to develop the school's curriculum to meet their learners' needs as well as possible. Well-led by the headteacher, senior and middle leaders direct teachers' curriculum development planning in ways that bring together progressive learning and teaching, based on regular and reliable assessment.
- Staff engage wholeheartedly and very effectively with this very detailed approach to short and medium-term curriculum planning. As a result of this work, the school provides a progressive curriculum with consistent approaches to planning learning activities. Lessons are taught in ways that support students to make good progress with their learning, from their individual starting points.
- The school's curriculum provides Guernsey's Big Picture Curriculum to students up to the end of Year 9. Well supported by the headteacher, senior and middle leaders, and teachers are developing this curriculum in ways that are highly appropriate to the context of Les Voies School and its learners. As a result, teachers' curriculum planning takes very good account of the four core purposes, to develop successful learners, confident individuals, responsible citizens and effective contributors.
- The school's curriculum emphasises the four core outcomes to enable all students to be healthy and active, safe and nurtured, included and respected, and to reach their individual potential. The school's effective realisation of these purposes and outcomes is detailed in other sections of this report.
- Beyond Year 9, the school provides a well-planned range of courses that lead to recognised qualifications in academic subjects, vocational training, and personal development. Accordingly, almost all students achieve a range of IGCSE, BTEC and personal development awards by the time they leave Les Voies School.

Development of the Curriculum

- The school's adoption of the Big Picture Curriculum is matched by well-judged and very relevant curricular adaptation and addition. These additions enable teaching approaches and learning experiences that meet students' needs increasingly well.
- Two key features added by the school consist of the additional 'sub-levels' that

teachers have defined. These provide smaller step-by-step learning outcomes for each of the Early, Middle, Bridging, and Later learning outcomes, across all the subjects offered in Les Voies. The second key feature follows from this and relates to assessment planned alongside the curriculum and lesson plans. As a result, teachers can assess measurable progress more regularly, feed this back to learners more quickly, and plan next steps in learning more immediately.

- This major and continuing curriculum adaptation contributes significantly to the increasingly personalised learning experiences provided in Les Voies.

Learning Pathways

- Beyond Year 9, the school supplements the range of IGCSE and BTEC courses and personal development awards such as the John Muir Trust, Duke of Edinburgh's Award and other opportunities for wider achievement. Such supplements include flexible patterns of work experience that may take the form of a week's placement or may be extended into a one-day weekly placement based on vocational intentions. They can also include college placements that extend opportunities to students beyond those offered in schools.

Skills for learning, life and work

- Curriculum planning incorporates key entitlements well. Learning outside the classroom (LOtC) is well-planned to make effective use of the local environment. Students can pursue marine and landward activities that help them build self-confidence. They do this through the Extreme Classroom experiences that challenge them to take calculated risks, or courses noted below that lead to qualifications.
- In addition to the work experience opportunities noted in the learning pathways above, the school has also introduced courses designed to support students' life skills. For example, Financial Literacy supports students well to develop their understanding of real-life financial transactions and money matters.
- The curriculum supports students to acquire qualifications that open up both local and wider employment opportunities. For example, students can access training to acquire powerboat and navigational qualifications in addition to land-based occupations. Nonetheless, there is scope to build further partnership working to support students to develop demonstrable employability skills, sustained over time.

2.7 Partnerships: theme 1 – The development and promotion of partnerships

- High quality partnership working with stakeholders is a key strength of the school and service which is leading to improvements in students' wellbeing and attainment. Partners are generally clear about the vision, values and aims of the service which puts the needs of students very firmly at the centre of joint planning. A significant number of parents and carers feel that the high levels of commitment shown by partners and the school has helped their children to return to school and this has had a positive impact on their family life.
- Parents of school students and those who are supported by outreach mentors are very positive about the support their children receive from school and service staff. They say that the headteacher, teachers and other members of staff are always willing to make time for them. They value the help and support they receive in dealing with other agencies and find the information gained at parent workshops on social, emotional and mental health issues very helpful. Above all, they remark upon the improvements to their children's attitude to school and their confidence and willingness to attend school. These improvements have had a marked and positive impact on their family life.
- Students are encouraged to share their views about their experiences of the school through review meetings. Where they are unhappy with any aspects of provision, their complaint will be followed up. The school's Junior Leadership Team (JLT) meets regularly with a member of staff to share their views on school matters. They have initiated and organised a school tuck shop and fundraising events including a swimmarathon and a fishing competition to buy new furniture, a water cooler and games for the breakroom.

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 and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and Education Services.

3.1 Ensuring wellbeing, equality and inclusion

very good

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*

Wellbeing

- Ensuring the wellbeing of students is central to the work of Les Voies. The school has developed unique and carefully considered approaches along with its partners which are improving the wellbeing of almost all students across the school community. Stakeholders know that learning within a caring and safe environment is the central focus of the school's work.
- Personalised learning experiences are providing very good opportunities for students to learn to manage risks in real life situations. Programmes aimed at developing resilience through activities outdoors and in the community are increasing students' ability to work with others and improving their self-confidence and perseverance skills.
- Commendably, the school has developed analytical and rigorous approaches to monitoring students' wellbeing across the whole school and uses this data very effectively to adapt student planning to meet their needs. As a result, staff can demonstrate clearly when students feel safe and respond promptly when concerns arise and adapt students' plans accordingly.
- Across the service, relationships between students and staff are very positive. Almost all students feel valued and respected by staff and their views are routinely taken into account in planning support. Overall, learning environments are caring and nurturing with predictable, consistent approaches aimed at anticipating and preventing incidents arising. These positive climates for learning are supporting most students to re-engage with education, often after significant interruptions in their learning.
- Almost all students feel safe and indicate they have an adult in the service whom they can talk to about any concerns or worries. Senior students' attendance is low. Overall, however, students' attendance is showing improvement. Service staff work closely with mainstream schools, modelling highly effective practice and supporting class teachers to meet students' needs more effectively and build trusting relationships. This is effectively supporting students to remain or reintegrate in mainstream schools.
- All staff and partners have a sound knowledge of students' individual circumstances. They model positive behaviour and remain calm and patient in their

interactions with learners. Well-designed individual plans provide strategies to support learners to make progress in their learning and behaviour. Staff are skilled in managing students' anxieties and intervene quickly when they show signs of distress or challenging behaviour. Their patience and persistence ensure that students are often able to re-engage quickly with learning.

- Most students feel that the school is teaching them to make healthy choices and to be active. For example, learners at all stages enjoy creating recipes and preparing food. As well as providing daily opportunities to prepare and eat a range of healthy foods, eating together develops students' social skills. Students know how to keep themselves safe through learning how to stay safe online and within the community in personal, social and health education (PSHCE). This is well supported by partners and visiting speakers.
- Students are learning to manage risks in real life situations and work collaboratively through increasing opportunities to learn and achieve outdoors. For example, they improve their physical fitness and achieve awards in sailing, swimming, and a range of local activities including paddle boarding, wall climbing, powerboating, fishing and coasteering. The school is looking to further extend opportunities to promote healthy lifestyles and recognise students' achievements outdoors and in the community.

Fulfilment of statutory duties

- The school actively complies with its statutory duties in its approaches to safeguarding students' welfare through clear, well established processes. All staff and partners undertake mandatory professional learning around child protection procedures. This ensures that staff can respond quickly to concerns arising and recognise the important role they play in ensuring that students are safe.
- The school and service have a very clear focus on meeting the needs of students who are at greatest risk including looked after children. Staff work in a variety of ways to build their capacity to meet the needs of their most challenging learners. This has increased staff's confidence in meeting the social, emotional and mental health needs of students in mainstream and reduced referrals to the service. As a result, senior managers and staff are able to focus on referrals for the most vulnerable students.

Inclusion and equality

- The school has successfully developed an ethos and culture of inclusion, participation and positive relationships. Almost all students and families feel that they are supported to do their best and treated with respect. This is helping students to re-engage with education. As a result, the attainment of almost all students is improving from placement and increasing numbers of students are now on college pathways. The school is now meeting the criteria as a Rights Respecting School. Students have opportunities to share their views with staff and managers through planning meetings and the Junior Leadership Team.
- The school has clear procedures to support students to reflect on their behaviour following any incidents arising in the school. This includes a return to school

interview with students and their parents/carers. However, in some cases parents and carers experience difficulties in attending meetings due to other commitments. This can sometimes delay students' return to school.

- Students recognise aspects of diversity through PSHCE courses and celebrate their own achievements and those of their peers in assemblies. In learning activities, students in the middle school show a very good understanding of issues around racism in football in English through debating. In humanities, they celebrate different religious customs and learn about the challenges facing various groups in society including those who are disabled. Visiting partners such as SHARE support young people to understand gender and LGBT issues. The school is planning to develop this area.

3.2 Raising attainment and achievement

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 numeracy

- Over the last three years students made good progress from their starting points in literacy and satisfactory progress in numeracy. Most Key Stage 4 students gained an A*-G IGCSE or equivalent award in English and the majority gained an A*-G IGCSE or equivalent award in mathematics. The school's data show that most Key Stage 2 and Key Stage 3 students made better than expected progress in literacy from their starting points over the last two years. The majority made better than expected progress in numeracy over this period.
- The outreach team has supported and advised primary and secondary school staff in the partner schools to improve their students' literacy and numeracy skills. This has been achieved through service staff skilfully addressing the social, emotional and mental health issues presented by these students and working collaboratively with mainstream staff to model and share good practice.

Literacy

Talk and listening

- Across the school, almost all students feel confident within the small group setting to respond to questions and contribute their views, sometimes very articulately, in class discussions. There are some missed opportunities for students to lead on talking and listening activities such as sharing research or views on a particular topic of interest to them and responding to questions and comments from peers.

Reading

- All students have regular opportunities to read for enjoyment and apply their reading skills in real life contexts such as cookery recipes and photography briefs, advertisements and researching information. The majority of students in the middle school and most at the senior stage can identify common language devices and their impact on meaning and understand how language can be used to create a particular effect.

Writing

- Students can develop and organise their ideas and responses in writing when teachers provide them with very helpful picture cues and scaffolded approaches. At the middle stages, a few students are beginning to develop a range of techniques for planning writing and a few at the senior stages can write for a range of real-life

purposes including letters, recipes and reports and forms. There is scope to improve writing by increasing opportunities for self and peer evaluation of writing such as proof reading their own and others' work. Younger students are not always clear about what skills they are working to improve and would benefit from an easy reference note of their own areas for improvement in, for example, their notebook.

Numeracy

- Most students have considerable gaps in their numeracy knowledge and skills due to long periods of interrupted learning. Most are now developing and consolidating their skills in addition, subtraction, multiplication and division. They show increasing confidence in estimation, rounding and working with money as they progress through the school. At each stage students have opportunities to apply and consolidate their numeracy skills in other curricular areas.
- Students' skills in handling percentages, fractions and decimals varied considerably at each stage. They are improving their skills in handling data. For example, in Key Stage 2, students can accurately interpret pictograms and Venn diagrams; and in Key Stage 3, students can calculate speeds, plot and interpret these data on line graphs.
- At each stage, students' problem solving and investigative skills are less well developed. In most classes, students find it difficult to solve mathematical problems when they are expressed in words or when problems can only be solved by working through several stages. This is often as a result of limited confidence and resilience.

Attainment over time

- Over the last three years the school has been able to improve the range and number of qualifications gained by students at the end of Key Stage 4. The number of students in Year 11 is small and this number has varied over this period from 14 to 8. Students have attended the school for different lengths of time and arrived with various levels of prior attainment. Nevertheless, students typically leave the school with a cluster of six to twelve IGCSE and BTECH awards which can include A*-G passes in English and mathematics. Those who are not able to achieve IGCSE awards in English complete Adult literacy awards at Entry Levels one, two and three. ABC awards are also gained in hospitality and in art.
- The progress made and qualifications gained by Key Stage 4 students in English, mathematics and science depend very much on the provision and continuity of specialist teaching. Gaps in the appointment of specialist science staff have had an adverse effect on science results.
- The school's detailed tracking system enables teachers and leaders to monitor closely the attainment of students throughout the school from Key Stage 2 to Key Stage 4. This has enabled the school to provide specific interventions in literacy and numeracy to address students' barriers to learning.
- The outreach team has worked successfully with the other schools on a flexible and needs-driven basis. This arrangement has enabled Les Voies staff to respond

quickly to short term needs to tackle students' immediate social, emotional and mental health crises. The result of these interventions by Les Voies staff is that students have been able to refocus quickly on learning in the mainstream setting.

Overall quality of learners' achievement

- Across the school, students develop confidence, teamwork skills and resilience through a wide range of activities. They are very successful in a variety of challenges set in school and the wider community. In the House competitions, they work very well in groups to manage resources, solve problems, apply some of what they have learned in lessons and create complex constructions, such as a Viking longship.
- Beyond the school, a few students each year take on particularly challenging experiences within the Extreme Classrooms Project and develop resilience and skills for lifelong success from sailing and potholing. There have been notable successes in national art and photography competitions and one student won the prestigious E. J. Blight Award for overcoming adversity. Some students take on responsibilities by representing others' views as a member of the JLT. Others help to prepare and serve the Christmas lunch for the whole school.
- Students make an effort to help others through their support for local charities such as the Teenage Cancer Trust, Dogs Helping Kids and the GSPCA. The school basketball team represented the school successfully in the league.
- All students take part in the school's outdoor education programme, achieving accredited success including John Muir awards, the Duke of Edinburgh's bronze award, powerboating, sailing and navigation qualifications.

Equity for all learners

- The school has developed a very inclusive culture which strives for 'The Amazing Everyday'. School and service staff support all students to push themselves to achieve their utmost. All staff take very good account of the factors which create barriers to progress for their students. The school is successful in helping young people prepare for life after school. Almost all go on to college or into employment.

Particular strengths of the school

- The leadership provided by the headteacher which has resulted in a transformational change to the culture and practice of supporting students in Guernsey with social, emotional and mental health issues.
- The positive and beneficial partnership working established by the school with parents, other schools, supporting agencies and a range of organisations on the island.
- The impact of the school and outreach staff on the lives of families with children and young people who experience social emotional and mental health issues.
- The knowledge and skills of LSAs and the support and care they provide for students in class.
- The school's approach to enhancing the skills of teachers through coaching, peer evaluation and support.

Agreed areas for improvement

- Build on current good practice in teaching and provide more imaginative contexts which engage students more effectively in learning.
- Share with students their individual targets used by teachers when planning lessons.

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 review. As part of its arrangements for reporting to parents on the quality of education, Education Services will inform parents about the school's progress.

Terry Carr Consultancy Ltd

44 Caledonia Street
Clydebank
Scotland
G81 4ER

T +44 (0)141 952 5348
E terry@terrycarrconsultancy.com



Creative Commons License

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of its Creative Commons Attribution 4.0 International license and the licensor, Terry Carr Consultancy Ltd, must be acknowledged.

To view this licence, visit <https://creativecommons.org/>