



**ISI** Independent  
Schools  
Inspectorate

**BRITISH SCHOOLS OVERSEAS**

**INSPECTION REPORT**

**VICTORIA COLLEGE**

And

**VICTORIA COLLEGE PREPARATORY SCHOOL**

**JERSEY**

**NOVEMBER 2017**



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## SCHOOL'S DETAILS

|   |  |     |                       |
|---|--|-----|-----------------------|
| <b>College</b>                                | Victoria College   |     |                       |
| <b>School</b>                                 | Victoria College Preparatory School  |     |                       |
| <b>Address</b>                                | Victoria College<br>Le Mont Millais<br>St Helier<br>Jersey<br>JE1 4HT<br>CHANNEL ISLANDS |     |                       |
| <b>Telephone number</b>                       | 01534 638200   |     |                       |
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| <b>Headmaster of The College</b>              | Mr Alun Watkins  |     |                       |
| <b>Headteacher for the Preparatory School</b> | Mr Dan Pateman   |     |                       |
| <b>Chair of governors</b>                     | Mr Brian Watt  |     |                       |
| <b>Age range</b>                              | 7 to 18  |     |                       |
| <b>Number of pupils on roll</b>               | 928  |     |                       |
|   | <b>Boys</b>  | 928 |                       |
|   | <b>Juniors</b>   | 264 |                       |
|   | <b>Seniors</b>   | 505 | <b>Sixth Form</b> 159 |
| <b>Inspection dates</b>                       | 26 to 28 September 2017<br>13 to 16 November 2017  |     |                       |

## 1. BACKGROUND INFORMATION

### About the school

Victoria College and Preparatory School are fee paying state schools located in St Helier, Jersey, providing education for boys aged between 7 and 18 years. Ownership lies with the States of Jersey. The Education Department of Jersey is the employer of all members of staff and the headmasters report directly to the Chief Education Officer. The non-executive governing body's role is to provide support, advice and mediation and to secure and exercise accountability.

The school was founded in 1852 and has undergone considerable expansion of buildings and facilities since its opening. Through its well-established partnership with the States of Jersey it has developed according to the needs of successive generations and the island's changing demands. The present preparatory school was opened on the same site in 1966. Since 2003 the college has opened a sports complex and swimming pool and expanded and refurbished specialist classrooms, laboratories, a theatre and drama studio and music and technology suites. More recently they have added a suite of English classrooms, a sixth-form centre, five House Rooms and a STEM laboratory. The preparatory school has undergone considerable refurbishment. The school shares some of its facilities and teaching with the Jersey College for Girls, located on the adjacent site.

The college and the preparatory school were inspected at the same time. They have not had a previous inspection.

### What the school seeks to do

The schools have the common aim to be a Christian foundation that is accessible to boys from all walks of life. They strive to create academic and co-curricular opportunities for all pupils to fulfil their highest potential and to nurture a positive and passionate attitude to learning. Through fostering an inclusive culture, based on personal and social responsibility, they seek to maintain a safe, happy and caring environment based on mutual respect and tolerance.

### About the pupils

Pupils attend from across the island and from families with a wide range of professional backgrounds. Pupils are from predominantly British white families. Approximately 40 per cent of pupils were born in the UK. Pupils are selected by ability for entry to the college but not in the preparatory school. Assessment data indicates that the ability of the pupils is above average with low numbers of pupils having below average ability as compared with the UK population. The college has identified 21 pupils as having special educational needs and/or disabilities (SEND) predominantly with emotional, social and behavioural needs and dyslexic tendencies. These pupils receive a range of support. In the preparatory school 24 pupils are identified as having SEND, all of whom receive specialist support. English is an additional language (EAL) for 13 pupils who do not require specialist help with the English language. More able pupils are identified, and they receive some additional educational provision.

## 2. INSPECTION OF STANDARDS FOR BRITISH SCHOOLS OVERSEAS

### Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

**Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years.

### Key Findings

2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

**2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.**

2.3 The curriculum policy takes account of the ages, aptitudes and needs of pupils. The breadth of the curriculum, combined with an extensive activity programme, provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Literacy, science and mathematics are emphasised with a particular focus on improving literacy standards. It is well planned and timetabled with suitable schemes of work.

2.4 The curriculum provides for pupils the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in Jersey and British society. Personal, social, health and economic education (PSHE) and suitable careers guidance is provided.

2.5 Effective teaching methods show understanding of the pupils' ability. The majority of teaching is characterised by secure subject knowledge and understanding, well planned lessons and effective use of resources. The effectiveness of the teaching enables pupils to acquire new knowledge and make good progress in the college and excellent progress in the preparatory school. The needs of pupils are supported in the preparatory school. In the college, pupils are well supported for emotional, social and behavioural needs but less support is given for specific learning needs. Teaching fosters self-motivation and independent work and the majority engages interest. Teaching does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics.

2.6 Standardised tests, teacher assessments and the Jersey assessment system are used to provide data to effectively plan teaching so that pupils can make suitable progress.

2.7 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

## **PART 2 – Spiritual, moral, social and cultural development of pupils**

**2.8 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

2.9 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. These principles enable pupils to develop self-knowledge, esteem and confidence.

2.10 The curriculum, PSHE programme and the systems for pastoral care, all support the understanding of responsibilities and rights within the school community and on the island. Pupils know the code of conduct, can distinguish right from wrong and are able to accept responsibility for their behaviour. Pupils understand the importance of laws and justice on the island and in the UK and have respect for democracy and the democratic process.

2.11 Pupils are generous in their contribution to the lives of others, especially through their charity and community work. The school actively promotes tolerance and harmony between different cultural traditions and respect for other people.

2.12 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

## **PART 3 – Welfare, health and safety of pupils**

**2.13 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**

2.14 The welfare of the pupils is given a high priority. Suitable arrangements are made to safeguard and promote the welfare of pupils. Safeguarding, which emphasises protection from all kinds of abuse and harm, including the dangers of extremism, is given a high profile within the school. Policies and procedures are thorough and all staff have received suitable up to date training. A clear link has been established with the Jersey authority for reporting any concerns.

2.15 Good behaviour is promoted and bullying is prevented so far as reasonably practicable. Rewards and sanctions are clearly understood by the pupils. All incidents of poor behaviour are thoroughly documented and monitored. Incidents of poor behaviour, and any bullying that occurs, were seen to be dealt with appropriately and constructively. As a States of Jersey school, Victoria College has a policy of inclusion and temporary and permanent exclusions are extremely rare. A new behaviour management strategy has been implemented in both the preparatory school and the college and is fully understood by the pupils.

2.16 Health and safety requirements are met, and overseen by the Jersey authority, including those relating to fire safety. The premises are maintained to a suitable standard of safety and hygiene. All services are maintained and checked frequently as part of the Jersey authority arrangements. There is a strategic approach to risk assessment and due care is taken to ensure the welfare, health and safety of pupils on school trips. A disability access plan is in place. Provision is made for first aid.

2.17 Pupils are properly supervised and admission and attendance registers are maintained, as required.

## **PART 4 – Suitability of staff, supply staff, and proprietors**

**2.18 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

2.19 The Human Resource department for Jersey is responsible for recruitment and, combined with the school, they make appropriate checks to ensure the suitability of staff, supply staff, and governors. All records regarding recruitment are maintained by the Jersey States human resource department.

## **PART 5 – Premises of and accommodation at schools**

### **2.20 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**

2.21 The primary responsibility for the maintenance of the premises lies with the Jersey States authority who own the site. Combined with suitable site management the premises are maintained to a standard commensurate with health and safety. Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The acoustics and lighting are appropriate and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

## **PART 6 – Provision of information**

### **2.22 The Standards relating to the provision of information [paragraph 32] are met.**

2.23 A range of information is variously published, provided or made available to parents and prospective parents. This includes details about the governors, the ethos of the college and the school and the curriculum. Some of the policies follow the guidance laid down by the Jersey authority and some are specific to the college and the preparatory school. The arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year are made available as are policies to explain the provision for those with special educational needs/disabilities (SEND). Policies are published on the web sites regarding procedures for pupils with a health and care plan (EHC) and English as an additional language (EAL). Particulars of the school's academic performance during the preceding school year, and its results in public examinations, are on the school web sites or are made available. Parents are provided with a report, at least annually, of their own child's progress. The safeguarding policy is posted on the school's websites.

## **PART 7 – Manner in which complaints are handled**

### **2.24 The Standards relating to the handling of complaints [paragraph 33] are met.**

2.25 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage it allows for a parent to be accompanied and the panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of the findings. Parents are able to complain directly to the Jersey Education Department if it is considered appropriate. At the time of the inspection the school made this clear on the complaints procedure.

## **PART 8 – Quality of leadership in and management of schools**

### **2.26 The standard relating to leadership and management of the school [paragraph 34] are met.**

2.27 Governors provide suitable support and guidance for the college and the preparatory school and they monitor the quality of procedures.

2.28 The Jersey Education Department and governors of the school ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.29 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

### 3. INSPECTION OF EDUCATIONAL QUALITY

#### Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

#### Key Findings

3.1 The quality of the pupils' learning and achievement is good overall.

- Pupils' attainment and progress are good in the college and excellent in the preparatory school with high academic standards achieved by many in tests and examinations.
- Excellence is achieved in a wide range of extra curricular activities, especially in the CCF and sport.
- In most lessons pupils' attitudes to work are excellent and they show engagement and interest.
- Pupils benefit from an extensive range of curriculum opportunities which are well resourced by governance, leadership and management.
- Pupils with special educational needs do not always progress as well as their peers due to a lack of suitable support.
- Pupils' learning and understanding is sometimes hindered by teaching standards that are not sufficiently appraised for quality as a result of the States of Jersey appraisal and professional development programme for teachers not being sufficiently robust.

3.2 The quality of the pupils' personal development is excellent.

- Pupils have a natural confidence with strong self esteem promoted by the excellent pastoral support received in school.
- The school has a strong sense of community and pupils are proud of their contribution to school life and the island community.
- Pupils are friendly, enjoy competition, are loyal and well integrated; qualities that are underpinned by the school's house system.
- Pupils are thoughtful, sensitive and courteous young people with excellent social skills.

- Members of the sixth form in the college are excellent role models who take their responsibilities seriously, however, pupils in the preparatory school have limited opportunities to take on positions of responsibility.

## **Recommendations**

### **The Preparatory School**

3.3 In the context of the excellent outcomes, the school might wish to consider:

- To involve pupils more actively in the democratic process and to increase the number of opportunities for pupils to take on positions of responsibility.

### **The College**

3.4 The college is advised to make the following improvements:

- Ensure the specific learning needs of all children are identified and fully supported.
- Introduce, in liaison with the States of Jersey, a more robust appraisal and professional development programme to ensure the most effective teaching and learning methods are successfully shared.
- Introduce more opportunities for pupils in Years 7 to 11 to be involved in academic and intellectual competitions with the objective of enhancing the progress of those pupils.

## The quality of the pupils' learning and achievements

- 3.5 The overall quality of pupils' learning and other achievements is good.
- 3.6 Pupils throughout the preparatory school and the college seek to achieve to the best of their ability and to take advantage of the many academic and extra-curricular opportunities available to them. There is an increased focus by the governors and the senior leadership teams (SLTs) of each school to improve achievement across all areas of learning. The implementation of more rigorous procedures to track and monitor pupils' progress has ensured pupils are achieving to an excellent standard in the preparatory school and to a good standard in the college. The majority of parents answering the pre-inspection questionnaire reported that they are pleased with the progress that their children are making.

### The Preparatory School

- 3.7 Achievement in the preparatory school is excellent. Almost all parents expressed high levels of satisfaction in the education provided for their children and in the leadership of the school. Pupils are entered for standardised assessment tests in Year 6. The most recent data for these tests show that attainment by pupils is excellent and is well above the average attainment levels for pupils in Jersey schools. All pupils are working at, or above, the expected levels in mathematics and writing and almost all pupils are achieving the same high standards in reading and spelling. Progress levels are similarly excellent as measured by the new assessment framework introduced by the Jersey Education Department. Above or well above average progress is achieved by 61 percent of pupils in writing, 69 percent in reading and 72 percent in mathematics. The impact of excellent tracking systems introduced by the SLT has resulted in pupils' progress being closely monitored. Those with SEND are identified, appropriately supported and monitored; therefore, these pupils also make excellent progress and attain at the same high levels as their peers.
- 3.8 Pupils demonstrate excellent skills, knowledge and understanding in all areas of learning. This is the result of dedicated teaching, excellent teacher knowledge and understanding of pupils' individual needs. Pupils talk enthusiastically about new skills and knowledge they have learnt, for example, algebra in mathematics. Pupils work at a good pace, utilising their skills and knowledge independently across all areas of the curriculum. Pupils are able to verbalise their understanding of what they are learning and a high standard of appropriate technical vocabulary is well used. There is clear evidence of more able pupils demonstrating mastery and depth of learning in the well planned extension activities. This was seen in science where pupils created a question and then designed tests to calculate the answer. The scrutiny of pupils' work shows that teachers adapt work for different abilities either through setting, as in mathematics, or by additional support in other subjects, particularly English. The impact of the work of the SLT in improving planning and monitoring progress through work scrutiny and lesson observations, is resulting in excellent attainment levels.
- 3.9 Teaching values the importance of good communication skills and pupils respond well to the ample opportunities in every lesson for speaking, asking and answering questions and using reading and writing skills. Pupils are highly articulate and are able to read and write to a high standard. Listening skills are well developed. Pupils enjoy frequent opportunities for improving their communication skills outside of the classroom including speaking in assembly and debating in the States Chamber debating event. They use a wide variety of writing genres and styles which are consistently well presented. Pupils listen attentively to adults and peers alike and can follow instructions successfully. Additional help for literacy is having a very positive impact on standards for pupils identified as needing this support.
- 3.10 Pupils are highly competent mathematicians demonstrating strong skills in numeracy in all year groups. They easily identify when they should use their mathematical skills in other subjects such as science, history, and geography. They are highly enthusiastic about mathematics and they like the different approaches to teaching used in the sets to suit their own learning styles. More able pupils freely manipulate numbers and find different ways of solving problems. They develop and use

formulae to explain their thinking clearly to others. The SLT have ensured that resources are plentiful and appropriate to promote numeracy and offer opportunities outside of the lessons to provide further challenge, for example 'brain teaser' tests.

- 3.11 Pupils demonstrate a high standard of skill in information communication technology (ICT). They are well supported by high quality resources and the confidence of teachers to plan its use in lessons. Pupils are competent in the use of a variety of applications and software and regularly use either tablets or laptops in lessons other than the ICT. They use their skills to research, present information, create games, for coding and regularly use computers to complete homework. ICT is used effectively for the redrafting and presentation of work as seen in a piece of work on World War Two shelters.
- 3.12 Pupils display excellent study skills. They are capable of independent work, for example in analysing poetry, using an atlas, synthesising computer games and generating and testing hypotheses in science. Books, computers and other sources are all used when doing research and they are able to complete a task without help using checklists and success criteria to monitor their progress. Pupils were keen to say that they enjoy the opportunities to learn for themselves rather than being told what to do. Older pupils are able to work independently and in pairs outside of the classroom and learning logs show that they enjoy working on a project of their choice out of school.
- 3.13 Pupils have achieved excellent standards in their extra-curricular activities. Opportunities for learning outside the classroom are many and enthusiastic and dedicated teachers ensure the time is found to support them. Pupils are keen to participate in an extensive range of sports, arts, music and community events offered every year. A large number of pupils are representing the school in both cricket and football. In the U11 Nations Cup the football team are currently champions. In cricket they hold the Trent Shield a competition for Jersey schools. In music the standard of the orchestra and the three choirs is excellent. Videos of the school play show standards of drama and performance to be very high. There is a thriving chess club and pupils enter local competitions with great success including winning the Jersey championship.
- 3.14 Pupils have excellent attitudes to their learning. They are proud of being a part of the school and are keen to contribute in every possible way. They are genuinely interested in school life, have high expectations of themselves and are keen to live up to the high expectations placed upon them. They take pride in their own achievements and those of others and enjoy assemblies where these are celebrated.

### **The College**

- 3.15 Achievement in the college is good. The majority of pupils attain high standards in public examinations. Pupils are entered for GCSE, IGCSE and A-level examinations. At GCSE in the years 2014-2016 results have been consistently above the UK national average for maintained schools, with nearly half of papers being awarded A\* or A grades. Results in IGCSE Biology and Physics have been higher than worldwide norms and in ICT have been similar to worldwide norms. A-level results have remained consistently high over the years 2014-2016, with two-thirds of all grades achieved at A\*-B. In 2017 the data provided by the school shows GCSE attainment was slightly lower in the top grades whilst A-level results improved.
- 3.16 The ability profile of the college is measured using standardised tests. From the results in the GCSE examinations and the overall ability profile of the college, the data shows pupils make appropriate progress in relation to the average for pupils of similar abilities. From the results in A-level examinations and the overall ability profile of the sixth form, pupils make good progress. Examination data indicates that progress is more limited for some pupils with SEND. Other pupils on the school's larger inclusion register, which includes pupils who require emotional and behavioural support, achieve well in public examinations and make appropriate progress.
- 3.17 Members of the senior leadership team work well together to promote the achievement of pupils. They provide strong organisational and data management skills and have introduced excellent methods for tracking pupil progress both in their academic achievement and pastoral needs. The

system is beginning to have a beneficial impact on pupil learning although it is not yet fully effective. Pupils observed in lessons make good and often excellent progress, especially when teaching is stimulating and challenging and when pupils are allowed to contribute to their own learning. Pupils' attitudes towards their own learning is excellent. They like to be fully engaged and are keen to participate and show initiative and resilience when challenged. They offer ideas and relevant comments and support each other in discussion. Pupils confidently question new ideas and can work both collaboratively and independently to successfully complete tasks.

- 3.18 When less rapid progress is made it is in lessons where pupils reported that the lack of variety in teaching methods resulted in boredom and a lack of concentration. The more able pupils are not always sufficiently challenged by appropriate extension work. When lessons do not provide sufficient stimulus and enjoyment, and classroom management skills are underdeveloped, some pupils find it difficult to sustain a high standard of behaviour and a positive attitude. SEND pupils reported that their progress in some lessons is hindered by a lack of appropriate support and this was evidenced in some of the lessons observed during the inspection. SEND pupils who were interviewed said that they do not think that the majority of teaching sufficiently takes into consideration their learning needs. More than half of the parents of pupils in years 7 to 11 who answered the pre-inspection questionnaire reported that the college does not provide worthwhile help for special educational needs. The States of Jersey appraisal and professional development programme has been identified by the SLT as not being sufficiently rigorous to improve the quality of teaching across all subjects.
- 3.19 Governance, leadership and management have ensured that the pupils have an extensive range of academic and extra-curricular activity to promote their knowledge, skill and understanding across the areas of learning within the curriculum. Almost all parents and pupils reported in the questionnaire that they are offered an appropriate range of subjects and activities. Linguistic, mathematical and scientific understanding is strong. Pupils develop their physical skills through a wide range of PE and sport-based lessons and they exhibit a high level of technological, aesthetic and creative skills, as seen in the excellence displayed in music, art and design technology. By the time they reach the sixth form, pupils are confident and articulate communicators. They are excellent at reflecting on their own work and communicating their ideas to others. Lesson observation and work scrutiny showed their analytical skills to be at a high standard. However, scrutiny of their work showed there is a disparity between the excellent levels of oral communication and their writing competencies. There are some very high standards of writing in the sixth form, with some excellent examples shown in the school magazine, but some younger pupils show weaker standards of written communication. There are many opportunities to develop excellent scientific skills where frequent opportunities are provided to develop their knowledge and the majority of pupils are mathematically confident. The application of mathematical skills is embedded as an integral part of many subjects with the collection, manipulation and plotting of data occurring in all years. Good numeracy skills were especially noted in the excellent design work being produced. Sixth form work scrutiny showed a strong ability to solve mathematical problems in relevant subjects.
- 3.20 Information, communication technology is used competently across the curriculum. Pupils' books and files showed good use of word processing, photographic editing, data logging and computer-aided design. Pupils are able to use a variety of applications and websites to complete tasks and challenges outside lesson time. In discussion pupils report that greater accessibility to computers in the sixth form study area has had a positive effect in increasing their independent research and the completion of work and that the introduction of an on-line homework application has helped in their personal organisation. Some younger pupils, however, commented on the difficulty of finding available machines and that unreliable wi-fi hindered their progress. Pupils report the unwillingness of teachers in some lessons to use ICT imaginatively. Study skills are well developed. Pupils are able to problem solve, hypothesise and justify different approaches to their learning without much guidance from the teacher. The sixth form pupils are able to synthesise concepts and ideas and take a holistic approach to analysis, for example when exploring the impact of Brexit in business studies. However, for SEND

pupils these particular skills are not well-developed although support is provided to help develop organisational skills.

- 3.21 The range and level of achievement in extra-curricular activities, particularly sport and the combined cadet force (CCF), is excellent. The CCF is a real strength of the school and the pupils speak highly of this activity and the opportunities it affords them. Successful achievement has included five pupils being selected for the UK cadet shooting team in 2016, and three selected for the Great Britain Athelings Shooting Team that toured Canada in 2017. In sport, the achievement is consistently high in team competitions and individual representation, within Jersey, between the Channel Islands, at UK county level and internationally. Examples include the hockey first team becoming Jersey division winners and the age group athletics squad retaining the Boys' School Cup for the sixteenth consecutive year. A junior age rugby team have recently regained the Lord Jersey Cup and the cricket team came second in a competitive T20 league.
- 3.22 In academic competitions the pupils also achieve high standards. A number of boys in the sixth form have become Arkwright Scholars and awards have been achieved in the National Chemistry Challenge. Younger pupils hold the title of the top school in Jersey for the UK Maths Challenge. During the inspection some pupils reported that they would like more academic competitions to stretch and challenge them beyond the classroom and to ensure that academic achievement is recognised as important in school as sporting achievement. In music and drama pupils demonstrate a high level of achievement in concerts and productions, such as Bussy Malone in 2016. Similarly, in art there are excellent displays of original and imaginative art around the school and these are exhibited further in the community throughout the year.

### **The quality of the pupils' personal development**

- 3.23 The overall quality of the pupils' personal development is excellent.
- 3.24 The governors and leadership aim to foster an inclusive culture based on personal and social responsibility and to maintain a safe, happy and caring environment based on mutual respect and tolerance. These aims are fully realised in the excellent personal development of their pupils. The majority of parents and pupils responding to the questionnaire are highly satisfied with the pastoral help and guidance given by the senior leadership teams and staff, and they believe that the school promotes worthwhile attitudes and views.

### **The Preparatory School**

- 3.25 Parents report that the preparatory school has a wonderful community spirit where pupils feel valued and safe. In all year groups pupils appear to be happy and confident, eager to talk to new people and to take advantage of the many new opportunities provided for them. They fully embrace the school ethos 'to have a go'. Pupils have a good awareness of the school's core values promoted in school to, 'aspire, be respectful, be resourceful and be resilient'. Pupils aspire to do their best and are respectful of others and themselves as demonstrated in their behaviour around school. They are resourceful with others in team work and are learning how to be resilient. An excellent understanding of the concepts of perseverance and self-discipline is evident as they eagerly rise to the many challenges presented to them. Through discussion, pupils demonstrate an awareness of their own strengths and weaknesses and can provide excellent suggestions on how to improve their work. Pupils who need help in building confidence and self-esteem are extremely well supported by the high priority given by the SLT to promoting well-being in the curriculum. This is especially evident in personal, social, health and economic education (PSHE) and through individual attention given to those who occasionally need time out. Pupils report that staff are always available to talk to them, ('time for a chat'), to help them gain confidence. The excellent pastoral care and pastoral tracking system in place, ensures that any pupil with a concern is not overlooked.

- 3.26 Pupils are developing into thoughtful and sensitive young people. They reflect during assemblies about their own lives, for example, when watching a film of those less fortunate than themselves. They demonstrate empathy, respect and a deep sense of caring, and are visibly moved by the stories they hear. Pupils enjoy being actively involved in assemblies, singing hymns, reading prayers and passages from the Bible. Their awareness of different religions has developed since the introduction of a new religious education curriculum, helped by local ministers who are invited into the school to encourage them to think more deeply on spiritual matters. Pupils report looking forward to taking part in the Remembrance Day, harvest, Christmas and Easter services. Pupils are highly appreciative of the non-material aspects of life and visiting speakers such as artists and musicians develop their aesthetic appreciation.
- 3.27 Pupils understand that learning to make decisions is important and that they should not always rely on other people to make choices for them. Pupils are keen to explore and choose for themselves, for example, which extra-curricular activities to attend. Pupils reported that lessons include opportunities for decision making when deciding how they are going to complete a task. Behaviour in the school is excellent and well managed and the pupils' manners are exemplary. Classes draw up their own behavioural contracts and pupils are encouraged to develop strategies to manage their own behaviour, encouraged by the frequent reference to the school core values. Rather than having a list of rules to follow, all pupils have a clear understanding of the expectations of behaviour and the importance of using their common sense and own self-discipline. In addition, they also understand that the island needs laws and that these are necessary so that people can live together successfully. They are highly considerate of each other and show no tolerance of misbehaviour or bullying. A small minority of parents responding to the questionnaire thought that the school does not always achieve high standards of behaviour and a few pupils thought that teachers do not always treat pupils equally. Pupils as young as Year 3 showed a very mature attitude in their understanding of the new behaviour management system introduced by the SLT and recognised that it would not always appear fair. They understood that it was important for 'naughty children' to get credits for easy things and 'good children' would prefer to get credits for something more challenging.
- 3.28 Throughout the school, pupils develop their collaborative skills, working together for common community goals, for example, preparing for an annual fete which they organise and run. Year 4 worked collaboratively to successfully learn a brand new game based on football. A well-established house system engenders a feeling of being a community. Pupils are extremely proud of their houses and work hard to do the best they can to win house points. Pupils thrive on team work especially when it involves house competitions. The various sporting house competitions throughout the year ensure that there is always something for them to plan for, including house football, cricket, cross country, and outdoor adventure for Year 4. Pupils with individual responsibility are mature in the handling of their duties to contribute to the school community. For example, prefects show parents around on Open Days and Year 5 pupils act as digital leaders in the classrooms.
- 3.29 Pupils get on well together and understand that everyone is equal but can also be different. They are encouraged to speak about their own backgrounds and cultural heritage and they are very respectful and interested in the beliefs and customs of others. One pupil commented 'being friends with someone different helps to get to know them more'. Pupils have a developing understanding of the democratic process through work in the curriculum and visits to the States of Jersey chambers on the island. Pupils report, however, that they would like more opportunity to be involved in the democratic process themselves such as in the election of house captains. These posts of responsibility are chosen by the SLT and teaching staff. They understand what it is to be British and the values important in British society, due to their own family background. The majority of pupils experience frequent trips to the UK mainland and share in British customs. The pupils are particularly interested in the culture of people further afield of which they talk enthusiastically about when relating their experiences on a highly successful cricket tour to Malaysia and Singapore.

- 3.30 Cultural development through the arts is an important aspect of pupils' development. The majority of pupils are interested in music and they use their talents well in the school community and across the island. They enjoy projects with visiting musicians and musical institutions. In the autumn term the chamber choir took part in a special concert at the Jersey Opera House. Pupils said that they gained valuable experience from performing publicly in a high profile professional concert, accompanied by a symphony orchestra. They share their music willingly in the local community performing for local care homes and charitable organisations. Further contribution to the island is made through their generous fund raising for a wide range of charities.
- 3.31 Pupils are aware of the need to lead a healthy and balanced life style. They report feeling safe at school because they are well supervised. PSHE lessons about healthy living raise their understanding of their own well-being. The excellent pastoral support provided for them is recognised by the pupils as being instrumental in helping them to remain healthy and happy. Running the Golden Mile each week has raised their understanding of the need for physical exercise and they attend a large number of clubs which develop fitness. Pupils have a good understanding of how to stay safe on line and they are beginning to understand the importance of good mental health. The SLT have successfully re-organised the playground and introduced fun activities and games to encourage more play. By the time pupils are ready for the transition to their secondary school they have developed the skills and attributes that will help them to continue to be successful in their next phase of education.

### **The College**

- 3.32 The personal development of pupils in the college is excellent. Pupils are extremely loyal and proud of their school. They are confident but not arrogant and have a very strong sense of community spirit, not only within their school but for the island of Jersey. Their resilience and ability to cope with the pressures of academic work and wider social obligations is nurtured and engendered by caring staff and a strong pastoral care system. Pupils highly value teachers who are committed to their personal development and offer help and guidance. The majority of pupils exhibit self-discipline and independence of mind and they are able to persevere and show a high level of resilience when faced with challenge. Throughout the inspection pupils were observed to be courteous, respectful and well mannered. They are considerate and thoughtful young people who take every opportunity to be helpful.
- 3.33 Pupils recognise their strengths yet are modest about their accomplishments, and they understand what they need to do to overcome any weaknesses. They have a very well-developed sense of, and clear rationale, for the decisions they make concerning future choices and how these may impact upon them. This was seen with sixth form pupils who were able on a number of different occasions to give clear and well-reasoned explanations about the decisions they are making about their futures and pathways beyond school. Through competitions such as Young Enterprise and Business Challenge they develop their decision making skills. They are able to organise team work efficiently and make choices that enable them to carry through their plans to successful conclusions. Through their engagement with the house system they build personal skills, friendships and confidence. House drama and music competitions allow them to develop skills of organisation, diplomacy and team work. These fun activities help them to recognise their limitations but also how to celebrate their talents and the talents of their friends. The role of the CCF and the Duke of Edinburgh Award scheme are amongst the vast selection of activities on offer that all build confidence and character.
- 3.34 Pupils are open-minded and respectful of the beliefs of others in this traditionally Christian school. A well-developed sense of the spiritual is promoted through traditional acts of worship in school and throughout the school year. Curriculum subjects allow them to explore spiritual ideas, as was the case in Year 12 philosophy, where part of a debate on the nature of existence turned to considering proofs for the existence of God. The Christian ethos of service is part of the fabric of school life as older students lead prayers and at times lead the assembly and selflessly help younger pupils. They have many opportunities to reflect on their own role in school and who they want to be in the future. They have a proud sense of tradition and belonging, and they recognise that former pupils have made

important contributions to society. This inspires them to do their best with the expectation that they too will become valuable citizens. This was particularly demonstrated in services such as the Foundation Service and the Remembrance Day service where respect was shown for those who have been part of the college life before them.

- 3.35 Pupils are respectful, polite and tolerant and are generally calm, orderly and well-behaved. The majority are frustrated by the small number who do not behave appropriately in class and hence hinder progress. A small minority of college parents reported in their questionnaire that they did not think that the school achieves high standards of behaviour. Pupils report that this is an aspect of school that they recognise has received close attention by the senior management, resulting in a new behaviour management system being introduced. Pupils say the SOAR (safety, organisation, attitude and respect) initiative is emphasised in a number of subjects but not all. The pupils are much more positive about the new system for rewards and sanctions and they commented positively about this in their interviews. They report that the school rules are well known and clear and that the range of sanctions are respected and applied fairly by most teachers. Rewards and sanctions are closely monitored by senior management to ensure that they are applied fairly.
- 3.36 The ethos of the school is to support each other and most pupils are intolerant of unkindness to others, especially bullying which they say is rare but is handled carefully when it does occur. Within the pastoral system housemasters have been trained in the concept of 'restorative justice' and when conflicts between pupils occur tutors are able to effectively mediate and help each pupil to fully understand their actions and the consequences of the decisions they take. Staff and pupils speak highly of the excellent peer mentoring system. A number of Year 12 peer mentors have been trained and are working successfully with younger pupils who experience social and emotional difficulties. Prefects display great maturity in carrying out their duty of care for younger pupils. Their considerate and thoughtful approach makes them highly effective role models for younger pupils and they understand the responsibilities that their position carries. An understanding of the need for law in society is evident from their experience of public institutions, especially through their visits to the States of Jersey justice departments. Through their PSHE education they understand the values taught in school are common to those in British society.
- 3.37 Pupils are encouraged from an early age to become fully involved in the life of the school and the house system is a real strength for encouraging social interaction and collaboration. They easily integrate and work with other age groups. This experience enables them to be socially comfortable when interacting with adults in the wider community. Many pupils achieve success in sports teams outside the college and with adult teams in various leagues. Pupils commit themselves to island life. They have a real sense of belonging both as pupils and as young islanders. They take responsibility seriously especially when it involves community work such as helping to maintain the island zoo and cleaning up the countryside for the National Trust. They report that it is valuable for them to mix with other schools on the island and share their facilities and some teaching as they do with the girls' school next door. They enjoy socialising with other schools for special events such as music performances and talks by international speakers. Charity work is important to them and pupils decide which charities to support and on how the money will be raised. They successfully support many charities both on the island and further afield and each year successfully raise funds for school bursaries during Founders Week.
- 3.38 Pupils understand the importance of a healthy life-style. Younger pupils create individual fitness programmes for themselves during physical education lessons. They understand the need for a balanced diet and are aware of the factors affecting heart disease, the dangers of smoking and other risks. The leadership and management have introduced an excellent well-being programme that includes external speakers on mental health awareness, drug issues and other related matters. Pupils of all ages show that they understand the need to keep safe, especially on social network sites when online. Pupils are inquisitive and are willing to ask questions about sensitive and sometimes difficult issues. This helps them to be thoughtful when making decisions that influence others as well as

themselves. When discussing the sensitive issue of HIV/AIDS, Year 9 pupils were curious yet showed a great deal of maturity and sensitivity in the questions they asked, not typical for their age, in order to learn more about this sensitive topic.

- 3.39 The sixth form pupils are well prepared to move into the next phase of education or employment and will be a credit to the school in whatever they do with their futures.

## 4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house, form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

### Inspectors

|                      |  |
|----------------------|--|
| Mrs Maureen Bradley  | Reporting inspector  |
| Mrs Karen Mehta      | Team inspector (Head, IAPS, UK)                            |
| Mrs Ros Ford         | Team inspector (Former Head of Pre-prep, IAPS, UK)         |
| Mr Harry FitzHerbert | Team inspector (Head, HMC, UK)                             |
| Mr Timothy Kirk      | Team inspector (Deputy Head, HMC, UK)                      |
| Mr Michael Dodd      | Team inspector (Former Head of Department, ISA, UK)        |
| Mr Clive Thorpe      | Team inspector (Assistant Head, HMC, UK)                   |
| Mr Graham Letley     | Team inspector (Director of Studies, HMC, UK)              |
| Mrs Kate Bradley     | Team inspector (Head of Senior School, COBIS, Switzerland) |
| Mr Carl Hansen       | Team inspector (Director of IT, Prague)                    |