

Les Voies School

Collings Road, Guernsey GY1 1FW

Inspection dates: 22 and 23 June 2022

The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development and welfare	Requires improvement
Leadership and management	Inadequate

What is it like to attend this school?

The expectations of too many staff are low. The curriculum lacks ambition. It does not provide pupils with the essential knowledge they need to be successful. Pupils do not learn and remember more over time. There is not enough consideration given to how to develop pupils into successful and motivated learners.

Pupils do not know what many staff expect from them. As a result, there is a lack of respect towards adults and clear routines have not been established. Some pupils say that staff do not care about low-level disruption or their lack of respect. When staff do attempt to address poor behaviour, too many pupils do not respond positively. Pupils choose to leave lessons or opt out of their learning too often. Pupils set their own boundaries.

Leaders have designed opportunities to develop pupils beyond the academic curriculum and prepare them for becoming 'good citizens'. Pupils do appreciate and remember some of these aspects, such as the weekly reward assemblies and what they learn in the 'nurture zone' lessons.

Staff are dedicated to their work at the school. Parents and carers are positive about the support they have received from the school and the difference this has made to them as families.

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

Les Voies School caters for pupils who have often had a very negative experience of education prior to starting with the school. However, the expectations for learning and behaviour are not high enough for these pupils.

Leaders acknowledge that the current curriculum is not where they want it to be. They want the best for pupils and have plans in place for a revised curriculum in the next academic year. Nonetheless, subject leaders have not had up-to-date relevant professional development to design and support the effective implementation of the curriculum. Staff do not have the curricular knowledge and expertise needed to deliver the curriculum successfully. The physical education (PE) curriculum is a more successful model. The impact of this is positive on pupils' learning and participation.

Leaders do not place sufficient importance on developing pupils' reading skills and mathematical understanding. The curriculum is poorly sequenced, so pupils do not have sufficient opportunity to practise, consolidate and apply new learning.

Teachers do not use assessment accurately or with consistency to inform future learning. As a result, pupils experience a curriculum which is not successfully adapted to meet their needs. Teaching does not address the significant gaps in pupils' knowledge.

Leaders know the barriers to learning faced by pupils. Most staff understand the social, emotional and mental health (SEMH) needs of the pupils. However, not enough is done to help pupils overcome these barriers. Furthermore, staff do not have the necessary knowledge to support pupils beyond their SEMH needs. Many staff are ill-equipped to manage the poor conduct and attitudes to learning of some pupils. Staff say they struggle with the impact that poor behaviour has on their workload and their well-being. Some staff model effective relationships, routines and responses, the school's '3 Rs', but this is not sufficient to make enough of an impact.

Pupils do not talk positively about the way that staff manage behaviour. They are aware that they get differing responses from different adults. Some pupils say they are used to seeing their peers behaving poorly. Although pupils say bullying is not prevalent, some pupils show a lack of respect towards each other. Leaders do not have a clear strategy to support pupils to deal with new or challenging situations. For example, leaders do not have a well-defined approach to ensure that all pupils have the resilience and motivation to be in school most of the time. This results in too many pupils who do not attend school regularly.

Leaders are developing the curriculum to increase pupils' wider understanding of the world and improve their personal and social skills. Pupils can recall some aspects of their learning, such as how to eat healthily, but are not secure in others, such as their understanding of different faiths, religions and cultures. Recent leavers are appreciative of the support they have received to decide post-16 options. For example, pupils experience the world of work to help with their future choices. However, other pupils do not feel well prepared for what comes after their time in school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities to keep pupils safe. They follow the school's systems and processes for recording and reporting any concerns they have. Leaders ensure they follow up on concerns that are escalated to ensure that the right support is in place. Staff recall recent training to increase their knowledge of safeguarding pupils in their care and put this into practice. Leaders work with other professionals, such as the police and the youth commission to support pupils and their families to keep safe.

Pupils learn how to keep themselves safe through the curriculum. They can talk about maintaining healthy lifestyles and staying safe online.

What does the school need to do to improve?

- Leaders have not developed a suitably ambitious and coherent curriculum for pupils. Expectations of what pupils can achieve are too low. Leaders must

implement an ambitious, coherent and well-sequenced curriculum in all subjects, so that all pupils learn and remember more of the curriculum over time.

- Leaders do not have a clear strategy to improve behaviour. There is, therefore, an inconsistent approach to managing behaviour. Pupils do not have clear boundaries to encourage good behaviour and positive attitudes to learning. Leaders should support staff to establish high expectations and help them to manage behaviour more effectively.
- Staff do not use assessment effectively. As a result, it is not clear where gaps exist in pupils' understanding. Leaders need to make sure that the use of assessment is effective in identifying gaps in pupils' knowledge, so that learning can be adapted successfully to meet pupils' needs.
- Staff have not had sufficient professional development to improve their curricular knowledge and expertise. Staff, including those who lead some subjects, are unclear about how to sequence learning to develop pupils' knowledge over time. Senior leaders should ensure that subject leaders have the training they need to support teachers to successfully deliver the curriculum.
- Too many pupils do not attend regularly. This has an impact on their education, both academically and in their wider development. Leaders need to work more effectively and with greater rigour with parents and with external agencies to improve pupils' attendance.

School details

Inspection number	10208706
Type of school	Special school
Age range of pupils	9–16
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The States of Guernsey
Headteacher	Mr Jonathan Furley
Website	www.lesvoies.com
Date of previous Ofsted inspection	Not previously inspected by Ofsted

Information about this school

- This school caters for pupils with a SEMH need.
- All pupils who attend the school have a determination in place.
- This 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.

- Inspectors met with the headteacher, deputy headteacher and the assistant headteacher. In addition, an inspector talked to representatives from the Education Office.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- In addition to subjects where a deep dive was conducted, an inspector also looked at curriculum planning and met with the overall curriculum leader to discuss science and history.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.

- Inspectors analysed school documentation, including leaders' evaluations. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, behaviour, attendance and inclusion.
- An inspector listened to the views of parents on day two. Inspectors considered responses to the pupil and staff questionnaires issued at the time of the inspection and the Guernsey Parent Survey.

Inspection team

Leanne Thirlby, lead inspector

Her Majesty's Inspector

Marie Thomas

Her 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.

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