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Mr Jon Furley  
Les Voies School  
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Dear Mr Furley

### **Monitoring inspection of Les Voies School**

This letter sets out the findings from the monitoring inspection of your school that took place on 11 October 2023 and 12 October 2023 on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 35 of the Education Law (Guernsey) 1970 and was the first monitoring inspection since the graded inspection that took place in June 2022.

During the inspection, I discussed with you and other senior leaders, staff and the Education Office, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I visited a number of lessons across subjects and key stages, including in 'The Pod.' I met with a selection of subject leaders, some pupils, the special educational needs coordinator (SENDCo) and the behaviour and attendance leader. I scrutinised pupils' work, reviewed leaders' ongoing plans for improvement, analysed leaders' records relating to behaviour, attendance and serious incidents. I have considered all this in coming to my judgement.

**Les Voies School is making the following progress towards** addressing the indicators identified as inadequate at the previous inspection (in schools with inadequate indicators, we do not report on indicators that require improvement unless they are relevant to the inadequate indicator).

#### **Quality of Education**

Leaders are making progress to improve this key indicator.

**Behaviour and attitudes**

Leaders are making progress to improve this key indicator.

**Leadership and management**

Leaders are making progress to improve this key indicator.

**The progress made towards the removal of inadequate key indicators**

The school has responded positively to the findings of the previous inspection. You have utilised the support from the Education Office to waste no time in appointing a new assistant headteacher, SENDCo and behaviour and attendance leader. This has significantly increased the school's capacity to improve provision. You have quickly developed and implemented an improvement plan focused on systematically tackling the areas judged ineffective at the previous inspection. The responsibilities for school improvement are clearly delineated within the leadership team. This has allowed leaders to focus their work to create the foundations for effective provision. As a result, the quality of education and behaviour and attitudes at the school are already better and continuing to improve.

Your vision for providing a high-quality education for some of the most vulnerable pupils on the island is compelling. You have reconciled this vision with the findings of the previous inspection. Staff buy into this vision and work harmoniously to bring about improvement. A good example of this is the rapid improvement that has been made to curriculum planning. The school is developing a broad, balanced and ambitious curriculum, aimed to meet the wide-ranging needs of pupils. Your planning is now focused on giving pupils the knowledge they need to progress into meaningful pathways when they move on from the school.

You have reorganised and improved the leadership of the curriculum. There are now established leaders for all subjects, for example. They have benefited from curriculum insight from the Education Office and external consultants. They have also been proactive in developing their own knowledge through collaborative work with 'curriculum alignment leads' who work across different schools. Curriculum planning is now much more coherent and well sequenced, particularly in subjects such as English, mathematics, computing and history. There is a clear link between leaders' evaluations and their planning to improve the curriculum further. Actions are carefully considered to ensure that improvements are systematic and built on firm ground. However, it is not clear exactly how these actions will impact on pupils' learning, or when you will check if this is so. There are not clearly defined milestones which leaders can use to review and amend their plans if actions do not have the impact they intend.

Reading has been rightly prioritised. You have introduced a systematic approach to teaching pupils to read. The improved expectations at the school are reflected in your desire to ensure this work helps pupils to develop a love of reading also. You recognise that the things you have done to help pupils appreciate books and learn to love stories is

not as impactful as you would like. You have correctly identified that this is something to review and amend moving forwards.

Your most recent planning for improvement is focused on the right priorities. Now that there is clear and coherent curriculum planning, the emphasis is now on putting this into practice in all subjects. There are elements that are already going well but, overall, this work is recent. There is more to do to help pupils learn the curriculum securely across all subjects. For example, although pupils in Key Stage 3 talk about what they have learned in many subjects, sometimes their gaps in knowledge mean they cannot apply this. You have recognised the need to consider more carefully the knowledge that pupils must have and by when so that they are prepared better for what comes next. Furthermore, while some pupils go to college to study Advanced level studies, you want to ensure that more pupils secure relevant qualifications to realise their potential in the future.

Staff have benefited from useful professional development opportunities, including training. This has helped them to make better use of assessment, for example. There are now clear expectations about how regularly staff check pupils' learning over time. However, sometimes, pupils' misconceptions persist because teachers' use of assessment does not pick this up. Often pupils learn facts that are disconnected or limited in use. In turn, this makes knowledge difficult to retain and use in some subjects. Occasionally, assessments focus too much on whether pupils can apply their knowledge to complex tasks, without staff being clear about whether pupils have the understanding to do so. This is particularly important given the disjointed experience of education many pupils have prior to joining the school. It is also an ongoing challenge for those who are persistently absent.

The school's work to improve pupils' behaviour and attitudes has been extensive and wide ranging. The revised approaches to managing behaviour have raised expectations. You have reasserted the place of the 'Three Rs' in securing positive routines, relationships and responses. Staff record incidents and patterns of behaviour are carefully scrutinised. You have improved how information is communicated with staff and this has helped to develop a shared understanding of expectations. Staff are clear about how to respond in different scenarios. This, alongside the greater stability and capacity in staffing, means that the application of the agreed behaviour policy is consistent and effective. Positive relationships underpin the success in creating a safe and secure environment for pupils. Staff speak very positively about how they support each other. However, pupils are less clear about how these approaches help them to manage their own behaviour.

The school promotes good attendance and contacts families as soon as an unexplained absence has happened. Positive and improved attendance is promoted, celebrated and rewarded through assemblies, tutor time and a widely understood rewards system. This has led to an improvement in attendance overall and for many individuals. Nevertheless, there is a core group of pupils who remain persistently absent. You use several mechanisms to contact and support such pupils and their families. Although these approaches have improved relationships with parents, they have had little impact on how well pupils attend.

Pupils and staff can see the school is already changing for the better. Many pupils enjoy learning because it is more relevant and engaging. Through the improved curriculum and more regular attendance, pupils are beginning to retain key knowledge, particularly in the subjects where leaders have done the most work. For example, pupils' reading is improving rapidly. They also better understand key concepts in subjects such as mathematics and computing. Where learning has improved, pupils take greater pride in their work.

I am copying this letter to the Education Office who will publish it on the States of Guernsey website.

Yours sincerely

Matthew Barnes  
**His Majesty's Inspector**