



# **JERSEY SCHOOLS REVIEW FRAMEWORK**

Handbook for reviewers

September 2019

# Jersey Schools Review Handbook 2019

## A note on terminology

This Handbook applies equally to all school- and college-provision that is accountable to the Government of Jersey through the Director General of Children, Young People, Education and Skills, and Group Director of Education, acting for the Education Minister.

To avoid linguistic over-complexity only the most common terms for job titles and other technical features are used. As examples, the following terms are seen as having comparable meanings:

Headteacher	→	Principal
Teacher	→	Tutor or lecturer
Pupil(s)	→	Student(s) or learner(s)
Tutor period	→	Class time
Break	→	Playtime

## A note on proportions and descriptive terms

The following descriptors are used in this document and in review reports. Although not intended as a rigid guide, an interpretation of these descriptors is shown below in terms of percentages.

<i>Description</i>	<i>Percentage</i>
Vast/overwhelming majority or almost all	95% - 100%
Very large majority, most	80% - 94%
Large majority	65% - 79%
Majority	51% - 64%
Significant minority	35% - 49%
Small minority	20% - 34%
Very small minority, few	5% - 19%
Almost none/very few	1% - 4%

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# Jersey Schools Review Handbook 2019

## Introduction

This is the third edition of the Jersey Schools Review Handbook. This approach has been trialled extensively and has been improved upon since its inception in 2016. This edition of the Handbook sets out the way our quality assurance system for schools and colleges will be implemented from 2019.

Children's development and achievement must be at the heart of our education system's work. We aim to build an education system that is comparable to, or better than, other high performing jurisdictions. This will only happen if the quality of provision in primary and secondary schools, and the expectations of our pupils, are very high. The methodology and the evaluation criteria as set out in this document will ensure clarity of expectations and will support a transparent approach to ongoing educational improvement across Jersey.

This Handbook will be used in three important ways:

First, it will guide schools in evaluating their own practice systematically. This will enable them to identify their main strengths and their priorities for the next stage in their development. The process will support self-sustaining improvement as well as helping the Department for Children, Young People, Education and Skills (CYPES) to offer well-targeted support where needed.

Secondly, the Handbook will guide a systematic process of externally led review. This will offer a regular snapshot of each school, provided by well-trained and experienced reviewers both from Jersey and the UK. The review reports will strengthen accountability and enable CYPES to focus support and challenge where it is needed most.

Thirdly, the supported peer review process involves the training and wider professional development of leaders at different levels. After training, and under supervision, senior staff will assist in gathering evidence and making evaluations of schools.

The implementation of the Jersey Schools Review Handbook will focus on support for improvement. Our approach will strengthen the collaboration between schools and will enhance the effectiveness of our education service as a whole. Our objective is, quite simply, to make our offer to children and young people the best it can possibly be.

## The aims of the review process

The processes and criteria set out in this Handbook aim to:

- Promote teaching, learning, curricular provision and high-quality leadership so that all Jersey children do at least as well as children in high-achieving jurisdictions
- Provide a thorough and rigorous approach to school evaluation, enabling schools to identify priorities for development, plan effectively and make gains efficiently
- Support the professional development of headteachers and senior staff through participation in the review process, working with independent reviewers
- Provide the Education Minister, the Director General of Children, Young People, Education and Skills, the Group Director of Education, and parents with information about the work of Jersey schools. This will make schools accountable for:
  - the standards they achieve
  - the quality of their provision, including the wellbeing of pupils
  - the impact of their ongoing improvement work, and
  - offering value when using public money.

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## About this Handbook

The Jersey Schools Review Handbook provides a framework and guidance for the review of schools in Jersey. Its production began with consideration of review systems from various parts of the world, including the UK.

The Handbook was produced after an extensive consultation process, involving a wide range of professionals from Jersey. Amendments were made after all schools had been reviewed during a 'pilot phase', which began in the autumn of 2016 and concluded in autumn 2018. The Standards and Achievement team, along with the Inclusion and Early Intervention team, had also reviewed all of the Additional Resource Centres (ARC)<sup>1</sup> in Jersey.

The Jersey system places emphasis on the participation of a range of professionals from the Island in the review process. Reviews will be led by highly experienced off-Island professionals, in order to ensure independence and rigour. These review leaders will work alongside well-trained professionals from CYPES and with senior school leaders. Off-Island reviewers will receive training to ensure they understand the Jersey Education system and the wider context.

The Handbook has two parts:

- **Part 1. How schools will be reviewed**  
This contains guidance on the processes to be followed before, during and after a supported peer review.  
Schools will also find it helpful in planning their own self-evaluations.
- **Part 2. The evaluation schedule**  
This shows the evaluation criteria reviewers use to make the evaluations about schools and includes exemplification of the kinds of evidence and activities to be used. Key sources of evidence are shown near the start of each section.  
Schools will use this section to evaluate the quality, standards and effectiveness of their work. The challenge provided by the criteria will offer an impetus for continuous improvement.

The Handbook is written to offer clear guidance on methodology, but it will always be used flexibly, to suit the situation in each school or college. Reviewers will exercise professional judgement when using the Handbook. It is not to be regarded as an inflexible formula.

The following diagram shows how self-evaluation and supported peer review fit into the improvement cycle.

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<sup>1</sup> An Additional Resource Centre provides support to children with special educational needs.

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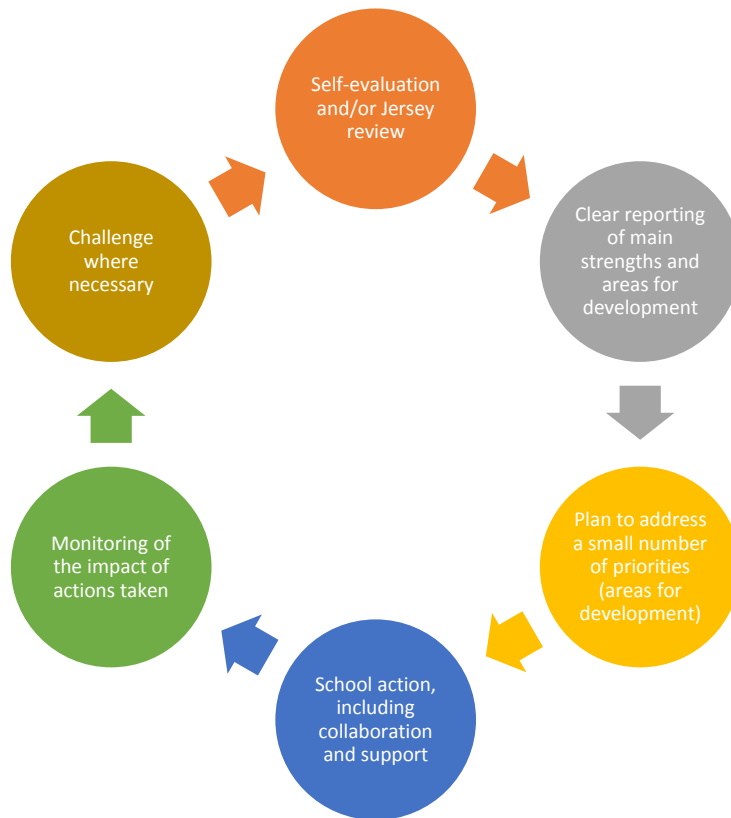


Figure 1: The place of Jersey School Reviews in the school improvement cycle

Key Stages	School year groups	Age range of pupils
Early years foundation stage	Nursery and Reception	Age 3-5
Key Stage 1	Years 1 and 2	Age 5-7
Key Stage 2	Years 3, 4, 5 and 6	Age 7-11
Key Stage 3	Years 7, 8 and 9	Age 11-14
Key Stage 4	Years 10 and 11	Age 14-16
Key Stage 5	Years 12 and 13	Age 16-18

Figure 2: Key Stages, school year groups and pupil ages

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## Ways in which the Jersey Schools Review process differs from Ofsted

The writers of this Handbook were asked by professional associations to set out the difference between the Jersey Schools Review process and the Ofsted system as used in England.

<i>Ofsted</i>	<i>Jersey Schools Review</i>
<ul style="list-style-type: none"> <li>A long-established system, which has been through many iterations. In general, because of the very large scale of the operation, the framework and criteria are imposed, not agreed.</li> </ul>	<ul style="list-style-type: none"> <li>A new system, developed in consultation with practitioners, and tailored to Jersey's unique circumstances. CYPES is committed to monitoring and quality-assuring the system, and to amending and improving it frequently in the light of professional experience.</li> </ul>
<ul style="list-style-type: none"> <li>Highly successful contribution to the raising of standards in England.</li> </ul>	<ul style="list-style-type: none"> <li>CYPES intends that the new system will bring about improvements to both standards and the quality of provision.</li> </ul>
<ul style="list-style-type: none"> <li>Although said to be independent of government, Ofsted has been perceived as applying pressure on schools to follow particular approaches to teaching and the curriculum. This perception is not necessarily accurate, and Ofsted has issued clarifications to this effect in recent years.</li> </ul>	<ul style="list-style-type: none"> <li>The Handbook shows where statutory compliance is required, for instance in relation to safeguarding. Nevertheless, schools are encouraged to make their own decisions on the ways to bring about improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Despite strenuous efforts to avoid this, Ofsted inspections have, over many years, generated many myths about what 'inspectors want to see' (for instance in relation to teachers' planning, marking and classroom organisation). These myths have led to some unnecessary work and occasionally to potentially unproductive approaches in schools. Some misunderstandings may have arisen from non-Ofsted briefings provided to schools.</li> </ul>	<ul style="list-style-type: none"> <li>The Handbook and training make clear that schools are accountable for the impact of their work. They are expected to make their own professional decisions on how to operate (whilst, of course ensuring equality of opportunity and compliance with Jersey Law and regulations). CYPES will seek to prevent any myths from developing in Jersey.</li> </ul>
<ul style="list-style-type: none"> <li>Ofsted may generate anxiety and fear, partly because of the perceived impact of critical judgements.</li> </ul>	<ul style="list-style-type: none"> <li>We do not pretend that reviews will not generate anxiety. However, we intend that the process will, above all, be supportive and developmental, as part of an all-Island improvement process.</li> </ul>
<ul style="list-style-type: none"> <li>Although Ofsted inspectors are told to 'do good as they go', they are unlikely to have time to offer extended advice beyond the recommendations of their report. General support for improvement is highly variable in England.</li> </ul>	<ul style="list-style-type: none"> <li>The Jersey system encourages peer support as well as centrally organised support through CYPES. Reviewers will provide advice as part of the review process. We shall take great care that our system is not seen as a 'hit and run' process.</li> </ul>



# Part 1. Supporting schools through review

The Handbook will be used to enable all schools and the Department for Children, Young People, Education and Skills (CYPES) to have a clear picture of the quality and effectiveness of Jersey's educational provision. It ensures that all partners share an understanding of the areas to be evaluated and what is important for the success of Jersey's educational ambition.

## The Government of Jersey's view of the formal review of schools

1. The processes and evaluation criteria in this Handbook apply to all Government of Jersey schools.
2. The Director General of Children, Young People, Education and Skills, and Group Director of Education, acting for the Education Minister, have the power to commission the review of any school in Jersey<sup>2</sup>.
3. Formal review is seen as only one part of Jersey's school improvement process. Self-review and subsequent development work by the school itself is viewed as equally important.

## The cycle of reviews and use of risk assessment

4. From January 2017, a two-year cycle of pilot reviews was initiated covering all schools. This was completed in December 2018.
5. CYPES will regularly collate available information about the standards and quality of provision in maintained schools. The findings will identify any institutions that might benefit from an early review because of potentially significant weaknesses. The key indicators to be considered by CYPES are as follows:
  - Concerns over safeguarding
  - Pupils' academic achievement over time, taking account of available data on attainment and progress
  - Pupils' attendance

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<sup>2</sup> Education (Jersey) Law (1999, Revised Edition (2014)) states:

### Duty of Minister with respect to evaluation of schools

(1) The Minister shall cause every school in Jersey to be evaluated, so often as the Minister considers appropriate, as to the quality of education provided by it and the educational standards achieved in it.

(2) An evaluation pursuant to paragraph (1) shall be made by a person authorized for the purpose by the Minister, being a person who appears to the Minister to be suitably qualified for the purpose.

(3) A person authorized by the Minister to carry out an evaluation of a school shall have, at all reasonable times –

(a) a right of entry to the premises of the school concerned; and

(b) a right to inspect, and take copies of, any records kept by the school, and any other documents containing information relating to the school, which the person requires for the purposes of the evaluation.

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- The outcomes of any recent reviews, such as subject reviews by independent consultants or by Senior Advisers<sup>3</sup> employed by CYPES
  - The outcomes and recommendations of any previous review
  - Any other significant matters brought to the Department's attention, particularly those relating to pupils' welfare or to safeguarding procedures.
6. Where the effectiveness of teaching and/or the leadership and management of a school are evaluated as ***fair*** by a review, the school will receive a monitoring visit about eighteen months after the original review. The way this will be used is set out at Appendix 14: Monitoring visits.
  7. Where a school is evaluated as ***requiring significant improvement*** in one or more areas, they will receive shorter, interim reviews. These are to provide reassurance that improvement is being made. This process will also be used to identify any additional support and advice that may be required. The frequency of these interim reviews will be determined by CYPES. They will take place at least annually until the most significant issues are resolved.
  8. In a school where aspects of the work ***require significant improvement***, meetings will be arranged with a School Improvement Board. The Board will be used to monitor and support the school to ensure rapid improvement is made. If there are barriers to improvement, senior officers of CYPES will seek to work with the school to remove them. See Appendix 6: School Improvement Boards.

### Review of early years education and childcare

9. Where a school has nursery and/or reception provision, this will be reviewed as part of the whole school review.
10. After-school clubs run by schools as extra-curricular educational opportunities for pupils, and which do not represent regular, ongoing childcare, will be reviewed as part of the whole school review.

#### *Exclusion of childcare arrangements as part of this Review Framework*

11. Childcare, for instance before or after school, is subject to the Day Care of Children (Jersey) Law 2002 and not to Education (Jersey) Law 1999. **Childcare of this type will not be reviewed as part of this Framework.**
12. The private, voluntary and independent (PVI) sector provides much non-school-based early education and childcare. This provision is subject to the Day Care of Children (Jersey) Law 2002. The provisions of this Handbook do not apply to these non-school settings.

### When can a review take place?

13. Officers of CYPES will plan review periods and allocations. In general, the first and last weeks of each term will be avoided. Secondary schools will not be reviewed in the summer term because of examination commitments.

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<sup>3</sup> A Senior Adviser is employed by CYPES. Senior Advisers' main role is to provide support and challenge to schools and colleges in Jersey.

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14. Schools are expected to cooperate with the programme even if the period designated for a review offers some inconvenience. If groups of pupils are not in school during the planned review period, reviewers will take extra time in looking at books and assessments for the pupils concerned as well as at any internal evaluations of the teaching they receive.

### Avoiding making unnecessary or unreasonable demands on schools

15. It is vital not to generate additional work for schools in preparation for reviews. Reviewers will not expect schools to provide evidence beyond what is set out in this Handbook. Clarification on what is, and crucially what is not, expected is provided for reviewers and for schools at Appendix 7: Clarification for schools. A document on avoiding additional workload for staff, for instance in relation to marking and assessment, has been written by CYPES.<sup>4</sup>

### The general approach

16. The approach to school review in Jersey is to evaluate, challenge and support schools in Jersey to continually improve.
17. Reports will show a school's strengths and areas for development clearly and unambiguously. Schools will be expected to respond to their report and to make improvements as necessary. CYPES will provide any necessary support and challenge to enable schools to do so.

### The selection, training and quality assurance of school reviewers

18. School reviews will involve three distinct groups of professionals. In the great majority of reviews, teams will involve one or more members drawn from each of the groups:

#### *Group 1*

- One or more members with experience and a successful track record of leading reviews (or their equivalents in other jurisdictions) to a high standard. These reviewers are likely to be independent of Jersey's provision and will be used to ensure high levels of objectivity and rigour. They will have had extensive experience as teachers and of school leadership. These people may act as lead reviewers or team reviewers.

#### *Group 2*

- One or more members drawn from CYPES. These reviewers will have received training, mentoring and accreditation in the implementation of the Jersey Schools Review system and will also have had extensive experience as teachers and of school leadership. The role of these reviewers will include ensuring that Jersey's context is fully recognised as part of the process. These people may act as team reviewers and, after training and mentoring, may be asked to act as lead reviewers.

#### *Group 3*

- One or more practitioners, currently working in schools in Jersey as a headteacher or deputy headteacher. These reviewers are included in reviews mainly to enhance their experience of the review system and as part of their professional development. They

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<sup>4</sup> Marking and Planning: Guidance for Teachers 2018

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will have received training before undertaking this work in schools. They will work under the direct supervision of experienced reviewers. School staff will contribute to the corporate evaluation of the school, but the views of experienced reviewers will always take precedence.

19. Where a school offers specialist provision for pupils with special educational needs or disabilities, care will be taken to ensure the team includes at least one reviewer with experience and knowledge of the relevant area.
20. Reviewers from Groups 1 and 2 (above) will receive training at least annually, in Jersey, on the methodology and standards of the Jersey Schools Review process. This will include any changes of policy, including changes to the Handbook. Care will be taken to ensure that all off-Island reviewers are acquainted with Jersey's special characteristics, including aspects of Education (Jersey) Law 1999. Where interim briefing is required on Jersey's provision or review methodology, documentation will be sent to all accredited reviewers.

### Quality assurance of the review process

21. Lead reviewers will be responsible for the quality of work carried out by each team member involved in a review. He or she will provide feedback, coaching and instructions as required.
22. The lead reviewer will meet with the headteacher at least twice each day during the review in order to ensure any difficulties the school perceives with the conduct of the review are resolved expeditiously. The work of each review team will be quality-assured through a survey completed by the school's senior leadership team.
23. Review reports will be quality-assured before publication and, in each case, feedback on the report will be provided to the lead reviewer.

### Codes of conduct

#### Code of conduct for reviewers

24. Reviewers must:
  - Carry out their work with professionalism, courtesy and integrity
  - Abide by the requirements outlined in the Jersey Schools Review Handbook (this document)
  - Evaluate objectively, making precise use of the Handbook's evaluation criteria
  - Act in the best interests of the school's pupils
  - Communicate clearly and objectively
  - Report fairly and without bias
  - Respect the confidentiality of information received, and evaluations made before, during and after the review; not share or reveal confidential matters beyond persons involved in the review
  - Adhere to the requirements for the disposal of confidential documents and electronic files, as described at Data Protection (Jersey) Law 2018 (see page 20)
  - Pay close regard to Jersey's published requirements for safeguarding the welfare of children
  - Pay due regard to the safety of all in the school community.

#### Code of conduct for schools

25. Schools and their staff are expected to abide by the following code of conduct:

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- Do all they can to comply with requests for information, including the items shown in this Handbook, and to do so as efficiently as possible
- Provide evidence that will enable reviewers to report honestly, fairly and reliably about their provision
- Be courteous and professional
- Maintain a purposeful dialogue with reviewers
- Support reviewers to evaluate the provision objectively against the criteria of the Handbook
- Recognise that reviewers need to observe practice and talk to staff, pupils, and others without leaders being present
- Work with reviewers to minimise disruption and stress throughout the review
- Draw any concerns about the review to the attention of the lead reviewer in a timely and suitable manner through the school's headteacher or nominated senior leader
- Have arrangements to ensure the health and safety of reviewers while on their premises.

### Complaints procedure

26. Inevitably, a review can involve anxieties for members of staff in a school. If the above codes of conduct are observed, any potential anxieties should be minimised.
27. If a school does have concerns, these should be mentioned as early as possible to the lead reviewer, who must seek to address them in an appropriate and professional manner at the earliest opportunity. Further details of the approach to be taken in the event of a concern or complaint are shown in Appendix 5: Review complaints procedure.

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### Before the review

#### The size and composition of a review team

29. The size and composition of a review team will be based on the following but may be modified to cater for particular circumstances, including, for example, where there is an Additional Resource Centre:

Forms of entry	Team composition	Notes
1	<ul style="list-style-type: none"> <li>• <b>A minimum of four professionals in total</b></li> <li>• Lead reviewer</li> <li>• Senior Adviser</li> <li>• School-based staff</li> <li>• Another reviewer</li> </ul>	All reviewers must have qualified teacher status, and have been trained and approved by CYPES.
2	<ul style="list-style-type: none"> <li>• <b>A minimum of five professionals in total</b></li> <li>• Lead reviewer</li> <li>• Senior Adviser</li> <li>• School-based staff</li> <li>• Another reviewer</li> </ul>	Team reviewers will include a Senior Adviser (will not review assigned school), a headteacher from another school, or other trained professional.
3/4	<ul style="list-style-type: none"> <li>• <b>A minimum of six professionals in total</b></li> <li>• Lead reviewer</li> <li>• Senior Adviser</li> <li>• School-based staff</li> <li>• Other reviewers</li> </ul>	School-based staff will work under the supervision of an experienced, approved reviewer.
5/6	<ul style="list-style-type: none"> <li>• <b>A minimum of eight professionals in total</b></li> <li>• Lead reviewer</li> <li>• Senior Adviser</li> <li>• School-based staff</li> <li>• Other reviewers</li> </ul>	

#### Involvement of the headteacher, other school leaders and the school's Senior Adviser

30. The headteacher of the school being reviewed will not be a member of the review team. However, he or she will be invited to be involved in the review process as an observer.
31. The headteacher will be invited to be present for some lesson observations and for any scrutiny of work. In this way, the headteacher will understand the basis for the evaluations made by the review team. The headteacher's involvement as an observer of the process is likely to provide opportunities for professional development.
32. At the discretion of the lead reviewer, other members of the school's leadership team (such as deputy headteachers or middle leaders) may be invited to be present for review activities, including lesson observations and scrutiny of work. Like the headteacher, these other members of staff would be observers rather than members of the review team. However, they should be involved in the process of evidence gathering and should be encouraged to make evaluations, using the Handbook criteria.
33. The Senior Adviser will not participate in reviews of their assigned schools. A Senior Adviser serving other schools will be a member of a review team.

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## Days allocated to a review

34. Reviews will normally last for three days. The lead reviewer will make an initial visit to the school on the first day, usually with a Senior Adviser (see below). The full review team will be present on the second and third days.

## Notification to schools

35. CYPES will prepare the school review timetable for each year; however, individual schools will not be notified of their inclusion in the programme at this stage.
36. Details of an individual school's review and the composition of its review team will be notified to the school four working days before its review commences.
37. At the same time as the review is announced, CYPES will send an email to the school which should be copied to all of its teaching staff. This email will provide reassurances about the process. It will also encourage staff to work as they normally would and not to feel obliged to undertake special preparation for the review. Whilst some anxiety is to be expected, it is important for reviewers to see a normal school day. The lead reviewer will also seek to provide reassurance when he or she meets with the school's staff for the first time, usually on the first day of the review.
38. When the lead reviewer contacts the school prior to the review, usually on the day it is announced by CYPES, he or she will encourage the headteacher to discuss the information contained in Appendix 7: Clarification for schools with the school's teaching staff. The *clarification* seeks to provide a number of reassurances about what is, and is not, required. It is intended to avoid unnecessary work and prevent myths from developing about what is expected.

## Information to be provided to the lead reviewer by CYPES

39. The following information will be provided to the lead reviewer and checked with the school as necessary:
  - The number of pupils on roll and the number of classes
  - Whether there is a governing body, and if there is, the name and contact details of the chair
  - The name of the school's Senior Adviser
  - Whether there is any childcare provision before or after school and whether this is managed by the school
  - Whether any pupil attends any off-site (alternative) provision, either full- or part-time, and the nature of this provision<sup>5</sup>.

## Lead reviewer's initial telephone contact with the school

40. Shortly after a school is notified by CYPES that it will be having a review, the lead reviewer will make contact by telephone. He or she will speak to the headteacher, or the most

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<sup>5</sup> Note: At the time of writing, off-site provision was not deemed to be the responsibility of the school. However, should this situation change, a review of a school which uses off-site provision for its pupils will take the effectiveness of this provision and the way it is monitored and influenced by the school into account.

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senior member of staff available, to introduce himself/herself, to give details of the team, and to agree some of the practical arrangements (see below). Crucially, this conversation will be aimed at ensuring a positive working relationship is established to ensure the review process is as productive as possible.

### Practical arrangements

41. The lead reviewer will make the following practical arrangements, either as part of his/her initial telephone conversation with the school, or on the first day of the review (as convenient):

- Ask the headteacher to communicate to parents about the review. The content will be supplied by CYPES. The communication will provide some basic information and also encourage parents to complete an online survey, which will contribute to the evidence for the review
- Ask the headteacher to encourage school staff to participate in an online survey. CYPES will provide details of the way this should be done
- Confirm the dates for the three days of the review (as previously specified by CYPES)
- Agree the details of the first day of the review. Normally, this will involve only the lead reviewer and a Senior Adviser, and will occur the day before the full review process commences
- Outline the broad timetable for the review and invite the headteacher to attend the main team meetings
- Invite the headteacher to participate in the review activities and (in larger schools as appropriate) for some involvement of other leaders in these activities
- Make arrangement for meetings with key staff, including those with responsibility for:
  - Safeguarding<sup>6</sup>
  - Jersey Premium
  - Special educational needs and disabilities
  - Any Additional Resource Centre
  - Early years
  - Curriculum and assessment
  - Issues arising from any self-evaluation and from other pre-review information.
- If there are governors, arrange a meeting during the review with one or more representatives of the governing body
- Ask the school to invite their Senior Adviser to discuss his or her perceptions of the school (a suitable time to be arranged)
- Ask the school to invite their Senior Adviser to the final feedback
- Ask the school to invite governors to the final feedback (if there is a governing body)
- Request that school documents are made available as soon as possible (see below)
- Provide an opportunity for the school to ask any questions.

### Documentation and information from the school and CYPES

42. The school or CYPES will provide the following information for the start of the review:

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<sup>6</sup> This meeting is likely to be covered during the lead reviewer's visit on the first day of the review.



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## *Achievement*

- CYPES will provide the review team with an analysis of available data. If relevant data have not already been collected, the lead reviewer may need to ask the school to provide them
- During the review, the school will be asked to provide other data, which apply to the evaluation criteria for achievement. This will include any available information on in-year assessments and information on the achievement of groups of pupils. In general, top-level, analysed data will be of greatest assistance to the review team<sup>7</sup>.

## *Self-evaluation and planning*

- The school's self-evaluation or equivalent<sup>8</sup>
- Records of the evaluation of the effectiveness of teaching, provided by the school
- The current school development plan or equivalent<sup>9</sup>.

## *Reports*

- The most recent reports, provided by the school's Senior Adviser, and any other external reports provided over the previous 12 months. These should normally be provided by CYPES.

## *Staffing details*

- A current staff list, including staff names, classes or groups taught and any leadership or pastoral responsibility held by each member of staff. This list should include any member of staff not working during the review period
- Whether any member of staff is newly qualified or newly appointed to the school
- Details of any member of staff who is currently on formal capability or support procedures (see footnote 15).

## *Timetable details*

- Timetables showing what will be taught to each class (or other teaching group), when and by whom<sup>10</sup>
- Times for the school day, including the start and end of the school day and the times of breaks (showing where these differ for particular age-groups)
- Any information about pre-planned interruptions to normal school routines during the review (for instance where classes or year groups are booked to go out on an educational visit).

## *Safeguarding, welfare and child protection*

The following information must be available during a review but must not be sent in advance:

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<sup>7</sup> Top-level data will summarise information in an accessible way. Although reviewers may ask to see examples of data for individual classes or pupils, there is unlikely to be time to carry out detailed analysis.

<sup>8</sup> There is no expectation that schools will produce a self-evaluation document or development plan specifically for the review. Any documents supplied should form part of the school's management processes and must be evaluated on this basis.

<sup>9</sup> This would also include any strategic planning document that sets out the longer term vision for the school.

<sup>10</sup> This information is required in order for reviewers to plan a balanced programme of observations, involving a range of teachers, subjects, ages and (where pupils are taught in sets) abilities.

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- The record of the Disclosure and Barring Service (DBS) checks carried out on volunteers.<sup>11</sup> If this information is held electronically, there is no need to print it; it can be viewed during the review
- An anonymised list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the Multi-Agency Safeguarding Hub (MASH), along with brief details of the current outcome. This information may either be in writing or included as part of a discussion
- A list of all pupils who are the subject of open cases with children's services/social care and for whom there is a multi-agency plan
- Records and analysis of suspensions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- Records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, (including behaviour relating to pupils' disability, homophobic bullying, use of derogatory language and racist incidents)
- Up-to-date attendance analysis for all pupils (including overall attendance and figures for significant groups of pupils, such as those with special educational needs and those from minority groups<sup>12</sup>). Figures showing full-year trends in attendance overall and, for significant groups, over time. Attendance will be benchmarked against Jersey averages
- Records of staff training, for instance in relation to safeguarding and care
- Details of systematic actions taken to ensure the safety of pupils, such as fire drills and site inspections, and any reports or plans which may have been produced as a result of these actions
- Where a school educates children with profound and complex special needs, the school should provide its policies relevant to safeguarding such pupils. The policies should include: intimate care; safe handling; positive behaviour support; and physical intervention.

### *Performance review and appraisal*

- Information about the way the school manages the performance and development of its staff
- The effect performance review and appraisal (PRA) has had on improving teaching and learning by ensuring the highest possible achievement of pupils throughout the school.

### *Work of the governing body*

- Where there is a governing body, documented evidence of the work and influence of governance.

### *Additional Resource Centres*

43. If the school has an Additional Resource Centre (ARC) for pupils with special educational needs or disabilities, this must be reviewed. Reviewers must consider evidence about the ARC when making evaluations of the school overall.
44. During the initial contact with the school, the lead reviewer will obtain specific information about any ARC. This information should include:

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<sup>11</sup> Disclosure and Barring Service (DBS) checks are made centrally by Human Resources staff for employed staff. Schools are not obliged to maintain a single central register as in England.

<sup>12</sup> The groups analysed will depend on the intake of the school but should include any group of significant size. Groups of fewer than five pupils would not normally be considered to be statistically significant.

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- The number of pupils and the range of the needs catered for by the ARC, together with pupils' timetables, including when they are taught within mainstream classes (with and without support) and when they receive specialist support within the provision
- The type(s) of language/communication systems used. If the ARC is for deaf pupils, it is important to establish whether a British Sign Language interpreter is required when meeting with the pupils
- The Annual Report on the ARC, including any relevant data. Each ARC will produce its own annual report, based on information agreed with CYPES.

### Requests for deferral or cancellation

45. If a school has reason to request a deferral of its review, the headteacher should contact the Group Director or Director of Standards and Achievement at the earliest opportunity. Deferrals or cancellations will only be agreed in exceptional circumstances. The protocol for deferral of reviews is shown at Appendix 12: Deferral of Jersey reviews.
46. The lead reviewer will not be involved with any requests for deferral or cancellation. If such a request is made to the lead reviewer, he or she should advise the school to contact the Group Director or Director of Standards and Achievement directly. In the event of a cancellation, the lead reviewer will need to liaise with CYPES over communication with the team and any practical issues which need to be resolved.

### Preparation for the review by the lead reviewer

47. The lead reviewer will prepare for the review by considering all available information. He or she will use this information to develop an initial picture of the school's performance and situation. As well as information as listed above, the lead reviewer will consider:
  - Any previous review report
  - Issues raised in any complaint(s) made to the Government of Jersey about the school (reviewers will not investigate any individual complaint, but they must consider any wider issues raised)
  - Information on the school's website, including: any statement on the use and effectiveness of Jersey Premium; curriculum information; details of provision for pupils with special educational needs and disabilities; information about any ARC; information giving insights into the promotion of equality of opportunity
  - Information revealed in internet searches.<sup>13</sup>

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<sup>13</sup> The lead reviewer will, as a minimum, carry out an internet search in order to identify any particular successes of the school, for instance in local events or competitions, and any issues of potential concern, for instance complaints about the school, its staff or provision. Any information gathered from websites will be discussed with the school and will only be used as evidence where its accuracy is established.

Reviewers will not attempt to investigate particular concerns or cases identified. They will, however, seek evidence concerning the school's response and perspective. Individual identifiable cases must never be reported upon.

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## Pre-review commentary and instructions for the team

48. The lead reviewer will prepare and distribute a pre-review commentary to the review team before the review begins. In the interests of transparency, the document will also be copied to the school's headteacher.
49. A template will be provided for the pre-review commentary. In addition to standard organisational information for the team, the lead reviewer will write a brief evaluative commentary related to the four key areas, based on the information available before the review. The pre-review commentary will also set out the key lines of enquiry, also known as 'review trails', to be focused on during the review.
50. When providing the pre-review commentary to the team, the lead reviewer will also send an electronic copy of the school's self-evaluation and its development plan if these are available at this time. Whilst the team members should get sufficient outline information about the school from the pre-review commentary, these two documents may provide valuable additional information. As for other documents, the self-evaluation and school development plan should be retained only for the period of the review. They should not be disseminated. Members of the review team must destroy hard copies and delete electronic files of these documents at the end of the review process.
51. As necessary, further information and instructions will be offered verbally when members of the review team arrive in the school.

## Transparency

52. It is expected that data analysis and other information provided to the review team by CYPES will also be provided to the school.
53. The pre-review commentary must be discussed by reviewer(s) with members of the school's leadership team. Thus, all parties will share an understanding of the interpretation of the available information.

## Data Protection (Jersey) Law 2018

54. During the review, it may be necessary for the review team to receive information about pupils and staff. This information will be used only for the necessary processes of the review and absolute confidentiality will be maintained, in line with the Code of Practice included in this document.
55. Any documents including personal information will be retained for the minimum time required for the review. As outlined later in this document, all such information must be disposed of once the review process has finished; hard copies of files must be put into a confidential waste bin, and electronic files must be deleted from computers.
56. Evidence forms will not record personal details. Reports (findings) will not allow the identification of individual pupils or staff. Particular care must be taken to seek to avoid the identification of individuals in any document, including the report, which will be made available to the public.
57. Review evidence will be destroyed shortly after the report is published. Any information destroyed will be recorded on the Data Disposal Log by a member of CYPES.

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## Safeguarding

58. Reviewers will always have regard for how well pupils are helped, protected and kept safe. They will not provide a separate graded evaluation for this aspect of a school's work, but a written judgement will be made under the Leadership and Management section of the report, saying whether the arrangements for safeguarding children are effective.
59. A summary of the current guidance on child protection and safeguarding is provided at Appendix 4: Summary of safeguarding and child protection arrangements.
60. If a reviewer finds evidence, or receives an allegation, of child abuse within a school they must immediately contact the Group Director of Education or Director of Standards and Achievement. Reviewers must not attempt to investigate the incident.

## Seeking the views of registered parents and of staff

### *Views of parents*

61. When a school is notified that a review is to take place, it is required to take such steps as are reasonably practicable to notify all registered parents of pupils at the school. This may include parents whose children have been excluded, attend part-time (because of attendance at alternative (off-site) provision) or are away from school for any reason.
62. CYPES will provide an online survey and will inform parents through the school of the way this should be accessed. The school should inform parents of these details as soon as possible and provide strong encouragement for parents to offer their views.
63. Reviewers will analyse the evidence from the online survey.
64. If the response rate for the survey is low, reviewers may take steps to gather further evidence of parents' views, for instance by organising meetings or seeking views informally at the beginning or the end of the school day.
65. Reviewers will also consider any other evidence from parents, including the results of any past surveys the school has carried out or commissioned.

### *Views of staff*

66. The views of staff in schools will be gathered through an online questionnaire, details of which will be provided to the school.
67. The school should provide details of the survey to all staff<sup>14</sup> as soon as possible before the review commences.
68. Staff should complete the survey by the end of the first day of the review.
69. Reviewers will also consider any other evidence of the views of staff, including the results of any past surveys the school has carried out or commissioned.

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<sup>14</sup> 'Staff' is taken to mean school leaders, teachers and all support staff.

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## *Dealing with serious complaints*

70. If a parent or member of staff raises serious issues, reviewers should follow these up by informing the Group Director of Education or the Director of Standards and Achievement. The lead reviewer may decide whether to refer in general terms to these matters in the report. Individual and identifiable cases should never be reported upon. (See also paragraph 118, which deals with the duty to report certain types of allegation.)

## During the review

### Day one: visit by the lead reviewer

71. The lead reviewer will visit the school, normally on the day before other review activities commence. This visit is part of the review and will contribute to the evidence base. The following will be covered:
- The school's safeguarding arrangements. These will be reviewed in detail by the lead reviewer and/or another member of the team
  - Discussions on any documentation, which has already been supplied, including any self-evaluation and the school development plan
  - Information about staff absence and other practical issues, which might affect the organisation of the review
  - Discussion on whether there are reasons why any teacher(s) should not be observed<sup>15</sup>. It is for the lead reviewer to judge whether these reasons should be accepted
  - Ensure that the headteacher is aware that evidence from observations of teaching and learning during the review, whether joint or otherwise, must not be used as evidence in capability/disciplinary proceedings or for the purposes of performance review and appraisal
  - Where practicable, other meetings may take place with staff and pupils, as agreed with the school. Records and evaluations of these meetings will contribute to the evidence base for the review. A meeting with the school's Senior Adviser might also be arranged during this first day of the review.
72. If possible, the lead reviewer should meet briefly with the staff to reassure them and to tell them a little about the review process. If more convenient, this meeting may also be offered on the second day of the review, when the other members of the review team could also be introduced.

### Planning for the remaining review time

73. As part of the first day of the review, the lead reviewer should make practical arrangements with the headteacher for the rest of the review. As part of this, timetable arrangements will be made for:

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<sup>15</sup> Legitimate reasons for **not** observing a teacher would apply where, for instance: a member of staff is on formal capability procedures and the school has provided confidential information on the situation; a member of staff has recently returned from protracted absence or has suffered a significant emotional trauma in recent days. Where it is agreed that a member of staff should not be observed, extra time will be taken to scrutinise books for the class or teaching group(s) concerned.

Supply teachers **are** part of the school's provision and **should be observed**.

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- Review of any ARC provision, including practical arrangements to observe teaching and learning in both specialist facilities and in mainstream classes. This will cover any arrangements which may be necessary to ensure the wellbeing of individual pupils during the review
  - Arrangements for frequent discussions with the headteacher about the conduct of the review in order to deal with any issues which may be identified
  - Discussions with key staff
  - Discussions with pupils
  - Discussions with governors (if there is a governing body)
  - A discussion with the Senior Adviser (if not carried out on the first day of the review)
  - Providing feedback to teachers following observations<sup>16</sup>
  - The main team meetings, to which the headteacher should be invited.
74. As part of the timetable arrangements, the lead reviewer should ensure the following:
- Discussions between team members and members of the school's leadership team (where joint observations have taken place)
  - Discussions between on-Island and off-Island team members about joint review activities.

### From day two: start of the team review

75. Reviewers will not normally arrive before 08:00. However, this instruction may be varied by the lead reviewer where, for instance, the school day begins at an earlier time than average or there are early-morning extra-curricular activities managed by the school<sup>17</sup>.
76. The team should meet the headteacher and/or senior leadership team briefly at the beginning of the review to:
- Introduce team members
  - Confirm arrangements for feedback to teachers to team members (these arrangements are likely to have been agreed with the headteacher in advance)
  - Plan for a longer meeting at a convenient time with the headteacher to discuss assessment data.
77. A short team meeting (not involving the headteacher) should take place before the review commences to clarify review activities, the initial lines of enquiry the team should explore and to confirm any individual roles and responsibilities.
78. If possible, the team members will be introduced to teaching staff and support staff. This may be done informally on a very brief tour of the school or more formally at the start of the day at a meeting. The lead reviewer is likely already to have met briefly with staff on his/her initial visit.
79. The lead reviewer will invite the headteacher to observe most team meetings (if this has not been done already on the first day of the review).

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<sup>16</sup> Wherever practicable, feedback will be offered to teachers whose teaching has been observed. Although staff are free to decide whether to accept this feedback, schools are asked to encourage them to do so.

<sup>17</sup> Reviews will **not** observe or evaluate registered wrap-around childcare provision, such as breakfast clubs.

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### Gathering and recording evidence during the review

80. Reviewers will spend most of their time gathering first-hand evidence to inform the evaluations they make.
81. Evidence and evaluations must be recorded on evaluation forms. The lead reviewer will ensure that all findings are recorded appropriately. Evaluation forms will focus on evaluation rather than description. The context and reasons for each evaluation must also be made clear.
82. Reviewers will visit lessons to gather evidence about the effectiveness of teaching. Direct observation will be considered alongside the school's documentary evidence about the effectiveness of teaching and views from leaders, staff, pupils and parents.
83. Observations of lessons will seek to cover as wide a range of subjects, key stages and ability groups (if used) as possible. Not all teachers and classes will necessarily be observed. This may particularly be the case in larger secondary schools.
84. In order to gain a rounded picture of the impact of teaching, the lead reviewer may ask team members to use a range of strategies, which may include:
  - short visits to a number of lessons, spending a few minutes in each
  - short observations of small group teaching
  - observing learning in lessons, during which they may observe activities, talk with pupils about their work and scrutinise pupils' work
  - joining a class or specific group of pupils as they go from lesson to lesson, to assess their experience of a school day or part of a school day.
85. Reviewers will scrutinise pupils' work and talk to them about it, gauging both their understanding and their engagement in learning. They will obtain pupils' perceptions of the typical effectiveness of teaching in a range of subjects.
86. Reviewers will evaluate evidence relating to the achievement of specific groups of pupils and individuals, including pupils in receipt of Jersey Premium, more-able pupils, pupils with disabilities and those with special educational needs. They will give specific attention to the quality of learning within mainstream lessons and within any separate on-site provision, including ARCs, for these pupils. Where there are pupils with a record of need (RoN), discussions will be held to evaluate the effectiveness of the provision made for them.
87. Other evidence gathered by reviewers will include:
  - engaging in discussions with pupils and staff
  - listening to pupils read
  - looking at examples of pupils' work to evaluate their progress in knowledge, understanding and skills.
88. Reviewers will also scrutinise the school's documentation relating, for example, to pupils' general, vocational and technical achievement, and the welfare and safety of pupils in alternative provision or on work placement schemes.
89. Joint observations and other activities may be carried out with the headteacher and/or senior staff. These should generally focus on areas other than leadership and management.



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## Evaluating the effectiveness of teaching

90. A significant proportion of time will be spent in gathering evidence about the effectiveness of teaching in lessons and other learning activities. Lesson observations will also contribute information about pupils' behaviour, personal development and welfare; they may also provide insights into the leadership and management of the school, particularly in relation to the curriculum.
91. Reviewers will not grade teaching in individual lessons. Their judgements on the strengths and weaknesses of teaching will hinge on the **effect** teaching has on **learning**. It is not the **process** of teaching that is being evaluated. It is its **impact**.
92. Reviewers will also include evidence from observing pupils' learning at other times, for example during extra-curricular activities.
93. The above evidence will also inform the evaluation of:
  - Pupils' progress
  - Pupils' behaviour, personal development and welfare
  - The impact of leaders' improvements to teaching and assessment.

## Feedback to and discussion with teachers and other staff after observations

94. Reviewers must **offer** feedback to teachers where a substantial observation has taken place<sup>18 19</sup>. Feedback may take a variety of forms, at the discretion of the lead reviewer, such as one-to-one discussions, discussions with groups of teachers or with whole staff groups. The lead reviewer should make the arrangements clear to senior leaders at the start of the review so that all staff understand how feedback will be conducted. Teachers are not obliged to accept feedback, but schools are asked to encourage them to do so.
95. Reviewers must **not** provide an overall grade for a lesson or for the effectiveness of teaching seen within a lesson.
96. The headteacher is responsible for advising staff that observations and feedback will **not** be used by the school for appraisal purposes.
97. Feedback is provided verbally and in confidence. Reviewers will **not** provide written feedback and will not make copies of their observation forms available to the school or to individual members of staff. (As in keeping with GDPR regulations, observation forms will be destroyed once the school report has been published.)
98. Feedback discussions should encourage a dialogue between the reviewer and teacher(s) about the strengths and areas for development in what has been observed, the context of the teaching and how it fits into the pupils' programme of learning.

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<sup>18</sup> As a guide, an observation of less than 25 minutes is unlikely to provide enough information for a reviewer to provide generalised feedback on strengths and areas for development.

<sup>19</sup> Reviewers **offer** feedback. Teachers are not obliged to accept this offer.

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99. Further advice on feedback to staff will be given by the lead reviewer at the start of the review.

### Joint observations

100. The lead reviewer should invite the headteacher or senior and/or middle leaders (as agreed with the headteacher) to take part in joint observations of teaching. Joint observations may take place with the lead reviewer or other experienced members of the review team. The number of these joint observations is at the discretion of the lead reviewer and will depend upon the requirements of the review process in a school.
101. Joint observations may also involve pairings of experienced and less-experienced members of the review team, as directed by the lead reviewer.
102. After any joint observation, and before feedback is offered, the joint observers must discuss and agree the strengths and areas for development in relation to the effectiveness of teaching and any other aspects seen.
103. Feedback should be offered to teachers as usual, but they are not obliged to accept. The more-experienced reviewer should decide which observation partner should provide the feedback. Where feedback is to be offered by a member of the school's staff or a less-experienced reviewer, the more-experienced member of the review team should provide coaching and feedback to them as expected.
104. If feedback is provided by a member of the school's staff, or a less-experienced team reviewer, the more-experienced observation partner may also contribute. Care should be taken to keep the feedback session brief and to the point and not to overwhelm the teacher.
105. Where paired observations have taken place, it will be helpful for the more-experienced reviewer to offer comments to his or her partner. These may include remarks on observation technique or style of feedback. These remarks do not need to be recorded and, in any case, do not form part of the evidence base for the review.

### Newly qualified teachers and graduate trainees working in schools during a review

106. The lead reviewer will have established, prior to the start of the review, whether the school employs any newly qualified teachers (NQTs) or Jersey graduate trainees.
107. Reviewers should see the teaching of as many of these staff as possible and talk to them about the way they have been supported.
108. Reviewers must evaluate the effectiveness of the support and professional development offered to these staff and for other teachers who are in the early stages of their careers. This evaluation must include the quality of mentoring and what the school has done to support their development in areas for improvement already identified.

### Talking to and observing pupils outside lessons

109. Reviewers must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of behaviour, personal development and welfare, for example:
  - At the start and finish of the school day
  - During lunchtime, including in the dining hall, and break or play times

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- After assemblies, and during tutor periods in secondary schools
- When pupils move between lessons
- During clubs and activities outside of the main timetabled curriculum.

### The use of performance information

110. During the review, reviewers should consider information presented by the school on:
- Attainment and progress for current pupils across year groups
  - Attainment and progress of previous cohorts
  - Any additional data made available to them by CYPES before the review.
111. Reviewers should consider all available information. No single measure or indicator should determine evaluations.
112. Reviewers should not report separately on groups with small numbers of pupils (typically fewer than five) where individual pupils could be identified.

### Gathering evidence from pupils, parents, staff and other stakeholders

113. Reviewers must take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, reviewers must ask them about their experiences of learning and behaviour in the school, including the prevention of bullying and how the school deals with any discrimination and prejudiced behaviour.
114. As well as meeting pupils, reviewers may conduct meetings with:
- Parents (these are likely to be informal discussions at the start or end of the day)
  - Staff (including conducting a specific meeting with any newly-qualified teachers or graduate trainees) to discuss, for example, the effectiveness of induction and mentoring arrangements
  - Other stakeholders.
115. Many schools gather views regularly from parents, pupils and staff. Reviewers will consider findings from these consultations or surveys if they are available. They will also consider the analysis of on-line surveys of parents and staff, which will be conducted just before the review.
116. Meetings with staff, pupils and other stakeholders must take place without the presence of the headteacher or senior staff from the school being reviewed.
117. In drawing on evidence gathered during meetings, every endeavour must be made to protect the identity of individuals. There may be circumstances, however, in which it is not possible to guarantee the anonymity of an interviewee (see below). In these cases, it should be made clear to the individuals concerned that their anonymity cannot be guaranteed.
118. In relation to the above, reviewers must pass on to the Group Director of Education or the Director of Standards and Achievement any disclosures that identify:
- Child protection or safeguarding issues
  - Concerns about serious misconduct

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- Bullying of staff or
- Criminal activity.

### Meetings with governors

119. Where a school has a governing body, reviewers will always seek to meet one or more representatives from it, including (if possible) the chair. The contribution of governors to the school's performance should be evaluated as part of the evaluation of the effectiveness of leadership and management. (See Appendix 9: Education (Jersey) Law 1999 - governing bodies for details of the responsibilities of governing bodies in Jersey.)
120. As with the meetings between reviewers and pupils, parents and staff, any meetings with governors should take place **without** the headteacher or senior staff present.

### Meetings with the headteacher during the review

121. The lead reviewer should meet the headteacher **at least twice per day** throughout the review to:
- Provide an update on the progress of the review and any emerging issues, and any emerging picture of the effectiveness of teaching. This meeting may also enable further evidence to be provided by the headteacher
  - Allow the headteacher to raise concerns, including those related to the conduct of the review or of individual reviewers. This will ensure that any difficulties can be dealt with at the earliest possible opportunity
  - Alert the headteacher to any serious concerns which have emerged to date during the review<sup>20</sup>.
122. The review team will meet at different points during the course of the review. In particular, the team should:
- Meet briefly at lunchtime on day two (the first day when the full team is present)
  - Meet at the end of day two to discuss and record emerging findings (the headteacher should be invited)
  - Meet at the end of the final day of the review to finalise evaluations and identify areas for improvement (the headteacher should be invited).
123. A designated member of the team will record on evaluation forms a summary of points from, and the outcomes of, all team meetings. These notes will form the basis of the feedback to the school and of the report, subject to the process shown below.
124. If, by the end of day two or during day three, there is evidence that aspects of the school might be evaluated as **requiring significant improvement**, the lead reviewer should alert the headteacher to this possibility. It must be emphasised to the headteacher that firm evaluations are not made until the final team meeting.

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<sup>20</sup> The headteacher should **not** be informed of any serious concern which might potentially undermine or prejudice any subsequent investigation, particularly where any allegation may involve the headteacher personally. Allegations of financial misconduct or child protection issues must never be investigated by the review team. Should an issue of this type be alleged, the lead reviewer should immediately seek confidential advice from the Group Director of Education or the Director of Standards and Achievement.

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## Concluding the review

125. Review activities, including lesson observations, should continue during the final day of the review. However, the lead reviewer should also ensure that time is set aside for members of the team to offer feedback to staff and to prepare for the final team meeting and for the final feedback.
126. Reviewers should make summary evaluations of the evidence they have collected and the evaluations they have made. These will enable them to provide succinct contributions to the final team meeting. These summaries should be made on evaluation forms, which may be completed electronically.

## Records of meetings

127. During all team meetings, including the final team meeting, notes will be made by a team member or the lead reviewer to detail:
  - The evidence used to arrive at the evaluations for each section
  - The judgements as required for each key evaluation
  - The main points for the report and for final feedback
  - The recommendations.

These points will be completed cumulatively and may be amended as each meeting progresses.

## Providing feedback to the school

128. The review concludes with a final feedback meeting with the school. The final feedback will be provided by the lead reviewer.
129. Those who should be invited to attend include:
  - The headteacher, and other senior leaders agreed by the lead reviewer and headteacher
  - The chair of the governing body (if there is a governing body)
  - The Senior Adviser assigned to the school will normally act as CYPES' representative
  - The review team.
130. During this meeting, the lead reviewer will describe the **evidence base** on which the evaluations have been made.
131. The lead reviewer will outline and explain the **four key evaluations**. Comment will include evaluations of any early years provision and any post-16 provision as part of each section.
132. The relationship between the evaluation of leadership and management and that for the other three key evaluations will be made clear. The lead reviewer will offer enough detail to enable all attendees to understand the school's main strengths and areas for development.
133. The lead reviewer will then outline the recommendations for improvement, providing sufficient detail to ensure those present understand what needs to be done, but without specifying the approaches to be followed.
134. Those present will be invited to ask questions.

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135. Following the feedback, the lead reviewer will provide the following reminders to all present:

- The evaluations are provisional and, although this is unlikely, may be subject to modification as a result of quality assurance procedures
- That the main evaluations provided during the meeting will be referred to in the text of the report, although the text of the report will inevitably have some differences in style and emphasis from the oral feedback
- The feedback must be treated as restricted and confidential. It must not be shared beyond members of the group present for the final feedback
- The full report will be published on the Government of Jersey website (see Arrangements for publishing the report)
- There is a procedure for making any comments or complaints about the review. (See Appendix 5: Review complaints procedure.)

### Schools which require significant improvement

136. The quality of schools across Jersey is likely to vary in relation to the criteria in this Handbook. For some key evaluations, schools may be evaluated as **requiring significant improvement**. In these cases, the school's current shortcomings, and what should be done to address them, will be shown unambiguously in the report.

137. Where one or more aspects of a school requires significant improvement, CYPES will support its leaders in making rapid and enduring change, so standards and quality improve, and the school is evaluated more favourably at the next review. As part of this process, a **School Improvement Board** will be constituted. (See Appendix 6: School Improvement Boards.)

138. In general, where one or more aspects of a school require(s) significant improvement, the school will receive termly monitoring. It will be expected to have acted decisively and to have made the changes required by the next review.

### Schools in which key evaluations are evaluated as fair

139. Where the **effectiveness of leadership and management** or of **teaching** are evaluated as **fair**, schools will receive a day's monitoring visit within 18 months. Where such visits are made, the findings will be recorded and sent to the school in the form of a letter. This letter will evaluate improvements made by the school.

## After the review

### Arrangements for publishing the report

140. The lead reviewer is responsible for writing the report. This must be submitted, together with the evidence base, to CYPES.

141. The evaluations provided in the draft report must be consistent with the feedback given to the school at the end of the review, although the tone and emphases may differ.

142. The report will be quality-assured before being sent to the school by CYPES. The resultant draft report is restricted and confidential and should not be shared more widely or published at this stage.

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143. The draft of the report will then be sent to the school so the headteacher can identify any factual inaccuracies. The lead reviewer will consider any comments and will make changes if appropriate. This process should not be seen as an opportunity for the school to propose changes to the evaluations made or the way they are expressed, unless they are factually inaccurate.
144. Typically, schools will receive an electronic version of the final report within 14 working days of the end of the review.
145. In most circumstances, the final report will be sent to the school within 19 working days of the end of the review.
146. Once a school has received its final report, it will be published on the Government of Jersey website for public access.
147. Where there is a governing body, the chair should be sent a copy of the full report shortly after the final version is received by the school. Governors are likely to discuss the report and the progress made with its recommendations at subsequent meetings.

### The review evidence base

148. Evaluation forms for all review activities form the evidence base for the review.
149. Whether in hard copy or electronic form, the evidence base must be sent to CYPES once the report is finalised.
150. Review evidence should be kept confidentially and then destroyed as soon as the review report has been published. In the case of a serious allegation or when safeguarding has been deemed to be 'ineffective', the evidence base (or relevant elements) may be retained to support any possible investigation. Destruction of the review evidence must be recorded on the Data Disposal Log by a member of CYPES.

### Confidentiality of the evidence base

151. The review evidence base is confidential. No reviewer should retain copies of evaluation forms or other documents following a review. Any review documents, including evaluation forms, which are held on personal computers must be provided in hard copy to the lead reviewer. Once provided to the lead reviewer, any electronic files associated with a review must be deleted completely from personal computers. This should be done immediately following a review<sup>21</sup>.
152. No items from the evidence base should be shared with persons outside the review team.

### Discussions with the press

153. Any enquiries made by the press or other agencies about a review should be referred immediately to the Group Director of Education, or Director of Standards and Achievement. No comments or remarks should be made directly to the press or other agencies by schools or by any member of a review team.

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<sup>21</sup> This includes the removal of files in 'deleted items' folders, etc.

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154. No response to enquiries made by the press will be considered until the final report on a review has been received by the school and by CYPES. Responses to enquiries will then be made through a press release. This will apply in all circumstances, regardless of the nature of the review findings.

### Concerns raised by the school during a review

155. Reviews may cause some staff to feel unsettled or anxious. To minimise this, reviewers must always act professionally and treat school staff with courtesy and respect. (See Code of conduct for reviewers, page 12.)
156. Any concern should be raised with the lead reviewer as soon as possible, usually by the headteacher. Wherever possible, the issues raised should be dealt with and resolved quickly as part of the management of the review. If necessary, the lead reviewer may contact the Director of Standards and Achievement for advice.
157. Any concerns raised, and actions taken to resolve them should be recorded in the evidence base.
158. If it is not possible to resolve a concern during the review period, the school may wish to bring the matter to the attention of CYPES. (See Appendix 5: Review complaints procedure.)



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Overview diagram of the review process

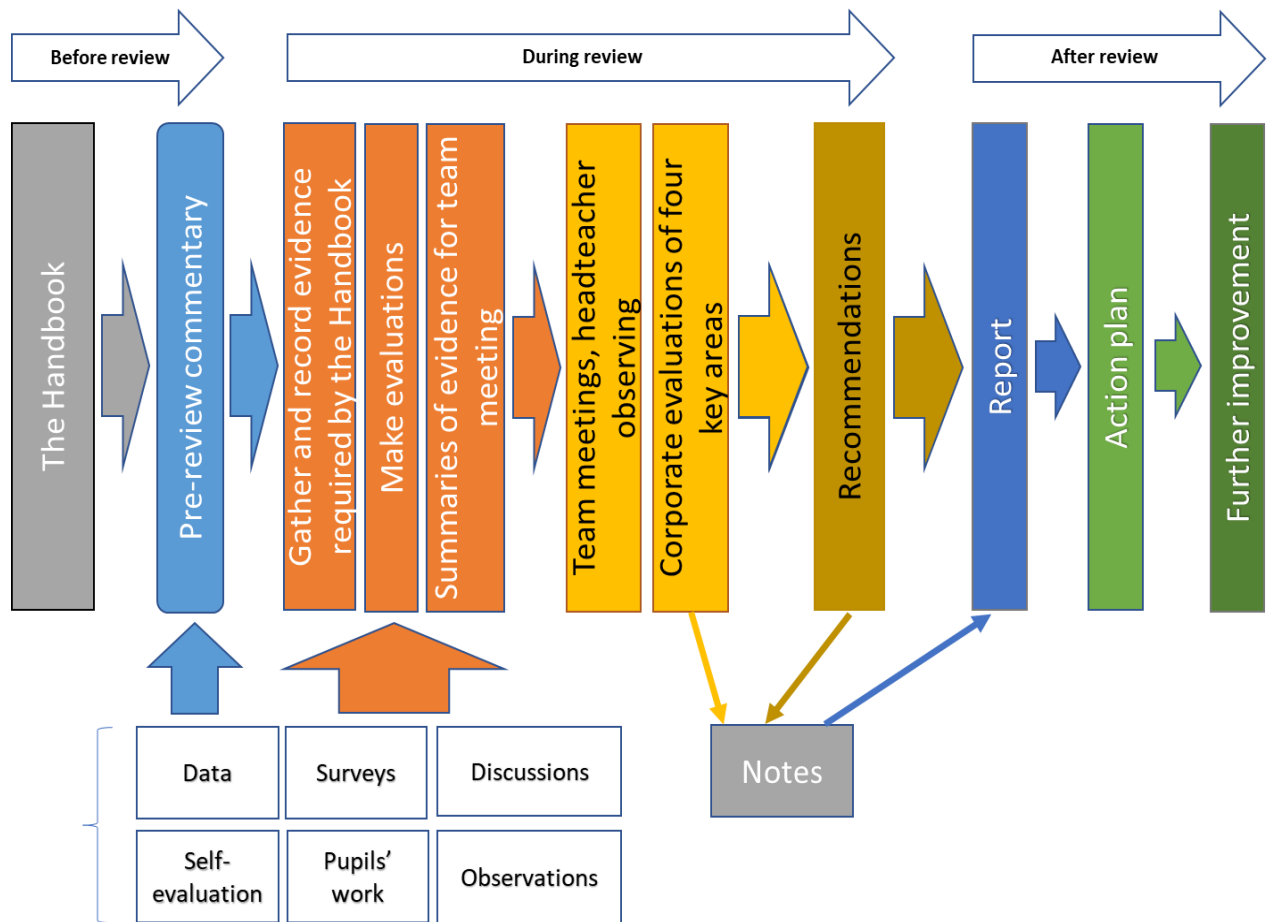


Figure 3: The review and school improvement process

## Part 2. How schools will be evaluated

### The evaluation schedule and grade descriptors

#### The evaluation process

159. The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document: 'How schools will be reviewed'.
160. The evaluation schedule provides instructions on the review process, but it is not exhaustive. It also requires the professional judgement of reviewers. Reviewers must interpret grade descriptors in relation to pupils' age, stage and phase of education. Grade descriptions are awarded on a best-fit basis. The criteria must not be used as a tick list.
161. Reviewers will make evaluations on the following **key areas**:
- Achievement
  - Behaviour, personal development and welfare
  - The effectiveness of teaching
  - The effectiveness of leadership and management.
162. There will be **no separate evaluations** for early years and provisions for 16 to 19-year-olds but full account will be taken of evaluations for these age-groups when evaluating each element of the school as a whole.
163. Clear statements about the strengths and areas for development for the provision for early years and/or 16 to 19-year-olds will be included in the report for each key area.

#### Pitching evaluations

164. Reviewers will use the following scale to make evaluations on the four key areas:
- Outstanding
  - Good
  - Fair
  - Requires significant improvement.
165. Evaluations will be pitched on a best-fit basis, using the grade descriptors for each key area. No numerical grades will be used in the report.

## Achievement

### Overview

167. Reviewers will evaluate standards and progress. **In arriving at an evaluation of Achievement, progress is given priority over standards.**
168. There is an expectation that a large majority of pupils will keep pace with the programmes of study set out in the curriculum and will be taught to master its content, year-by-year. More-able pupils will generally be taught to tackle work with greater depth and challenge, but still working within the year group programmes of study.
169. Particular pupils may enter a school with very low achievement, although they are not assessed as having special educational needs. The school is expected to make all reasonable efforts to help these pupils to catch up. Their rate of progress is to be seen as having greater significance than their attainment.
170. Where pupils have special educational needs, including cognitive difficulties, they may not be able to keep pace with other pupils. Their achievement will be judged only in relation to the progress they make.
171. In relation to pupils with the most complex special educational needs (including those with a record of need), reviewers will, as appropriate, pay attention to the school's assessments of their progress. This may include: their sensory awareness; improving independence and social development; their growing ability to make choices and communicate preferences; and (for those not engaged in subject-based learning) the seven aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation)<sup>22</sup>.
172. Standards are evaluated where possible in relation to benchmark figures. These data are generally likely to be available only at the ends of key stages.
173. A supplementary view of standards will arise from teachers' assessments. The reliability of assessments will be checked through results of moderation and reviewers' scrutiny of pupils' books. Teachers' assessments are expected to be made in relation to pupils' broad mastery of all the elements of the year-group programmes of study, either as set out in the Jersey Curriculum or in the school's planned year-group objectives<sup>23</sup>.

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<sup>22</sup> The seven aspects of engagement are cited on page 18 of *The Rochford Review: final report*.

<sup>23</sup> The Jersey Curriculum (and the English National Curriculum on which it is based) sets out detailed programmes of study, which may also be regarded as learning objectives, for English, mathematics and science, by year group in Key Stages 1 and 2. These detailed statements, together with the aims of the National Curriculum, give good indications of what pupils are expected to know, understand and be able to do in each year group.

In other subjects at Key Stages 1 and 2, and in all subjects in Key Stage 3, much less detail is provided in the curriculum. It is therefore expected that schools will map out the detail of what will be taught and what should be learnt in each year group in these subjects. Teacher assessment of mastery of the schools' programmes of study should be made in relation to these expectations.

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174. Progress is measured in terms of the amount of learning pupils achieve, based on their starting points. The large majority of pupils will be expected to keep pace with the programmes of study and to master the content throughout the year. For pupils who have fallen behind, or for those with special educational needs (including a record of need) which may prevent them from keeping up with their peers, evaluations will be made of their progress in relation to their starting points<sup>24</sup>.
175. A key consideration in judging both standards and progress is the degree to which pupils entitled to Jersey Premium are enabled at least to keep pace with their peers and to participate fully in school life.
176. In the early years, progress and attainment will be evaluated in relation to the school's moderated data and any comparisons available with Jersey averages. The progress and attainment of significant groups will be considered in this context.

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<sup>24</sup> The starting points used will depend upon available information. As a minimum, in-year progress will be evaluated. If, as they should have, schools have reliable assessment data over a longer period, these will be used.

## Jersey Schools Review Handbook 2019

### Sources of evidence

177. **Standards** will be evaluated at different stages in relation to available data. Where possible, the following will be considered.

Key Stages 1 & 2	Key Stages 3 & 4
<p>Historical data on attainment, showing trends over a three-year period and the degree to which this equals or exceeds averages for comparators.</p> <p>The degree to which pupils in receipt of Jersey Premium show attainment at least in line with other pupils.</p>	<p>Historical data on examination results, showing trends over a three-year period and the degree to which attainment equals or exceeds those in similar jurisdictions.</p> <p>The degree to which pupils in receipt of Jersey Premium show attainment at least in line with other pupils.</p>
<p>The school's own performance data on each of the current year groups, including:</p> <ul style="list-style-type: none"> <li>• The percentages of pupils whose attainment is in line with the expectations in the programmes of study for their year group, particularly in English and mathematics</li> <li>• The percentages of pupils who regularly tackle and succeed in activities, which offer greater challenge and require deeper understanding within the year group curriculum</li> <li>• The degree to which pupils entitled to Jersey Premium funding show attainment, which is at least in line with the expected standard for their year group; and whether their attainment is at least in line with other pupils.</li> </ul>	<p>The school's own performance data on pupils in each year group, including:</p> <ul style="list-style-type: none"> <li>• The percentages of pupils who are on course to achieve at the expected standard for their year group in the subjects studied</li> <li>• The percentages of pupils who regularly tackle and succeed in activities which offer greater challenge and require deeper understanding within the subjects of the curriculum for their year group</li> <li>• The degree to which pupils entitled to Jersey Premium funding show attainment, which is at least in line with the expected standard for their year group; whether their attainment is at least in line with other pupils.</li> </ul> <p>The school's or college's own performance data on pupils working towards examinations, including:</p> <ul style="list-style-type: none"> <li>• The proportions of pupils on course to achieve each grade in each subject</li> <li>• The degree to which these data suggest that the school or college is on course to equal or exceed averages from those in similar jurisdictions achieved in the previous year</li> <li>• The standards achieved by pupils in receipt of Jersey Premium.</li> </ul>

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178. **Progress** will be evaluated in relation to the following:

### Key Stages 1, 2, 3 and 4

- The school's data on progress, taking account of the quality and rigour of the assessment information on which it is based. Comparison of these data with data from Jersey and (where available) England, evaluating overall rates of progress and the progress of significant groups, including those pupils who are in receipt of Jersey Premium<sup>25</sup>.
- Observations of progress made in lessons and over time
- Discussions with pupils about their understanding of things they have been taught
- Scrutiny of comprehensive samples of work, noting:
  - The range of work completed and the degree to which it matches the range of the programmes of study in the Jersey Curriculum or the school's curriculum for the relevant subjects and year groups
  - Gains made in knowledge, skills and understanding in a wide range of subjects
  - Development in writing, including spelling, grammar, punctuation, vocabulary and presentation
  - Development in mathematics, including precision and accuracy, evidence of mathematical reasoning, and computational skill relevant to pupils' ages
  - The quality of the work noting any anomalies for particular groups of pupils
  - Whether pupils are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
  - Whether pupils, including the more-able, do work that deepens their knowledge, understanding and skills based on the year-group curriculum, rather than simply undertaking unproductive repetitive work.
- Data provided by the school or college on notable ongoing patterns of wider achievement, including extracurricular achievement or personal development, for instance through participation in community service, sport, the performing arts or youth organisations.

### Additional guidance on the evaluation of achievement, including the achievement of groups of pupils

179. Pupils are expected to consistently show attainment in line with the expectations for their year group; however, schools will ensure that all pupils are given regular opportunities to tackle and succeed in work that requires greater challenge and depth of understanding.

For pupils to achieve in line with the expectations for their year group, the programmes of study (either from the Jersey Curriculum or the school's own curriculum) must be covered in full for the subject.

The Jersey Curriculum provides detailed guidance on what is to be learned in each year group in English, mathematics and science in primary schools.

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<sup>25</sup> *Jersey Premium* is a targeted funding programme for eligible pupils in Government of Jersey fee-paying and non-fee-paying schools, introduced in 2017. Jersey Premium eligibility criteria includes pupils who have ever been Looked After Children (LAC), pupils from households which have recently claimed Income Support, and pupils from households with 'Registered' status that would qualify to claim Income Support if they had lived in Jersey for five years.

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Primary and secondary schools are expected to map out the detail of their own programmes for subjects that are not specified in detail in the Jersey Curriculum. This should ensure teachers are clear what must be taught and learnt by the large majority of pupils in each year group.

Examination syllabuses give an outline of programmes of study for those year groups studying for them. Schools are likely to map out what is to be covered and learnt in each year group studying the syllabus.

The programmes of study (national or school-based) identify what the large majority of pupils in each year group are expected to cover and to achieve. The acquisition by a pupil of the required knowledge, skills and understanding for each topic represents an expected rate of progress.

180. Progress is also judged in relation to pupils' starting points. Those who enter the school, a key stage or a particular year group having fallen behind in a subject should be enabled to catch up unless they have a disability or special educational need, which prevents this. Coming increasingly close to the expectation for their year group would represent good progress for such pupils.

It is recognised that some pupils, for instance those with degenerative conditions, will not necessarily be able to make progress cumulatively.

Statistical analysis will provide benchmarks for progress across a key stage, comparing the progress made with other Jersey pupils.

181. For small groups of pupils, reviewers must recognise that individual pupils with particular strengths or difficulties can make a significant impact on percentage figures and should report accordingly.
182. In evaluating achievement, reviewers will give most weight to pupils' progress. They will take account of pupils' starting points (prior attainment and age) when evaluating progress.
183. Reviewers will take account of historical patterns of attainment and progress (shown in the available data). However, they will give most weight to the progress of pupils currently in the school. They will compare this picture with the progress of recent cohorts, where possible.
184. Reviewers will consider the progress of pupils in all year groups, not just those who have taken or are about to take examinations or tests. Reviewers will focus on improvements made in pupils' breadth and depth of knowledge, their understanding and skills.

### *Pupils in receipt of Jersey Premium*

185. Reviewers will take account of the progress made by pupils entitled to Jersey Premium funding by the end of the key stage compared with other pupils with similar starting points. They will note the degree to which these pupils achieve at least in line with expectations for their age. Where there are gaps between the progress of these pupils and others, and consequently in their attainment, reviewers will consider whether these differences are narrowing over time because of the use of Jersey Premium funding.

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186. Reviewers will consider the impact of the school's use of Jersey Premium funding and the degree to which this has enabled pupils to reach the expected standard for their age or to tackle work with greater depth and challenge.

187. Where Jersey Premium funding is used to support pupils with special skills or aptitudes, reviewers will report in general terms on the effectiveness of the provision made<sup>26</sup>.

### *More-able pupils*

188. Reviewers will pay attention to whether more-able pupils are making progress towards attaining the highest standards and achieving as well as they should.

189. Based on Key Stage 2 data, reviewers will assess whether higher attaining pupils achieve GCSE grades that are appropriate to their high starting points.

190. Reviewers will consider the degree to which more-able pupils are regularly set work demanding greater depth and challenge than others.

### *Lower-attaining pupils*

191. Reviewers will consider the progress that lower-attaining pupils are making and the impact of provision for them on raising their attainment so that they are enabled to keep pace and find success with the curriculum set out for their age.

### *Pupils with disabilities and those with special educational needs*

192. Reviewers will consider:

- The progress of pupils with special educational needs and disabilities in relation to the progress of all pupils with similar starting points. Where available, reviewers will make use of data systems to compare progress made by pupils with special educational needs and disabilities with other pupils who have similar starting points
- The impact of funded support for pupils with special educational needs and /or disabilities on closing any gaps in progress and attainment. The expectation is that the identification of special educational needs leads to additional or different arrangements being made and a consequent improvement in progress
- The provision made for any pupils who have a record of need (or a sample of such pupils where numbers are high), and its effectiveness in ensuring their inclusion and progress
- Whether any differences exist between the progress and attainment of pupils in any ARC and those with similar starting points who are disabled or have special educational needs in the main school. Reviewers will report on any differences and the reasons for them.

193. When considering any whole-school published data on progress and attainment, reviewers will take into account the impact that any large number of pupils in any attached ARC might have on overall figures.

194. For groups of pupils whose cognitive ability is low, so their attainment is unlikely ever to rise above 'low', the evaluation of achievement will be based only on pupils' learning and progress relative to their starting points at particular ages and any assessment measures

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<sup>26</sup> Care must be taken to avoid identifying particular pupils in these cases.



## Jersey Schools Review Handbook 2019

the school holds. Evaluations should not take account of their attainment compared with that of all other pupils.

195. Where a school caters for pupils with the most complex special educational needs, reviewers will evaluate the degree to which pupils thrive and do well, given their starting points. They will consider the school's assessments of pupils' developing cognition and learning, including skills that enable them to communicate, engage and develop autonomy. Where pupils are not engaged in subject-specific learning, reviewers will consider the seven aspects of engagement.

### Pupils who speak English as an additional language

196. Many schools teach pupils whose home language is not English. Reviewers will evaluate the degree to which the school's provision enables these pupils to: access the curriculum; develop confidence with English; and participate fully in the life of the school.
197. Pupils at an early stage of English language acquisition should not be regarded or treated as having a special educational need unless there is evidence that this is, in fact, the case.

### Pupils who are taught in ability groups or sets

198. Some schools may decide to teach pupils according to their assessed ability, particularly where achievement has become widely spread. Reviewers will consider any positive or negative effects of grouping and setting arrangements, particularly in relation to teachers' expectations, pupils' achievement and equality of access to the curriculum.

### Mixed-age classes

199. If pupils are taught in mixed-age classes, reviewers will evaluate the degree to which each age group is enabled to make expected rates of progress and to reach the expected standards for their ages.

### Schools with high levels of mobility

200. When evaluating pupils' progress, reviewers will take account of available assessments for those who have been in their present school for less than two years.

### Off-site provision

201. Reviewers will consider the progress made by pupils who attend off-site alternative provision (if the school has responsibility for these pupils at these times)<sup>27</sup>.

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<sup>27</sup> When this document was written, off-site provision was managed independently of the schools. Therefore, schools were not accountable for the progress of pupils attending this provision. Should this situation change, schools' accountability must be reflected in the review process.

# Jersey Schools Review Handbook 2019

## Grade descriptors for achievement

*Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team. Where reference is made to benchmark figures, reviewers should rely on the interpretations provided in CYPES data reports. Criteria specific to early years and 16 to 19 provision are provided in a separate section later in the Handbook.*

### Outstanding

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about their work with each other and adults.
- When comparison is possible, the attainment of almost all groups of pupils is higher than for pupils in England or, if below, shows a strong and consistent trend of improvement.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- The progress across the curriculum of pupils in receipt of Jersey Premium, pupils with disabilities and those with special educational needs, and those with English as an additional language, is rapidly improving towards or matches the progress of pupils with the same starting points.
- Between key stages, the proportions of pupils in different groups achieving expectations in English and mathematics is above those for Jersey.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of pupils in receipt of Jersey Premium, progress on to a range of higher and further education establishments, apprenticeships, employment or training.

### Good

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, most current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- When comparison is possible, pupils' attainment is broadly in line with standards in England; or, if currently low, it shows consistent improvement over time.
- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- A very large majority of pupils in Year 1 achieve well in their study of phonics and so have a solid basis for learning to read and spell.
- In many subjects, the progress of all groups of pupils including those in receipt of Jersey Premium, pupils with disabilities and those with special educational needs and those with English as an Additional Language is close to other pupils with the same starting points.
- Where there has been an historical gap between the progress of pupils in receipt of Jersey Premium and others in the school, there is strong evidence that the difference is narrowing.
- Between key stages, the proportions of pupils in different groups achieving expectations in English and mathematics is at least in line with those for Jersey.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pathways are at a level suitable to meet appropriate career plans.

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### Fair

- Achievement is not yet good.
- Although the progress of many pupils is strong, including in English and mathematics, some classes or groups make less **progress than they should over time. Progress made in some subjects, year groups or classes is weak.**
- Where attainment overall is low, it shows inconsistent improvement.
- Pupils read reasonably regularly but fluency and comprehension are below what is expected for their ages.
- Year 1 pupils establish some basic phonic skills, but these are not sufficiently secure to support age-appropriate reading and spelling.
- The progress of pupils in receipt of Jersey Premium, pupils with disabilities or those with special educational needs, and pupils with English as an Additional Language, is not as good as that of pupils with similar starting points. Although changes may have been made, these have not yet had an impact on pupils' achievement.
- Between key stages, the proportions of pupils in different groups achieving expectations in English and in mathematics are significantly below those in Jersey.
- Many pupils are well prepared for the next stage of their education, training or employment but a significant minority are not. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is below average.

### Require significant improvement

Achievement is likely to require significant improvement if **one or more** of the following applies:

- Pupils are underachieving considerably in any key subject<sup>28</sup> or key stage.
- From their different starting points, the proportions of pupils in different year groups achieving expectations in English or in mathematics are consistently low and show little or no improvement.
- Any improvement in overall attainment and/or progress is insufficient, fragile or inconsistent.
- Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
- For pupils in receipt of Jersey Premium, the proportions achieving expectations from their different starting points in English or in mathematics are low and show little or no improvement.
- **There are significant differences between the progress and/or attainment of different groups of pupils, and the school is not making improvements effectively.**
- Significant numbers of pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.

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<sup>28</sup> 'Key' subjects in primary schools are English, mathematics and science. In secondary schools, they are English, mathematics, science and any subjects studied by a high proportion of pupils.

## Behaviour, personal development and welfare

### Overview

The areas of **behaviour**, **personal development** and **welfare** are interconnected. They should be considered and evaluated separately before an overall grade descriptor is agreed. The report should provide an overall grade descriptor, followed by clear and separate evaluations of the three areas.

### Behaviour

**Behaviour** is viewed in terms of the way pupils respond to the school's provision, including the general orderliness of the school during lessons and at other times. Behaviour includes pupils' attendance and their punctuality, which are viewed as additional indicators of their response.

### Personal development

**Personal development** includes pupils' spiritual, moral, social and cultural development (SMSC). The four aspects of SMSC are linked but need to be considered separately.

In brief:

- **Spiritual development** is seen where pupils are given opportunities to explore beliefs and experiences and to respect various faiths, feelings and values; to enjoy learning about oneself, others and the surrounding world; to use imagination and creativity; to reflect
- **Moral development** is associated with being taught to recognise right and wrong; respect the law; understand that consequences result from actions; investigate moral and ethical issues; offer reasoned views about moral questions
- **Social development** is fostered when pupils are taught to cooperate, collaborate and participate in activities; listen to diverse viewpoints and seek to understand them; participate in aspects of local community life; resolve conflict through reasoning and discussion; engage with and support the values of democracy, the rule of law, liberty, respect and tolerance
- **Cultural development** is shown where pupils understand and appreciate a wide range of cultural influences which have shaped their own and others' heritage, history and practices. They learn about the central role of our democratic system in shaping and upholding shared values, developing their interest and willingness to participate in a range of cultural activities. They will also learn to understand, respect and celebrate religious and cultural diversity.

(See Appendix 1: Definitions of spiritual, moral, social and cultural development.)

Personal development also encompasses pupils' attitudes and response to the school's provision. The degree to which pupils learn to relate positively to each other, organise themselves and look after the school and its site are indicators of their development as people and as citizens. The effectiveness of the school's provision to involve pupils in decision-making and pseudo-democratic processes is also an indicator of the effectiveness of the school's approaches to supporting pupils' personal development.

### Welfare

**Welfare** is a broad term, which encompasses pupils' feelings of being safe, the absence of bullying at school (including cyber-bullying), and their understanding of dangers in the environment and how to avoid them. The welfare of vulnerable pupils (who may be more prone to unkindness and bullying in some schools) should be given emphasis. Specific attention must also be given to any pupils attending an ARC on-site. Welfare reflects the degree to which the school places a consistently high emphasis on pupils' wellbeing and checks systematically on its success. It is also strongly linked to the school's approaches to safeguarding and child protection.

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### Sources of evidence

Some more detailed definitions and guidance on sources of evidence are shown below. The list is not comprehensive and should be used flexibly in the context of each key stage or early years setting.

Feature	Sources of evidence
<i>Behaviour</i>	
The orderliness of the school reflected in the way pupils conduct themselves both when they are directly supervised and when they are not.	Observations in lessons, at lunchtime and when pupils move around the school. Discussions with pupils and staff.
Pupils' response to instructions.	Observations in and out of lessons. Discussions with pupils and staff.
The school's records on behaviour. The incidence of suspensions from school and the reasons for them.	Logs of behaviour incidents, bullying and hate incidents (including racism). The degree to which these accord with other evidence.
Pupils' attendance and punctuality. Overall absence and persistent absence rates for all pupils, and for different groups in relation to the Jersey average. The extent to which low attenders are improving their attendance over time and whether the school shows success in reducing persistent absence. Punctuality in arriving at school and at lessons. The punctuality and attendance of any pupils attending any ARC or off-site provision <sup>29</sup> .	School data on punctuality. Data provided by CYPES, showing how the attendance at the school compares over time with attendance in Jersey schools. Comparison of school data with direct observation in lessons, observation at the start of the day and at the start of lessons.
<i>Personal development: SMSC</i>	
Spiritual development	Evidence of the scope and quality of religious education, including sympathetic and knowledgeable teaching about the faiths included in the Jersey Curriculum. Evidence of pupils learning <b>from</b> religions as well as learning <b>about</b> them. Learning that not all people have a religion and that it is possible to lead a spiritual and moral life without religious belief. Evidence that pupils develop understanding about feelings and values and have opportunities to discuss them and develop empathy for views other than their own. Evidence that pupils learn about the world in which they live, appreciating the natural world and the environment created by humans. Pupils' understanding

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<sup>29</sup> At the time of writing, schools do not have responsibility for pupils attending off-site provision. Should this change in future, the attendance of pupils attending such provision will be taken into account.

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	and appreciation of their world is supported through opportunities to use imagination and creativity, and to reflect.
Moral development	The tone and ethos of the school will give many insights into pupils' moral development. Talking to pupils and observing discussions which involve teachers and pupils, and those between pupils, will indicate how moral development is fostered, as will work in pupils' books.
Social development	The conduct of the school and the part pupils play in its running will give early indications of their social development. Aspects of the curriculum, together with discussions with pupils about their work, will offer insights into the range of opportunities available.
Cultural development	<p>Work in history, art, music, drama and sport will offer indications of the range and breadth of the provision for pupils' cultural development. The depth and challenge of this work (showing pupils cultural development beyond pupils' everyday experience) will also offer pointers to the likely quality and impact of the provision.</p> <p>Pupils' response to opportunities for cultural development will be seen through discussions, in uptake rates for extracurricular activities and in pupils' work in books and on display. The school may offer written evidence of visits and activities, for instance in relation to sport, drama and music.</p> <p>Discussions with pupils and observations around the school will provide evidence of their respect for cultures and religions beyond their immediate experience and in the wider world.</p>
<b><i>Other aspects of personal development</i></b>	
Pupils' response to their learning and work.	In lessons and in the care shown in pupils' written work across the curriculum.
<p>The attitudes pupils show towards each other and the degree to which they understand that the quality of these relationships is important in a civilised society.</p> <p>The way pupils relate to those who are of a different race, nationality or belief from their own.</p>	<p>During lessons, including class discussions; during movement around the school and during breaks.</p> <p>Discussions with pupils.</p> <p>Incident logs provided by the school.</p>
The respect pupils show for their environment and the care they take with personal possessions.	The condition of the buildings and grounds; the evidence of litter and graffiti; the condition of books and equipment in use.
Pupils' personal organisation; the way they use and manage school equipment.	Pupils' readiness for learning in lessons; the way they use, manage and store resources to which they have access.
Pupils' pride in, and the appropriateness of, their appearance.	Observations.
Evidence that pupils are involved in decision-making to improve the school, including the welfare and safety of pupils.	Discussions with pupils and evidence that suggestions are acted upon.
The opportunities pupils have to widen their skills and experience, for instance by contributing to	Curriculum information. Records of pupils' participation in community projects and

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<p>their local community or by participating in courses and activities which widen and enrich their experience.</p>	<p>adventurous pursuits or wider qualifications. The levels of participation in these activities.</p>
<p>The quality of careers guidance in secondary schools.</p> <p>The way pupils are prepared for the next stage of their education or employment.</p>	<p>Information about careers guidance, discussions with staff and pupils.</p> <p>Copies of written information; curriculum plans; information on opportunities for visits and induction at times of transition. Discussions with staff and pupils.</p>
<p><b>The degree to which pupils engage in self-study and independent learning activities, and the interest they show in doing so.</b></p> <p><b>The success of the school in promoting independent and self-directed learning.</b></p>	<p>Discussions with pupils.</p> <p>Discussions with staff.</p> <p>Consideration of examples of self-study.</p>
<p>The personal development of any pupils attending any ARC or off-site provision. (See footnote 29)</p>	<p>Information provided by the school. Visits to, and/or direct observation of, the provisions being used.</p>
<p><i>Welfare</i></p>	
<p>Pupils' safety and feelings of safety at school.</p> <p>Pupils' views of the incidence of abusive language or racially-motivated abuse.</p>	<p>Interviews and informal discussions with pupils; pupil survey information (if available); parents survey information.</p> <p>Information provided by the school, including information about any off-site provision. (See footnote 29)</p>
<p>The confidence pupils have that any bullying will be dealt with successfully by the school.</p> <p>Pupils' understanding of bullying and how the school undertakes to deal with it.</p> <p>Pupils' understanding of how to avoid risks of bullying when using social media and the internet.</p>	<p>Discussions with pupils.</p> <p>The curriculum.</p> <p>Logs of incidents of bullying and records of the action taken to deal with it.</p>
<p>Pupils' knowledge of ways to keep themselves healthy, including through healthy eating and fitness.</p> <p>The degree to which the curriculum promotes pupils' understanding of emotional and mental wellbeing.</p> <p>The degree to which the curriculum supports age-appropriate understanding of healthy relationships.</p> <p>Pupils' understanding of ways of staying safe from abuse and exploitation.</p> <p>The opportunities pupils have to learn about other aspects of safety, for instance road safety.</p>	<p>Discussions with pupils.</p> <p>Discussions with staff about the curriculum, including personal, social and health education; and sex education. Written evidence of the above.</p> <p>Safeguarding policy.</p> <p>Evidence from pupils' work.</p>

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The safety of the school environment, including the security of the site from intruders and the absence of obviously unsafe features in the provision for teaching and recreation.	Observations. Discussions with pupils. Risk assessments.
The experience of particular individuals and groups, such as those for whom a referral has been made to CYPES. Also, pupils with disabilities, those who have special educational needs, looked after children and those with medical needs or mental health needs.	Discussion with leaders about specific vulnerable pupils, checking how referrals were made and how concerns were followed up by the school.  If appropriate, discussion with some of these pupils to explore their experience of the care and support shown to them.
The welfare of any pupils attending ARC.	Information provided by the school. Visits and direct observation to the provisions being used.
The welfare and care of pupils with the most complex special educational needs.	Information on policies and practice relating to: intimate care; positive behaviour support; and physical intervention. Information on steps taken to ensure suitable arrangements for: transport; medical needs; dietary requirements; and home-school liaison.

### Guidance on the evaluation of aspects of behaviour, personal development and welfare

202. Reviewers must make clear evaluations in the report text on:

**behaviour**

**personal development (including SMSC) and**

**welfare.**

Each must be evaluated, using the relevant grade descriptor, so schools and readers understand the separate judgements.

203. An overall evaluation must be made of behaviour, personal development and welfare, using the most appropriate overall grade descriptor.

204. Reviewers will evaluate behaviour using evidence seen during the review as well as evidence of trends over time<sup>30</sup>. Documentary evidence may show how the school seeks to tackle any poor behaviour and any improvement this has brought about over time. This picture will be triangulated through discussions with and observations of pupils at break times, lunchtimes and between lessons.

205. Reviewers will consider whole-year data on attendance. They will compare the school's data with the Jersey average and the degree to which the school has shown success in

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<sup>30</sup> The school's documentary evidence and analysis, for instance in relation to punishments, racist and homophobic incidents and suspensions, will contribute to this evaluation.



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meeting Jersey's target for attendance. Significance will be attached to the school's reduction of persistent absence<sup>31</sup> if the data suggest that this has been high in the past.

206. Reviewers will observe and consider the school's data on pupils' punctuality. If punctuality is unsatisfactory, they will describe in the report its effect on learning and personal development. If punctuality is unsatisfactory, the report will also comment on the effectiveness of the school's efforts to improve it and the way the school helps pupils and parents to appreciate its importance.
207. Reviewers will assess the school's use of suspension, including the rates, patterns and reasons for suspension, as well as any differences between groups of pupils. They will note particularly the degree to which pupils with special educational needs are suspended and how the school justifies such suspensions as being in these pupils' best interest.
208. Reviewers will consider all available evidence of the behaviour, personal development and welfare of pupils attending off-site provision for which the school has responsibility. (See footnote 29)
209. Reviewers will draw on available evidence of the views of parents, staff, governors and other stakeholders about the behaviour of pupils and the school's effectiveness in dealing with behaviour issues.
210. Reviewers must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.
211. Reviewers evaluate the experience of vulnerable individuals and groups, such as pupils for whom referrals have been made (checking how the referral was made and the thoroughness of the follow-up), pupils with disabilities and those who have special educational needs, looked after children, those with medical needs or with mental health needs. Reviewers must look at a small sample of case studies about the experience of these pupils.
212. Reviewers will scrutinise samples of key documents relating to the welfare and safety of pupils, including the safeguarding policy, a small number of risk assessments and the curriculum for personal, social and health education. They will triangulate written evidence through discussions with pupils.
213. Where a school has an ARC for which it has leadership and management responsibility, reviewers will include its provision in the evaluations described above. Attention will be given to the welfare of pupils educated in an ARC, including their relationships with other pupils in the school and their inclusion in school activities. (Specific guidance is offered at Appendix 13: Additional Resource Centres (ARCs).)

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<sup>31</sup> Persistent absence is counted where a pupil is absent for 10% of available sessions. The persistent absence rate is the percentage of pupils who, over a full school year, are persistently absent. This figure is likely also to be calculated in-year by schools as part of their monitoring arrangements. In-year, the persistent absence rate would be calculated as the percentage of pupils who have missed 10% of the available sessions up to the chosen point in the school year.

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214. Reviewers must relate their judgements on safeguarding (Leadership and Management) to evaluations of welfare, particularly where this is judged to be fair or to require significant improvement.
215. The report must make specific evaluations about any ARC which is part of the school, including its provision for the welfare and personal development of its pupils.
216. Evidence must be gathered of the effectiveness of pupils' **spiritual, moral, social and cultural development (SMSC)**. The four areas must be evaluated separately but the overall evaluation in the report needs only to remark on particular strengths or weaknesses in the context of pupils' personal development. It is not necessary to comment in detail on each of the four elements.

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### Grade descriptors for behaviour, personal development and welfare

*Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team. Where reference is made to benchmark figures, reviewers should rely on the interpretations provided in CYPES data reports.*

#### Outstanding

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- **Many pupils learn with growing independence, for instance by reading widely or carrying out self-directed practice, or research. This is effective in nurturing their interest, knowledge, understanding and skills. The school provides productive encouragement of independent study.**
- Pupils value their education; they are punctual and rarely miss a day at school. Average attendance is above the Jersey average and at least in line with Jersey targets. Rates of persistent absence are low. This picture has been sustained. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had high rates of absence is rising quickly.
- **Pupils' very good conduct** arises from the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Low-level disruption is extremely rare. For individuals or groups with particular needs, there is sustained improvement in behaviour.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental wellbeing. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- Provision for any pupils with the most complex special educational needs is outstanding in the way it promotes personal development, welfare and wellbeing.

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### Good

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive and this has a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- **The school encourages pupils to learn independently. A significant proportion respond well, for instance by reading around a topic, undertaking personal research or practising a skill. This may arise from directed school assignments or from their own developing interests.**
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Attendance is at least in line with Jersey averages and few pupils are persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously been persistently absent is showing marked and sustained improvement. Punctuality is good, and averages are at least in line with the Jersey average.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school offers an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with behavioural needs.
- Where a school has pupils on roll with significant behaviour difficulties, they are handled effectively. As a result, there is no substantial negative impact upon the learning or wellbeing of the other pupils.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' wellbeing. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens in a modern, multicultural society.
- Provision for any pupils with the most complex special educational needs is effective in promoting personal development, welfare and wellbeing.

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### Fair

- Pupils are safe, and they feel safe.
- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not consistently good.
- Pupils' confidence, pride in their work and their attitudes are mainly positive. However, there are some shortcomings, which stand in the way of pupils' progress and mar the positive ethos of the school.
- Pupils listen to others' ideas and views but do not always value them or build on them.
- Most pupils are punctual and prepared for lessons. Some are not.
- **A number of pupils show growing independence and personal interest in their studies, for instance by carrying out additional practice, reading or research.**
- Punctuality is, on average, somewhat below the Jersey average; a small minority of pupils frequently arrive late for school. Overall attendance is low compared with the Jersey average for the last full year and there is little sign of improvement. Persistent absence is somewhat above Island averages.
- Pupils work with the school to tackle and prevent any occurrences of bullying.
- Pupils' spiritual, moral, social and cultural (SMSC) development generally helps them to think about and take responsibility for their actions as good citizens. There may be some aspects of SMSC which receive limited coverage as part of the planned curriculum.
- Provision for any pupils with the most complex special educational needs is mainly effective in the way it promotes personal development, welfare and wellbeing.

### Requires significant improvement

Personal development, behaviour and welfare are likely to require significant improvement if **any one of the following applies**.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils shows a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils generally, or significant groups of pupils show negative attitudes; they do not appreciate the necessity for good manners and behaviour in school life, adult life and work.
- **Pupils rarely show the interest to do more than is required of them, for instance by working with some independence.**
- Attendance is, on average, consistently low for all pupils or groups of pupils and shows little sign of sustained improvement. Overall attendance is well below Jersey averages for the last complete year. Punctuality compares poorly with Jersey averages.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school.
- There are significant weaknesses in provision for the welfare and personal development of any pupils with the most complex learning difficulties.

### The effectiveness of teaching

#### Overview

217. Teaching is evaluated on the basis of the learning it brings about. Evaluations should always focus on the **effect** of teaching, rather than any assumed strength or weakness of teachers' methods. Although certain teaching techniques are likely to have a bearing on learning, they should be only evaluated in terms of their observed effect on pupils' learning and response.
218. Due account must be taken of the degree to which all pupils (including more-able pupils, pupils who speak English as an additional language, pupils in receipt of Jersey Premium, pupils with disabilities, pupils with special educational needs, looked after children, boys and girls, summer-born pupils) are enabled through the teaching they receive to make good progress.
219. Classes may have support staff present. However, the responsibility for each child's learning and progress always rests with the designated teacher. The teacher is responsible for the deployment and effectiveness of the support staff.
220. Effective teaching will involve high expectations of all pupils. Less-able pupils will generally be expected to keep up with the programme of study, not to fall behind. Pupils (including the more-able) who grasp the ideas in a topic will be identified and will have their learning deepened, particularly in the later phases of a topic, through challenging activities. As a result, most pupils will frequently be challenged with work and activities which are slightly beyond their comfort zone.
221. Assessment is viewed (in the context of teaching) as the means by which teachers measure their own success and identify, in the short term, any need to revise, reinforce or re-teach work to the class or individuals within it. Good assessment, informal and formal, will ensure all pupils maintain good rates of progress and few fall behind. Summative assessment will be accurate and based on a well-structured and regular programme of formative assessments.
222. Evidence of the effectiveness of teaching will be found in direct observation as well as in what pupils say about their learning and the quality of work in their books. Achievement is the ultimate indicator of the effectiveness of teaching and learning over time.
223. Reviewers should establish the degree to which teaching as observed is typical for the pupils being taught. Discussions with pupils and the progress shown in their work will be used as indicators of the consistency of approach over time.

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## Sources of evidence

Reviewers will gather a considerable amount of first-hand evidence. This will include the following:

<b>Key Stages 1, 2, 3 &amp; 4 (also relevant to early years and 16 to 19 provision)</b> See also the sections on early years and 16 – 19 provision (later in this Handbook)
Observing pupils, teachers and teaching assistants during lessons, including lesson segments of direct instruction and independent work. Evaluating the effectiveness of teachers' preparation in ensuring all pupils make progress over time.
Looking at pupils' work and talking to them about their learning. Evaluating the impact of teaching, including feedback and marking, and of the way work is sequenced and planned. Evaluating pupils' effort and success in completing their work over time and the degree to which improvement is shown. Evaluating the degree of challenge provided for individual pupils <sup>32</sup> . Evidence of the degree to which teachers' feedback, written and oral, is used by pupils to improve their work, knowledge, understanding and skills.
Discussions with pupils, particularly in primary schools, about their reading. Hearing pupils read (see paragraph 230 and what follows).
Discussions with teachers (and teaching assistants) about aspects of teaching, learning and assessment.
Discussions about assessment methods, what data show and the school's responses to this.
Relating observational evaluations to assessment information provided by the school and to results of tests and examinations.
Considering the school's evaluations of teaching, including the degree to which these take into account: data; the rigour of assessment; pupils' work; and learning in lessons.
Scrutiny of reports and any other assessment information provided to parents.
Considering the views of parents and staff, for instance as shown in surveys and in discussions.
Specialist observation of the teaching of any pupils with the most complex learning difficulties. This will evaluate the effectiveness of approaches to assessment, and for communicating with pupils, engaging them and enabling them to make appropriate progress in the context of their needs.

## Additional guidance on the evaluation of the effectiveness of teaching

**224. Reviewers will not grade the effectiveness of teaching in individual lessons or learning walks.** They will, however, identify clearly any strengths and any shortcomings which help

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<sup>32</sup> Although there are times when simple practice is appropriate to build fluency, for instance in mathematical computation, a regular pattern of 'getting it right first time' might indicate that the work is too easy.

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to explain the achievement and learning of pupils, either in individual parts of the school or in the school as a whole.

225. Reviewers will **evaluate and grade the effectiveness of teaching in the school as a whole** by considering the extent to which:

- Teaching is well-prepared, so ensuring time is used efficiently and pupils learn well
- Teachers and other staff have consistently high expectations of what each pupil can achieve, including the more-able and those in receipt of Jersey Premium
- Teachers and other staff have a secure understanding of the learning needs and development of the age group they are working with and ensure the work tackled provides challenge and develops a suitable degree of independence
- Teachers have relevant and sufficiently detailed knowledge and understanding of the subjects they teach
- Teachers explain the work clearly and communicate well with their pupils so they tackle work confidently and develop good levels of understanding
- Any groups of pupils receiving support from teaching assistants are encouraged to tackle sufficiently demanding work and to develop appropriate independence
- Assessment information on pupils' starting points and development is informed by good communication with parents and any previous settings in which children have received education and care
- Assessment information is gathered regularly so teachers know what pupils already understand and can do. Any pupils who are in danger of falling behind, and those who need additional support, are identified. Because of careful planning and appropriate provision, such pupils are enabled to make good progress and few fall behind
- Pupils understand how to improve as a result of feedback (written or oral) from their teachers<sup>33</sup>
- Information provided to parents and carers enables them to understand how their children are doing in relation to the standards expected, what their children need to do to improve, and how they might help them to do so
- The values of the school are evident in the teaching so there is a consistency of ethos through which pupils know how they will be treated and what is expected of them, particularly when they are taught by a variety of subject teachers
- Equality of opportunity and recognition of diversity are promoted through teaching and learning
- English, mathematics and the social skills necessary for pupils to function as economically active members of society are promoted throughout the curriculum.

226. When evaluating the effectiveness of teaching, reviewers will consider:

- Pupils' views about the work they have undertaken, what they have learned from it and their experience of teaching and learning over time
- Parents' views about the effectiveness of teaching, whether they feel their children are challenged sufficiently
- Whether work in all year groups, particularly in key stage 3, is demanding enough for all pupils

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<sup>33</sup> The youngest pupils, typically in nursery settings, would not be expected to respond in this way to feedback on learning, although day-to-day interaction with teachers and other adults is expected to make a strong impact on their social and cognitive development.



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- The degree to which the learning environment supports and promotes learning, including the effective use of resources, displays and working walls.

227. In evaluating the accuracy and impact of assessment, reviewers will consider how well:

- Teachers use assessment for establishing pupils' starting points, so no time is wasted at the beginning of a school year
- Information at transition points between schools (or departments within schools) is used so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly significant between early years and Key Stage 1, and between Key Stages 2 and 3
- Teachers use ongoing assessment and testing to identify pupils who require work with extra depth and challenge and those who require support to make progress and so achieve the expectation for their year group
- Summative assessment draws on a range of evidence of what pupils know, understand and can do across the subject or aspect of the curriculum and the way this has developed over time
- Teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

228. Reviewers should note that no particular method of tracking pupil progress is expected.

229. In reviewing the effectiveness of teaching for pupils with the most complex learning difficulties, special note will be taken of the degree to which teachers and other staff show:

- Refined skill in finding and applying the most effective approaches to communicating with, relating to, and teaching children
- Acute skill in assessing progress and recognising the smallest steps, as well as more significant strides in learning, and use it to guide provision and teaching
- Highly effective teamwork, where collaboration, communication and planning lead to highly effective development of each pupil
- Provision supported by the sharing of effective practice and strong opportunities for learning and development of team members
- Support for learning and independence which does not compromise pupils' independence.

### **Additional guidance on reviewing the impact of the teaching of reading, writing and oral communication**

230. The key skills of reading, writing and oral communication enable pupils to access different areas of the curriculum. Reviewers will, therefore, consider the impact of the teaching of reading, writing and oral communication and the way this affects achievement across the range of the school's provision. They will consider the extent to which the school intervenes to provide support for improving pupils' skills in these areas, especially those pupils at risk of underachieving.

231. During the review of primary schools, reviewers must listen to children reading. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them. This is to find out how effectively the school is teaching reading and to assess whether the pupils are equipped with phonic strategies which might enable them to tackle unfamiliar words.

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232. There may be occasions when reviewers need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools.
233. Reviewers should decide which pupils they will listen to read, taking into account the school's progress information and published data on reading and other information such as lesson observations. Reviewers should hear children read from books that are appropriate to their age, including from previously unseen books.
234. When listening to younger children read, reviewers will also evaluate the impact of phonics teaching and the degree to which this is enabling pupils to tackle new words.

### Additional guidance on reviewing the impact of the teaching of mathematics

235. When evaluating the effectiveness of a school's work in mathematics reviewers will consider in the mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching:
- Fosters mathematical understanding of new concepts and methods, including teachers' explanations, and the way they require pupils to think and reason mathematically
  - Ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it effectively and apply it fluently and accurately to calculations (mental and written)
  - Uses appropriate resources and approaches to enable pupils in the class to understand and master the mathematics they are learning
  - Enables pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught
  - Enables pupils to apply their mathematical knowledge and skills in other subjects in the curriculum, where appropriate.
236. Reviewers should consider whether there is significant inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets or classes. This will include consideration of teaching by non-specialist teachers of mathematics in secondary schools. This evaluation will take into account assessment information provided by the school and published data on national tests and examinations.

### Reviewing the effectiveness of teaching in any off-site provision

237. Reviewers will consider all available evidence of the effectiveness of teaching at any off-site provision for which the school has responsibility. (See footnote 29)

### Grade descriptors for the effectiveness of teaching

*Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team. Where reference is made to benchmark figures, reviewers should rely on the interpretations provided in CYPES data reports.*

#### **Outstanding**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what they can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Any teaching assistants are deployed highly effectively and contribute strongly to pupils' outstanding progress.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. As a result, pupils make outstanding progress in lessons and over time.
- Pupils love the challenge of learning and show resilience in the face of difficulties. They are curious and interested. They seek out and use new information to develop and deepen knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Teaching of pupils with the most complex special educational needs shows exceptional skill in assessing and planning small and appropriate steps and ensuring the best-possible progress is made.

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### Good

- Teachers prepare lessons effectively to help pupils learn well. Lesson time is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to catch up.
- Teachers have secure subject knowledge. Their planning for learning sustains pupils' interest and challenges their thinking. Teachers use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers and any teaching assistants give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teaching assistants are deployed efficiently and contribute strongly to pupils' progress.
- Teachers develop pupils' reading, writing and communication (and where appropriate, mathematics) across the curriculum. For younger children, in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they apply themselves and make strong progress. As a result of this, pupils make good progress in lessons and over time.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretch their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.
- Small steps of progress are planned and assessed well for pupils with the most complex special educational needs. These pupils generally make good progress in relation to their starting points and learning needs.

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### Fair

- The effectiveness of teaching is not yet good. As a result, pupils' progress is also not yet good.
- Although a large majority of teaching brings about solid progress, this is not consistent.
- There are some shortcomings in the progress made by particular teaching groups or in particular subjects. This may be because of shortcomings in the way work is planned and sequenced or in the way time and resources are used.
- Most teaching captures pupils' interest and secures their involvement. However, this is not always the case and some learning is adversely affected by inattention or lack of involvement.
- Teaching assistants contribute to pupils' learning and mainly encourage their independence. However, in some cases they may make pupils over-reliant or use time inefficiently.
- Pupils are given oral or written feedback on their work. However, they do not always respond adequately to feedback, with the result that its effect on progress is sometimes limited.
- Teachers give some opportunities for pupils to use reading, writing, communication, and mathematics across the curriculum. This has some effect in practising and developing skills but is not well-enough planned to make a strong impact.
- Although pupils are generally willing to learn and to participate, they generally go no further than to do what is required of them and their enthusiasm for learning is somewhat limited.
- The school gives parents information about how well their child is progressing, but this does not relate well-enough to the standards expected for their age and gives limited information about what their child needs to do to improve.
- Teachers generally challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers mainly promote equality of opportunity and diversity, but this is not particularly strong or evident.
- Teaching for pupils with the most complex special educational needs mainly leads to appropriate progress but there are shortcomings. Assessment and provision are not always well-enough matched to pupils' learning needs.

### Requires significant improvement

*The effectiveness of teaching is likely to require significant improvement if **one or more of the following applies:***

- Teaching is often inadequately prepared or is pitched inappropriately. As a result, pupils are prevented from making the progress they should, including meeting the standards expected for their age.
- Weak assessment means teaching does not meet individual pupils' needs and does not resolve difficulties at a sufficiently early stage. Pupils' ongoing misunderstandings stand in the way of progress.
- Pupils, or particular groups of pupils, are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently over time.
- Pupils cannot communicate, read, write or apply mathematics as well as they should. As a result, they do not make sufficient progress in developing knowledge, understanding and skills and are unable to access the curriculum adequately.
- Adults do not promote equality of opportunity or an understanding of diversity effectively. This prevents the success of individuals or groups of pupils.
- The learning and development of pupils with the most complex special educational needs have significant weaknesses because of shortcomings in teaching.

## The effectiveness of leadership and management

### Overview

Leadership and management are complementary terms which, together, encompass:

#### *Vision, ethos and ambition*

- Leaders' vision and ambition for the school and the degree to which these are shared and understood by staff, parents and pupils
- The aspirations and expectations of academic excellence and the degree to which these permeate the way the school operates
- Leaders' expectations for positive social behaviour among pupils and staff, so that respect and courtesy are the norm.

#### *School improvement*

- Viewing school improvement as an iterative annual process. Each cycle begins with self-evaluation and is followed by planning and action, targeted at making an impact and bringing about measurable change and improvement. The effectiveness of actions and the degree to which targets have been met are evaluated before the cycle begins again
- As part of the above:
  - Gathering information systematically to support accurate evaluation of effectiveness
  - Analysing and evaluating the above information critically, using available benchmarks and well-informed professional judgement
  - Identifying key strengths and key areas needing change and/or improvement in all aspects of the school's provision
  - Making plans which show clearly how the weaknesses identified will be improved. Plans are likely to show in a quantifiable way what must be achieved
  - Ensuring that plans, and their implementation, secure well-paced, measurable improvement.

#### *Playing a part in supporting improvement across Jersey*

- Whether the school has played a part in supporting improvement in Jersey. The most successful schools might, for instance, offer advice, training or counselling to staff in one or more institutions which need help in making improvements. This sort of support may have been organised through CYPES. Reviewers will explore the nature of the support offered and the effect this may have had.

#### *Curriculum*

- The breadth, balance and aspiration of the school's curriculum, including the full implementation of the Jersey Curriculum, and its contribution to pupils' personal and social development
- The degree to which the school's curriculum enables all pupils to achieve well, motivates them to do so and supports their behaviour, personal development and welfare
- How well the school evaluates the effectiveness of its curriculum and ensures it is implemented fully, consistently and effectively by teachers and other staff
- The quality and range of the extended curriculum and the degree to which it enables pupils to enhance their knowledge, understanding and confidence, for instance in a range of artistic, creative, vocational and sporting areas
- How well the school prepares pupils positively for life in a modern, multicultural society
- The degree to which it promotes fundamental values of democracy, the rule of law, individual liberty and mutual respect

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- Whether pupils' curricular experience is appropriate and consistent in different parts of the school. For instance, whether pupils at the top of primary schools continue to enjoy a wide range of subjects or whether their experience is diminished by undue emphasis on preparation for end-of-key-stage assessments
- Similarly, whether pupils throughout secondary schools receive a consistent and appropriate offer of physical education and of cultural opportunities, for instance in music.

### *The effectiveness of teaching*

- The effectiveness of the actions taken by leaders to secure and sustain improvements to teaching, so ensuring that all pupils receive education of high quality
- How well leaders recruit and retain an effective teaching staff
- The quality of continuing professional development for teachers at all stages of their careers and the way the school builds leadership capacity
- How leaders use performance review and appraisal, including setting rigorous targets, to support and improve teaching.

### *Ensuring progress for all pupils*

- The way leaders encourage high expectations of all pupils, including lower-attainers and those with special educational needs
- The way leaders monitor the progress of groups of pupils and individuals to ensure that none fall behind, and none underachieve.

### *Ensuring equality*

- The promotion of all forms of equality and respect for all people.

### *Engagement with stakeholders*

- How well leaders engage with parents, carers and external agencies to support and enrich the experience of all pupils.

### *Efficient use of additional funding*

- How effectively leaders use additional or targeted funding, including Jersey Premium, SEN delegated funding and other specific grants
- The degree to which leaders measure the impact of specific funding on achievement.

### *Safeguarding and safety*

- The effectiveness of safeguarding procedures
- The effectiveness of the school's curriculum to raise pupils' awareness and so keep them safe from the dangers of abuse, sexual exploitation, radicalisation and extremism
- The way the school's site, buildings, equipment and routines are managed<sup>34</sup> to minimise risk to pupils' safety and wellbeing.

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<sup>34</sup> This would include audits of the school's buildings and site, including its security; the organisation of supervision; the training of staff (for instance in first aid) and the regular use of fire drills.

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### *The effective organisation of leadership*

- Ensuring that staff at all levels of leadership have clear responsibilities for improving provision and the achievement of pupils and that they are effective in doing so.

### *Off-site provision*

- Where the school has responsibility for off-site provision, which leaders effectively monitor, evaluate and exercise control over this provision in order to ensure the best achievement for their pupils. (See footnote 29)

### *Governance*

- Where there are governors, their effectiveness in holding the school to account for meeting the school's aims and objectives and for ensuring the best educational achievement for pupils, acting on behalf of the communities they serve.

(See Appendix 9: Education (Jersey) Law 1999 - governing bodies and Appendix 10: Governors' Handbook.)



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### Sources of evidence

The chart below shows the main sources of evidence for the evaluation of the specified aspects of leadership and management.

Aspect	Sources of evidence
Vision, ethos and ambition	<ul style="list-style-type: none"> <li>• Discussions with leaders, teachers, pupils and parents</li> <li>• The targets set in the development plan and evidence that previous plans have brought about tangible and significant improvement</li> <li>• The ethos of the school, including pupils' behaviour, etc.</li> </ul>
School improvement	<ul style="list-style-type: none"> <li>• Self-evaluation document</li> <li>• Development plan</li> <li>• Written or oral evidence of improvement over time</li> <li>• Evidence of support provided to other schools, and the effect this may have had<sup>35</sup>.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>• What pupils and parents say</li> <li>• Planned curriculum and relevant timetables</li> <li>• Evidence of pupils' work</li> <li>• Observation of extra-curricular activities. The school's records, showing the range of opportunities, the uptake by pupils and retention rates.</li> </ul>
Effectiveness of teaching	<ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Current effectiveness of teaching</li> <li>• Evidence offered by the school of improvements or changes</li> <li>• School's analysis of the effectiveness of teaching and the evidence on which it is based.</li> </ul>
Ensuring progress for all pupils	<ul style="list-style-type: none"> <li>• The ethos of the school</li> <li>• Achievement</li> <li>• Processes followed to check on each child's progress and to intervene if necessary.</li> </ul>
Ensuring equality	<ul style="list-style-type: none"> <li>• What is said and what is observed</li> <li>• Data analysis for groups.</li> </ul>
Engagement of stakeholders	<ul style="list-style-type: none"> <li>• School documentation</li> <li>• What parents say</li> <li>• Records of agency involvement for vulnerable pupils.</li> </ul>
Efficient use of additional funding	<ul style="list-style-type: none"> <li>• Identification of additional funding</li> <li>• The school's evidence that spending has made an impact.</li> </ul>
Safeguarding and safety	<ul style="list-style-type: none"> <li>• See Appendix 4: Summary of safeguarding and child protection arrangements</li> <li>• What pupils say</li> <li>• Information provided by the school, including interviews with key staff</li> </ul>

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<sup>35</sup> The most successful schools are expected to collaborate with CYPES in offering support to other Jersey schools.

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	<ul style="list-style-type: none"> <li>• Curriculum information</li> <li>• Records of management activity to minimise risk.</li> </ul>
The effective organisation of leadership	<ul style="list-style-type: none"> <li>• Lists of staff with leadership responsibility</li> <li>• Self-evaluation and documentation</li> <li>• Discussions with groups of leaders at different levels of seniority.</li> </ul>
Off-site provision (only where the school has leadership responsibility)	<ul style="list-style-type: none"> <li>• Records of visits and monitoring</li> <li>• Discussions</li> <li>• Visits to the off-site provision.</li> </ul>
Effectiveness of governors (where relevant)	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Discussions.</li> </ul>

### Additional guidance on the evaluation of leadership and management

238. Reviewers will obtain a range of evidence from meetings with leaders and governors and first-hand evidence of their work across the school. They will use documentary evidence provided by the school, evaluating the impact of leaders' and any governors' work, in conjunction with first-hand evidence. Responses to the staff questionnaire and the parents' questionnaire will also provide useful evidence for evaluating the culture that has been established in the school by leaders and managers.
239. Reviewers should consider any evidence the school has gathered by surveying the staff. They should find out how leaders and managers have responded to concerns raised by staff or parents. This might include, for example, the way teachers are supported by senior leaders to tackle low-level disruptive behaviour.
240. Reviewers will always report on the school's activity to survey staff. They will do this in the 'information about this review' section of the report.

### Safeguarding

241. In judging the effectiveness of leadership and management, reviewers **must** evaluate whether the school's arrangements for safeguarding pupils are effective. (See Appendix 4: Summary of safeguarding and child protection arrangements.)

### Equality of opportunity

242. Reviewers will report on the achievement of pupils with disabilities and those who have special educational needs. This includes reporting on the pupils in any ARC and the extent to which the education the school provides meets the needs of these pupils, ensures equal access to activities and resources and ensures their treatment by other pupils does not undermine their personal development or success.
243. Analysis of data for different pupil groups and observations of any grouping arrangements during teaching should provide evidence of the degree to which the school promotes equality of opportunity or limits it as a result of its provision.

### Use of Jersey Premium

244. Reviewers will gather evidence about the use of Jersey Premium in relation to the following key issues:

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- The level of funding received by the school in the current academic year and levels of funding received in previous academic years
- How leaders have spent Jersey Premium, their rationale for this spending and its intended impact
- Any improvements made to the learning, progress and personal development of disadvantaged pupils as shown by data, information provided by the school and first-hand evidence.

245. Where the school has received external support, reviewers will evaluate and report on the quality and the impact of the external support.

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### Grade descriptors for the effectiveness of leadership and management

*Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team. Where reference is made to benchmark figures, reviewers should rely on the interpretations provided in CYPES data reports.*

#### **Outstanding**

- Leaders and governors have created a culture that enables pupils and staff to thrive and excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. The school's curriculum and culture make a very positive impact on pupils' personal development.
- Leaders focus on consistently improving achievement for all pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for Jersey Premium pupils. Progress for these pupils is improving across the subjects of the curriculum, including in English and mathematics and is at least in line with that for other pupils.
- Leaders have a deep, accurate understanding of the school's effectiveness, informed by internal evaluation processes, including gathering the views of pupils, parents and staff. They use their evaluations to keep the school improving by focusing on the impact of their actions in key areas. Leaders monitor and improve their plans to ensure improvements are made effectively and efficiently.
- Leaders use performance, review and appraisal effectively, so it leads to professional development and actively supports teachers' improvement.
- The school has collaborated with CYPES to provide effective support for school improvement in other Jersey schools.
- Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The curriculum is broad and balanced. The way it is taught and timetabled offers very good motivation for pupils to learn. The range of subjects, courses and extra-curricular provision helps pupils to develop deep learning in all aspects of the courses they study. The range of subjects available is comprehensive. As well as demanding academic learning, the school offers wide and effective opportunities for physical, artistic, personal and social development. The use of computing across the curriculum and in extra-curricular activities supports learning very well. Extra-curricular activities make a very strong contribution to developing pupils' personal interests and enthusiasms.
- Pupils' spiritual, moral, social and cultural development are at the heart of the school's work. Its curricular provision encourages pupils to live with tolerance and understanding in our modern multicultural society.
- Leaders promote equality of opportunity exceptionally well for both pupils and staff. As a result, the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external agencies to support pupils who are at risk.
- Leaders' work in an exemplary way to protect pupils from radicalisation and extremism. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training ensures staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

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### Good

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress and personal development of all pupils at the school.
- Leaders are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in the progress of pupils who receive Jersey Premium. Their rate of progress is improving well, including in English and mathematics.
- Leaders have an accurate and comprehensive understanding of the quality and effectiveness of education at the school. This helps them plan, monitor and refine actions to improve key aspects of the school's work.
- Leaders use performance, review and appraisal effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the professional development provided by the school. It is having a positive impact on their teaching and pupils' learning.
- Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education. This supports their good progress. The curriculum also contributes well to pupils' behaviour, their welfare, their safety and spiritual, moral, social and cultural development. The extra-curricular offer makes a good contribution to developing pupils' personal interests and enthusiasms.
- Leaders consistently promote values which enable pupils to live with tolerance and understanding in our modern multicultural society.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

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### Fair

- Leadership and management are not yet good.
- Safeguarding is effective.
- Leaders make their expectations clear to pupils and staff and this has had some positive effects. There are positive relationships between leaders, staff and pupils. Leaders' lead by example, resulting in a generally tolerant and positive ethos, which supports the progress of the great majority of pupils at the school.
- Leaders' actions have led to some improvements in achievement and the effectiveness of provision. The school's actions have begun to improve the progress of pupils who receive Jersey Premium, including in English and mathematics.
- Leaders have a fairly accurate understanding of the quality and effectiveness of education at the school. They use this knowledge to plan for improvement, although some important shortcomings have not yet been resolved.
- Teachers value the professional development provided by the school, which has had some effect on improving their knowledge and skills. As yet, there is only a limited impact upon pupils' learning.
- Leaders use performance, review and appraisal effectively to improve teaching. They show some convincing evidence of particular improvements.
- Teaching is mainly good across the school, but some weaknesses persist, and so pupils' progress is only fair.
- The curriculum provides a range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in most aspects of their education. The curriculum mainly contributes positively to pupils' behaviour and welfare and their spiritual, moral, social and cultural development. Some aspects of the curriculum are not as well-planned as they should be, so pupils do not cover all the work they need in order to achieve well. Extra-curricular provision offers pupils some opportunities to extend their achievement and range of interests.
- Leaders promote values to enable pupils to live in a modern, multicultural society. They promote equality of opportunity and diversity, resulting in a generally positive school culture. Staff and pupils understand the need to prevent any form of direct or indirect discriminatory behaviour and generally show success in doing so.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and there is some evidence that most staff encourage open discussion with pupils about relevant issues.

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### Requires significant improvement

Leadership and management are likely to require significant improvement if **one or more of the following applies:**

- Capacity for securing further improvement is limited and the improvements leaders and any governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle weak teaching. The current effectiveness of teaching impairs the progress of pupils, including those who are disadvantaged, disabled or have special educational needs.
- Leaders are not aware of, or are not taking effective action to, stem the decline in the progress of pupils, including those in receipt of Jersey Premium.
- The unbalanced, incoherent or poorly planned curriculum fails to meet the needs of pupils or particular groups of pupils. It does not lead to sufficient learning for pupils to achieve well.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in a modern, multicultural society.
- Leaders are not taking effective steps to secure good behaviour from pupils and do not ensure a consistent approach to discipline.
- Leaders undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views. As a result, some pupils' learning and personal development are compromised.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet requirements, or they give serious cause for concern. Insufficient action may have been taken to remedy shortcomings following a serious incident.
- Leaders are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

### Reviewing the effectiveness of the early years provision: quality and standards

246. Reviewers must prepare a summary of their findings for the four key areas of this Handbook as they relate to early years provision. Reviewers must provide a grade description for each of the four key areas. Where appropriate, they should also propose recommendations for inclusion in the report.
247. The summaries, grade descriptions and any recommendations must be considered in relation to the four sections of the full report and will influence the overall evaluation of the school in each key area. Due weight must be given to early years provision during team meetings. The report must include identifiable sections relating to early years provision for each of the key areas.

#### Overview

248. Early years provision constitutes a phase in its own right. Although it contributes to children's readiness for Key Stage 1, its prime focus is on the broad development of the child, not simply on narrow academic preparedness.
249. Early years foundation stage is based on four overarching principles:
- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
  - Children learn to be strong and independent through positive relationships
  - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers, and
  - Children develop and learn in different ways and at different rates. The provision should cater appropriately for all children, including those with special educational needs and disabilities.



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### Sources of evidence – Early years foundation stage (EYFS)

Key evaluation	Sources of evidence
Achievement	<ul style="list-style-type: none"> <li>• Statistical reports on the early years foundation stage profile results for the last three years, comparing achievement with the Jersey averages</li> <li>• Direct observation</li> <li>• Assessments made by practitioners</li> <li>• The views of parents.</li> </ul>
Children’s behaviour, personal development and welfare	<ul style="list-style-type: none"> <li>• Direct observation of children at work and play</li> <li>• Use of the indoor and outdoor environment</li> <li>• The way the setting fosters all aspects of children’s personal, social and emotional development (wellbeing, confidence, involvement, engagement)</li> <li>• Assessment records, including overview reports and samples of individual records, such as ‘Learning Journeys’</li> <li>• Scrutiny of documentation, such as health &amp; safety and safeguarding policies</li> <li>• Views of parents and staff.</li> </ul>
The effectiveness of teaching	<ul style="list-style-type: none"> <li>• What parents say</li> <li>• Direct observation of the setting, including patterns of interaction with children in self-chosen activities. Observation of adult-directed activities and pupils’ learning and response. Scrutiny of samples of assessment records. Observing a small number of children to evaluate teachers’ recent assessments</li> <li>• Talking to children about their activities, evaluating the depth and quality of their learning and the interest engendered by their experiences</li> <li>• Observing children learning to read and using phonic skills. Information about the way the setting encourages pupils to read and to extend their learning at home</li> <li>• Considering all seven areas of the EYFS and making reference to the Characteristics of Effective Learning</li> <li>• Observation of, and discussion on, the provision for pupils with identified special educational needs or disabilities</li> <li>• Discussions with teachers, nursery officers and teaching assistants about aspects of teaching, learning and assessment</li> <li>• Discussions about assessment methods, what they show and the school’s use of this information to enhance learning.</li> </ul>
The effectiveness of Leadership and management	<ul style="list-style-type: none"> <li>• What parents say</li> <li>• Observations and evaluations of practice</li> <li>• Recent evaluations of the setting and its provision by the school’s leaders including the manager of the setting</li> <li>• Discussion with leaders of the setting about the way the needs of vulnerable pupils, including those known to be at risk, are met</li> <li>• Discussion about safeguarding, either for the school as a whole or for the setting in particular.</li> </ul>

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## Additional guidance

250. The early years curriculum and other requirements are described in the Statutory Framework for the early years foundation stage (2014)<sup>36</sup>. The assessment of five-year-olds is described in the EYFS Handbook 2016<sup>37</sup>. Development Matters in the early years foundation stage (The British Association for Early Childhood Education) provides helpful non-statutory information on the young children's developmental stages and also includes the Early Learning Goals<sup>38</sup>.
251. Assessment is carried out throughout a child's time in the early years. Information gathered helps practitioners to respond to individual children's needs and to plan for the class and for individuals within it.
252. A summative assessment is made in the final term of the year in which the child reaches age five. The early years foundation stage profile must be completed for each child. Practitioners must assess pupil's attainment in relation to the 17 early learning goals (ELG) descriptors. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the ELG (see footnote). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

253. Reviewers will judge the overall quality and standards of the early years provision, taking into account:
- Achievement
  - How well the provision contributes to children's behaviour, personal development and welfare
  - The effectiveness of teaching<sup>39</sup>

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<sup>36</sup> See:

[http://www.foundationyears.org.uk/files/2014/07/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_\\_with\\_clarification\\_note.pdf](http://www.foundationyears.org.uk/files/2014/07/EYFS_framework_from_1_September_2014__with_clarification_note.pdf)

<sup>37</sup> See: <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

<sup>38</sup> See: <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

<sup>39</sup> Teaching in the early years should not be taken to imply a 'top down' or formal way of working such as the approach which might be appropriate for older pupils. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes in to account the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.

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- The effectiveness of leadership and management.

254. Reviewers will consider:

- The proportions of children who have made typical or better progress from their starting points, including disabled children, those with special educational needs and the more-able
- The attainment of children at the end of reception compared with early years foundation stage profile national figures, including how well children are prepared for key stage 1
- Whether achievement is consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics
- How quickly disadvantaged children, and any groups that are underachieving, are catching up
- Children's enjoyment of learning, including their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically
- How well children behave, cooperate and share with each other, make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experience
- How well teaching nurtures, engages and motivates children and promotes their sense of achievement and commitment to learning
- The breadth of the curriculum and how well it is based on accurate assessment of children's learning and development, so that activities and experiences meet their needs
- The quality and impact of phonics teaching on children's reading development and writing
- How well all staff work with parents, engage them in their children's learning and keep them informed about their children's achievements and progress
- The rigour and effectiveness of systems to foster improvement, including:
  - monitoring the quality of provision and children's achievement
  - the professional development of staff
  - evaluation of the impact of actions taken
  - setting ambitious targets.
- How effectively leaders use additional funding and measure its impact on narrowing gaps in children's achievement and improving the progress they make
- The effectiveness of safeguarding procedures.

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## Grade descriptors for the effectiveness of the early years provision

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team.

### **Outstanding**

#### *Achievement*

- All children, including disabled children, those who have special educational needs, disadvantaged children and the more-able, are making substantial and sustained progress. They are well prepared for the next stage of education.
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.

#### *Children's behaviour, personal development and welfare*

- Children are highly motivated and very eager to join in. They demonstrate curiosity and imagination and show good concentration. They are responsive to adults and to each other.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control for their age, showing cooperation and respect for others.
- Children's health, safety and wellbeing are very well supported by the vigilant and consistent implementation of robust policies and procedures.

#### *The effectiveness of teaching*

- Teaching is consistently of a very high quality, effective in promoting learning and worthy of dissemination to others; it is responsive to children's needs.
- Teachers and other practitioners have high expectations of children. Provision across all areas of learning is based on accurate assessments of children's achievement and is planned with great care. As a result, every child experiences activities which stimulate them and develop their knowledge, skills and understanding very well.
- A stimulating environment and exceptional organisation of the curriculum provide rich, varied and imaginative experiences and develop children's independence very well.

#### *The effectiveness of leadership and management*

- Leaders have a very accurate picture of the strengths and areas for development in the setting. The implementation of well-focused plans has led to rapid improvements in achievement or has maintained the highest levels of achievement for all children over a sustained period.
- Leaders ensure that assessment approaches identify children's individual needs and any learning difficulties at an early stage. Highly effective partnerships with other agencies ensure rapid and effective intervention to assist pupils with special educational needs or disabilities in making outstanding progress from their starting points.
- Leaders and practitioners are effective in helping parents and carers, including those from different groups, to engage positively with their children's learning, in school and at home.
- Accurate and insightful evaluation of the impact of practitioners' work leads to improvements in practice and effective teaching. Professional development leads to measurable improvement in practitioners' effectiveness.
- Safeguarding is effective.

## Jersey Schools Review Handbook 2019

### Good

#### *Achievement*

- A large majority of pupils make at least typical progress from their starting points. Many make better progress than this. This picture includes disabled children, those who have special educational needs, disadvantaged children and the more-able. Children develop the key skills needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.

#### *Children's behaviour, personal development and welfare*

- Children are motivated and interested in a broad range of activities. They are keen learners and happy to join in. They listen well to adults and to each other.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment.
- Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.

#### *The effectiveness of teaching*

- Teaching is consistently good. Practitioners have generally high expectations of children based on generally accurate assessment of their skills, knowledge and understanding. They use their understanding of each child's development to ensure planned activities are generally engaging and challenging for all. The activities provided, and the quality of classroom interaction support all the areas of learning well.
- Parents and carers contribute to the setting's assessments of children's starting points and are kept well informed about their children's progress. They are encouraged to support their children's learning and development at home.

#### *The effectiveness of leadership and management*

- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- Safeguarding is effective.

## Jersey Schools Review Handbook 2019

### Fair

#### *Achievement*

- Most pupils make at least typical progress from their starting points. Some make better progress than this. There is a tail of lower achievement, which may include disadvantaged groups.
- Overall attainment in relation to the Early Learning Goals is somewhat below the average for Jersey, mainly because children lag behind in one or more of the basic skills of communication and language, literacy, mathematical development or aspects of their personal, social and emotional development.

#### *Children's behaviour, personal development and welfare*

- Children are mainly motivated to join in with planned activities. They mainly listen to adults and to each other. However, there is occasionally too much off-task behaviour and a lack of engagement.
- The environment is safe; however, there is sometimes a lack of care with equipment and apparatus.
- Children are learning to respect and celebrate each other's differences but there is sometimes disharmony between individuals, which occasionally stands in the way of their learning. There is evidence of some learning about cultures and traditions beyond children's immediate experience and the great majority of pupils respond positively to this.

#### *The effectiveness of teaching*

- Teaching is mainly effective. Much of the work promotes children's progress but some lack of monitoring means that this is not always the case. There is some lack of precision in classroom talk with the result that children's communication and language are less developed than they might be.
- Practitioners make assessments which provide a generally accurate picture of children's development and achievement. This information is provided in an accessible way to parents. However, the assessments made are not always used to plan, challenge or support those who need it.

#### *The effectiveness of leadership and management*

- Leaders and managers have a reasonably accurate picture of the strengths and weaknesses of the provision but have not identified some important shortcomings and so have not resolved them.
- Children with special educational needs and disabilities are generally identified. Efforts to support them are generally appropriate but may lack incisiveness or rigour.
- The curriculum is broadly appropriate but does not ensure every child makes the progress he/she should.
- Safeguarding is effective.

## Jersey Schools Review Handbook 2019

### Requires significant improvement

Elements of early years provision are likely to require significant improvement, and to influence negatively other evaluations in the report if **one or more of the following applies**:

#### *Achievement*

- Children or specific groups of children such as disabled children, those with special educational needs, those for whom the school receives additional funding, or the more-able do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need.
- Low attainment of any group shows little sign of rising. Differences in attainment between different groups shows little sign of closing or may be widening.

#### *Children's behaviour, personal development and welfare*

- Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that significantly hinders children's learning and/or puts them and others at risk.
- Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted.

#### *The effectiveness of teaching*

- Information from assessment is not accurate and not used well enough to enable children to make the progress they should.
- Strategies for engaging parents about their child's learning and development are very weak. As a result, parents do not know what their child is learning or how they can help them improve.

#### *The effectiveness of leadership and management*

- Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in a very narrow curriculum and weak teaching that is not matched to children's needs.
- Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.
- Safeguarding is ineffective.

## Reviewing the effectiveness of the 16 to 19 study programmes

255. Reviewers must prepare a summary of their findings for the four key evaluations of this Handbook relating to the 16 to 19 study programmes. They must provide a grade description for each of the four key areas. Where appropriate, they should also propose recommendations for inclusion in the report.
256. The summaries, grade descriptions and any recommendations must be considered in relation to the four sections of the full report and will influence the overall evaluation of the school in each key area. Due weight must be given to 16 to 19 provision during team meetings. The report must include identifiable sections relating to 16 to 19 provision for each of the key areas.

### Overview

257. Post-16 provision constitutes a phase in its own right. The following guidance is applicable in school 6<sup>th</sup> forms.
258. There is an enhanced focus, in this phase, on the extent to which provision prepares students effectively for the next phase of their learning.

### Sources of evidence

259. Refer to sections in this Handbook on the four key evaluations. The table below shows only additional sources of evidence relevant to 16-19 study programmes.

Key evaluation	Sources of evidence
Achievement	<ul style="list-style-type: none"> <li>Statistical reports on post-16 results for the last three years, comparing the school's progress and attainment outcomes with Jersey and English averages, where available</li> <li>Data on the proportions of learners completing and/or dropping out from their programmes of study, compared against Jersey and English averages, where available</li> <li>Data on the destinations, whether into employment or further study, of students completing their programmes of study</li> <li>The views, where available, of employers.</li> </ul>
Students' behaviour, personal development, and welfare	See Sources of evidence for schools as a whole.
The effectiveness of teaching	See Sources of evidence for schools as a whole.
The effectiveness of leadership and management	See Sources of evidence for schools as a whole.

### Additional guidance

260. Reviewers are required to write a section in the report that summarises the overall effectiveness of the 16 to 19 study programmes and to provide a grade for this.



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261. In order to allow 16 to 19 provision to be compared across Jersey, the grade descriptors below apply to sixth forms.

262. This framework does not apply to Highlands College.

263. Reviewers will judge the effectiveness of the 16 to 19 study programmes, taking into account:

- Achievement
- The personal development, behaviour for learning and welfare of learners
- The impact of teaching
- The rigour and effectiveness of systems put in place by leaders to drive improvement, including:
  - The monitoring of the quality of provision and learners' achievement
  - The setting of ambitious targets
  - The evaluation of the impact of actions taken
  - The professional development of staff.

264. Reviewers will consider how well study programmes:

- Are planned and managed
- Reflect the specific requirements of the qualifications sought by the learners
- Build on each learner's prior attainment and enable them to make progress and move on to a higher level of qualification when they are ready to do so.

265. Reviewers will judge the extent to which learners and, where appropriate, groups of learners:

- Receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future
- Develop personal, social, employability and independent learning skills, and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience
- Understand how to keep themselves safe and healthy, both physically and emotionally
- Make progress from their different starting points, remain on their study programme, and achieve their core aims<sup>40</sup>. This may include progress towards a **good grade in English or mathematics** if they have not already achieved one  
Progress to the planned next stage in their careers, such as a higher level of education or training, or to employment or an apprenticeship.

266. Reviewers will also consider whether arrangements for safeguarding learners are effective.

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<sup>40</sup> 'Core aims' constitute the largest qualification taken or the qualification(s) which contribute to at least 50% of the study programme.

### Grade descriptors: the effectiveness of the 16 to 19 study programmes

Note: Grade descriptors are not a checklist. Reviewers adopt a 'best fit' approach that relies on the professional judgement of the review team.

#### **Outstanding**

##### *Achievement*

- Throughout the time spent on their study programmes, learners and groups of learners generally make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any differences in the progress or retention of groups with similar starting points are closing.
- Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 2 and level 3 qualifications in terms of value added is above the English average across nearly all subjects.

##### *Learners' behaviour, personal development and welfare*

- Learners are generally confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills, undertake high quality non-qualification activities, and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and make a significant contribution to wider society and life in Jersey.

##### *The effectiveness of teaching*

- Teaching supports and challenges learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly. The more-able are enabled to excel.
- Learners whose achievement in either English or mathematics at KS4 has not reached entry level 3 standard<sup>41</sup> are registered for appropriate courses which generally enable them to catch up. A considerable majority make good progress and achieve the required standard<sup>42</sup>.
- High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.

##### *The effectiveness of leadership and management*

- Safeguarding is effective.
- Leaders pursue excellence. They improve provision and achievement rapidly and reduce achievement gaps between groups by monitoring the impact of teaching as well as study programme retention and learners' progress.
- Leaders plan, manage and evaluate study programmes systematically. As a result, the significant majority of learners are engaged in highly individualised and challenging learning that builds on their prior attainment and prepares them very well for future employment.

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<sup>41</sup> Level 3 courses in Jersey require at least GCSE grade C, or grade 4, in English and/or mathematics. See individual prospectus detail for the institution under review.

<sup>42</sup> Learners resitting GCSE from a grade D/grade 3 should progress to grade C/grade 4. Learners resitting from a starting point of grade E/grade 2 or below should progress to a GCSE equivalent level 1 or level 2 qualification which reflects their individual starting point.

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### Good

#### *Achievement*

- The great majority of learners and groups of learners make strong progress from their starting points. Differences in the progress or retention of groups with similar starting points are closing.
- The great majority of learners progress to higher levels during and after their study programme. They complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
- Progress on level 2 and level 3 qualifications in terms of value added is above average or improving across most subjects.

#### *Learners' behaviour, personal development and welfare*

- A large majority of learners are confident and conduct themselves well. They are punctual, and attendance is in line with benchmark averages. They are developing personal, social and employability skills, both within their courses and through high quality and relevant non-qualification activities and work experience.
- Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Jersey.

#### *The effectiveness of teaching*

- Teaching supports and challenges learners so that they make solid progress across all aspects of their study programmes. Learners who fall behind are identified and enabled to catch up. The more-able are stretched.
- Learners whose achievement in either English or mathematics at KS4 has not reached entry level 3 standard are registered on appropriately tailored courses to enable them to catch up. Most learners make good progress with many achieving the required standard.
- Impartial careers guidance ensures that learners undertake study programmes that build on their prior attainment and enable them to develop clear and realistic plans for their future.

#### *The effectiveness of leadership and management*

- Safeguarding is effective.
- Leaders have high expectations. They improve provision and show evidence of reducing achievement differences in groups by monitoring the impact of teaching and learners' retention, progress and skill development.
- Leaders plan and manage individualised study programmes systematically. As a result, the majority of learners are engaged in programmes that build on their prior attainment and prepare them well for future employment.

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### Fair

#### *Achievement*

- Although the progress of many learners is strong, a significant minority of learners or particular groups of learners make less progress than they should. In some study programmes. A significant minority fail to complete their course.
- Most learners progress to higher levels during and after their study programme. However, too many learners do not achieve qualifications that enable them to pursue their career aims or move on to sustained education, employment, training or an apprenticeship.
- Progress on level 2 and level 3 qualifications in terms of value added is around the average or improving for most subjects. Too many subjects achieve low value added, however, and are not improving quickly enough.

#### *Learners' behaviour, personal development and welfare*

- Most learners are confident and conduct themselves well. Their punctuality and attendance are somewhat below average. Most are developing personal, social and employability skills, both within their main courses, relevant non-qualification activities and work experience. Some groups of learners show unsatisfactory personal, social and employability skills or are inconsistent in their behaviour, attendance or punctuality.
- Learners are safe and feel safe. Most respect others and understand how to keep themselves safe and healthy and to contribute to wider society and life in Jersey. A significant minority do not make sensible choices in terms of keeping themselves safe and healthy.

#### *The effectiveness of teaching*

- Much teaching supports and challenges learners so they achieve expectations. However, in a minority of courses, learners make insufficient progress because expectations are not sufficiently high.
- Learners whose achievement in either English or mathematics at KS4 has not reached entry level 3 standard are registered on appropriately tailored courses to enable them to catch up. Many learners make progress but too many do not achieve the required standard.
- Impartial careers guidance ensures that most learners undertake study programmes that build on their prior attainment and enable them to develop clear and realistic plans for their future. However, a small minority of learners follow courses that are inappropriate either to their prior attainment or to their future career plans.

#### *The effectiveness of leadership and management*

- Safeguarding is effective.
- Leaders show a track record of making improvements. They monitor provision and identify achievement gaps between groups of learners. There is some evidence of improved achievement and the narrowing of gaps. In some courses and for a proportion of learners, however, the rate of improvement in standards and quality of provision is too slow.
- Leaders plan and manage a range of appropriate study programmes. As a result, most learners are engaged in programmes that build on their prior attainment and prepare them for future employment. However, a small minority of learners follow inappropriate study programmes.

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### **Requires significant improvement**

Effectiveness of the 16 to 19 programme is likely to require significant improvement if **one or more of the following applies:**

#### *Achievement*

- A significant minority of the learners underachieve, do not make adequate progress from their starting points or fail to complete their programmes of study.
- A significant minority of learners do not progress into relevant education, employment or training.

#### *Learners' behaviour, personal development and welfare*

- A significant minority of learners have poor personal, social and employability skills, behave inappropriately and have poor attendance.
- The learning environment is not safe.

#### *The effectiveness of teaching*

- Teaching, learning or assessment are poor; learners' needs are not met.
- Study programmes are insufficiently challenging or relevant to learners' prior attainment or planned next steps.

#### *The effectiveness of leadership and management*

- Leadership of 16 to 19 study programmes is ineffective and does not show sufficient capacity to identify weaknesses or make sustained improvements.
- Safeguarding is ineffective.

## Appendix 1: Definitions of spiritual, moral, social and cultural development

### Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of Jersey
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in a modern multicultural society
- knowledge of Jersey's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Jersey
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## Appendix 2: A note about the curriculum and assessment

### Assessment

This Handbook makes some reference to ‘English standards’. These mostly apply to pupils in key stages 4 and 5, who take some comparable UK-accredited courses at GCSE and post-16. This Framework therefore makes assumptions as follows:

- Approaches to, and use of, assessment and testing will follow the advice of CYPES
- Schools will plan their subject curricula on a year-by-year basis, based on the achievement expectations for each year group
- Judgements about the proportion of pupils achieving expectations will be based on the expected standards identified for each year group. Schools will evaluate the proportion of pupils who are keeping pace and making solid progress against the requirements of the Jersey Primary Assessment Framework (JPAF) and the Jersey Secondary Assessment Framework (JSAF)
- In primary schools, the ‘standards expected’ will be based on achievement in relation to the age-related expectations of the Primary Curriculum. Pupils will receive a judgement of ‘Emerging’, ‘Developing’ or ‘Secure’ at the end of each academic year, in accordance with the criteria set out in the JPAF
- In secondary schools, the ‘standards expected’ for Years 7, 8 and 9 will be based on the GCSE 9-1 grading criteria, in accordance with the JSAF
- Comparisons with standards in England at key stages 4 and 5 will take account of available assessment data and careful scrutiny of pupils’ written work.

### The curriculum in schools and other specialist provision for pupils with special educational needs

Jersey special schools create developmental curricula, which are personalised to meet the needs of individual pupils. They build on pupils’ starting points and aim for high levels of independence. Where pupils are not ready to learn, interventions will be put in place to establish the right conditions for them to make progress. Tactile and sensory resources will be used to stimulate pupils’ development. All behaviours are regarded as forms of communication; pupils will be supported to express their wishes and feelings in ways that are appropriate to their needs. This might include for example, the use of ICT, objects of reference or signing.

Although much learning will be targeted on the assessed needs of the individual, group activities, which promote shared learning and cooperation will be utilised wherever appropriate. Pupils with learning and cognition needs, who attend a special school, will follow specialised curricula. At the end of Key Stage 1, pupils with profound and multiple learning disabilities (PMLD) will follow pre-formal approaches; those with specific learning disabilities or moderate learning difficulties (SpLD or MLD) will follow semi-formal or formal routes, depending on their starting points.

All pupils will be assessed laterally on their independence and fluency and the degree to which they are able to maintain and generalise the skills which have been targeted. At Key Stages 4 and 5, pupils will often follow courses aimed at the achievement of external accreditation.

## Appendix 3: The early learning goals

The Early Learning Goals describe children's typical (expected) achievement by the age of five (at the end of Reception). The following descriptions are taken from the *Statutory framework for the early years foundation stage (2014)*.

### The prime areas

#### 1. Communication and language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### 2. Physical development

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### 3. Personal, social and emotional development

**Self-confidence and self-awareness:** children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

### The specific areas

#### 1. Literacy

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



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**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

### *2. Mathematics*

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### *3. Understanding the world*

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### *4. Expressive arts and design*

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

## Appendix 4: Summary of safeguarding and child protection arrangements

### Schools' statutory responsibilities

CYPES are signatories to the Memorandum of Understanding with the Safeguarding Partnership Board for the purpose of safeguarding children and adults in Jersey, under the authority of the Chief Minister.

The purpose of this Memorandum of Understanding is to set out expectations on organisations including all schools and organisations under the remit of CYPES, to protect children and young people from harm.

The statutory requirements that CYPES and schools must fulfil are outlined in this document, which summarises the overarching and mandatory safeguarding responsibilities for schools and colleges.

### Schools' statutory safeguarding responsibilities

#### Headteacher

*The headteacher will:*

- Be responsible for the safeguarding of young people and adults in their care
- Support all staff, governors and volunteers to meet their safeguarding responsibilities
- Facilitate safeguarding training for staff, governors and volunteers where appropriate, including allocating necessary resources and time
- Implement the Child Protection Policy and other Safeguarding policies
- Ensure appropriate site security arrangements are in place
- Ensure school representation at Departmental and Safeguarding Board briefings e.g. subsequent to serious case reviews
- Ensure oversight and implementation of the requirements below.

#### Staff and volunteers

*Schools will ensure staff and volunteers:*

- Are recruited via the official safer recruitment process
- Are aware of their responsibilities to be alert to signs of abuse and neglect and are aware of the correct process regarding how to escalate those concerns
- Receive training to enable them to meet their responsibilities
- Are provided with the name and contact of the school's Senior Designated Lead (SDL) for child protection (and their designate in case of absence).

#### Senior Designated Lead for Child Protection

*Schools will ensure that this individual:*

- Is a member of the Senior Management Team with the mandate to manage child protection issues and allocate resources
- Receives training in child protection, inter-agency co-operation and online safety, updated at two-yearly intervals, and additional training as appropriate
- Keeps up to date with changing legislation, Departmental policies and guidance

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- Manages cases, supports pupils and staff and refers cases to relevant agencies where appropriate, including MASH enquiries
- Keeps thorough child protection logs and records
- Ensures that the Child Protection Policy is available to all staff in school.

### The governing body

*The governing body will:*

- Promote awareness of the Child Protection Policy
- Monitor the school's compliance with safeguarding requirements and policies and remedies any weakness without delay
- Maintain clear and timely records and minutes of meetings
- Be aware of the procedure for managing allegations against staff
- Governors should attend basic child protection training regularly
- Ensure that Governors on recruiting panels have up to date safer recruitment training.

### Pupil awareness

*Schools will:*

- Ensure that children are aware of their right to be safe and have the opportunity to raise any concerns
- Ensure that children have details of external support and receive equal protection and information if they have additional and individual needs
- Engender an environment where students treat all members of the school community with respect.

### Data protection

*Schools will:*

- Register with the Information Commissioner annually as a data controller
- Ensure that all staff are aware of the Data Protection (Jersey) Law 2018 and ensure that all personal and sensitive personal data is processed securely and within the Law
- Not publish a picture of a child without written permission from a parent
- Not transfer personal data to a third party (including web-based companies such as Google) without completing a risk assessment.

### Records management

*Schools will:*

- Transfer all school records (including child protection records and other sensitive records) to the destination school in a secure manner
- Will seek and obtain school records from the previous school of a transferring pupil
- Adhere to the retention schedules for storing and destroying data and will not destroy data until the retention period has expired
- Ensure that a pupil's school record remains at the last educational establishment they attended (including Highlands College) until they reach 25 years of age.

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## Online safety

### *Schools will:*

- Oversee and monitor the safe use of technology when children are in their care and take action immediately if they are concerned about wellbeing
- Ensure that all staff receive appropriate online safety training that is relevant and regularly updated
- Ensure there are mechanisms in place to support young people and staff facing online safety issues
- Implement online safety policies and acceptable use policies, which are clear, understood and respected by all
- Educate young people, parents and the school community to build knowledge, skills and capability in online safety
- Monitor how the school is portrayed online by parents, children and staff- and demonstrate how this is monitored
- Not request for a website to be unblocked or application installed unless a risk assessment has been completed.

## Children missing from education

### *Schools will:*

- Monitor attendance and follow up unexplained or unauthorised absence speedily and rigorously
- Refer all cases of concern to the school's Attendance Officer, Education Welfare Officer, the school's Senior Designated Lead - and escalate to the police where appropriate.

## Health and safety

### *Schools will:*

- Have a designated person responsible for health and safety within the school
- Be aware of and disseminate all of the Department's Health and Safety Policies and the critical incident guidance
- Ensure that staff and volunteers are competent and trained to an appropriate level
- Ensure that premises and accommodation are maintained to a high standard
- Ensure that all staff know how to cope with critical incidents or emergencies such as fire
- Undertake appropriate hazard identification and risk assessments to cover the school's premises, equipment, on-site and off-site activities
- Report all notifiable accidents to the Department via the online portal
- Keep thorough records of health and safety incidents and issues
- Monitor all parts of the site, internally and externally in order to identify causes for concern and minimise risk to pupils
- Ensure regular fire practices take place, and document that this is the case
- Maintain and implement policies to ensure the health, welfare and safety of pupils, including those with profound and complex special educational needs. These policies should include, as appropriate to the school's circumstances: intimate care, positive behaviour support and physical intervention.

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## Promoting safeguarding via learning

*Schools will:*

- Use a range of strategies to promote safeguarding, e.g. teaching children/young people how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety
- Teach children and young people to recognise dangers and harmful situations and to know the preventive actions they can take to keep themselves safe.

## Policies

The Department has a full suite of policies to support schools in carrying out these responsibilities. Education policies are available publicly on (<http://www.gov.je/government/departments/educationsportculture/pages/policies.aspx>)

### Appendix 5: Review complaints procedure

Throughout a school review, the lead reviewer will meet regularly with the headteacher and will check that he or she is satisfied with the conduct of the review. It is expected that any matters raised will, if appropriate and possible, be dealt with during the review period to the satisfaction of the school. This should ensure that the review can proceed in a positive and constructive climate.

In rare instances, if an issue cannot be dealt with to the satisfaction of the school and the lead reviewer, either party can contact CYPES.

Following a review, the school will be given the opportunity to comment upon the factual accuracy of the report. If there are factual errors, these will be addressed by the lead reviewer. However, the report will not be changed except on this basis. This process does not qualify as a complaint and is simply an element of the normal editorial process.

If a school is dissatisfied with the conduct of its review or has ongoing concerns about the conduct of any member of the review team, which were not dealt with during the review period, the headteacher may contact CYPES for advice. The headteacher will be asked to put his or her concerns in writing.

In the above circumstances, the lead reviewer will be asked to respond to the concerns and, unless the matter is straightforward and unproblematic, an investigation will be carried out.

Following the investigation, CYPES will provide a written response to the school providing the outcome of the investigation.

Depending on the outcome of the investigation, CYPES will take one of the following courses of action:

- Uphold the complaint, wholly or partially. In this case, CYPES will take necessary action to correct any error or to prevent any further occurrence of the matter complained about. The decision will be communicated to the school
- Dismiss the complaint and explain this outcome to the school.

## Appendix 6: School Improvement Boards

### Aims and purposes

When a review evaluates aspects of a school's work as *requiring significant improvement*, a School Improvement Board will be set up by CYPES. The School Improvement Board will:

- Monitor and support the school to ensure rapid improvement is made
- Evaluate and comment on the school's action plan and monitor its implementation
- Discuss and recommend any actions required to accelerate improvement
- Discuss and evaluate the impact of any actions the school has taken
- Evaluate the effectiveness of the support provided by CYPES
- Identify and seek to remove any barriers to improvement which may have been identified
- Recommend collaboration with other schools, where this is judged to provide the sort of support required.

The School Improvement Board forms part of a drive by the Government of Jersey to improve the quality of provision and the educational achievement for all children and young people. The Board's role will be principally to support and challenge the school to make improvements. This will be done by:

- Receiving and considering reports from the headteacher (and, where appropriate, other members of staff) on the impact of actions taken to improve, in line with the recommendations of the review
- Receiving and considering the views of the school's Senior Adviser (and any other advisers) about the improvement the school is making
- Evaluating the effectiveness of the support provided by CYPES and any external agencies employed by the school
- Commissioning or recommending additional support where this seems necessary
- Challenging the school's senior leadership team and/or its advisers if the rate of progress is not sufficiently rapid
- Identifying and recording any further actions required
- Commissioning interim reviews, where possible involving the Lead Reviewer from the previous review
- Setting the date of the next School Improvement Board meeting.

A School Improvement Board will consider the following documents:

- The action plan and any self-evaluations produced by the school in the period following its review
- Reports from the school's Senior Adviser or other advisers
- Reports from any interim review which may have taken place.

### Membership and administrative support

- Chair – Group Director (or appointed deputy)
- Headteacher of the school
- Chair of governors (if there is a governing body)
- Senior Adviser
- External Adviser – Off-Island
- Administrative officer (clerk) to take minutes of the meeting.

Members of the school's leadership team may also be required to attend part or all of a meeting.

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### Timings and practical arrangements for meetings

- Meetings will generally be half termly
- Meetings will generally be held at the school
- The school will ensure that a room of suitable size is made available
- CYPES will support meetings by circulating agendas and minutes of previous meetings and by inviting participants.

### Concluding a School Improvement Board

A School Improvement Board will function only for as long as necessary to help and encourage the school to improve. It is not envisaged that a Board will have a long-term role. School improvement is ultimately the responsibility of the school. As soon as the school demonstrates that it has the capacity to move forward, and an emerging track record of doing so, the Board's role will terminate.

The chair of the Board will close the Board's work at the earliest opportunity once the above conditions are met.



## Appendix 7: Clarification for schools

The information below is intended to avoid imposing extra work on schools in preparation for reviews. In particular, reviewers **must not** advocate any particular methods in relation to planning, teaching or assessment. It is up to schools to determine their practices and for their leaders to justify these practices based on their effectiveness.

### *Lesson planning*

- The review process **does not** require schools to provide individual lesson plans (sometimes called 'short-term plans') to reviewers; neither does it require schools to provide previous lesson plans as part of the review process
- The review process **does not** have particular expectations on the way planning should be set out, the length of time it should take to produce or the amount of detail it should contain. Reviewers are interested in the effectiveness of teachers' preparation rather than the form it takes.

### *Self-evaluation*

- The review process **does not** require self-evaluation to be provided in a specific format. Any self-evaluation that is provided should be part of the school's business processes and not generated solely for a review.

### *Grading of lessons*

- Reviewers **will not** award a grade for the effectiveness of teaching in the individual lessons visited. They **will not** grade individual lessons.

### *Lesson observations*

- Although schools are expected to possess a well-informed view of the strengths and areas for development in their teaching, there is **no requirement** for schools to undertake a specified amount of lesson observations or of other forms of monitoring of teaching.

### *Pupils' work*

- Reviewers will evaluate the quality of work pupils carry out in exercise books, etc. They will recognise that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils
- Reviewers recognise that marking and feedback to pupils, both written and oral, are important aspects of assessment. They will evaluate the **effect** of marking and feedback on pupils' progress and learning
- Reviewers **will not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways
- While reviewers will consider how written and oral feedback is used to promote learning, they will not expect to see any written record of oral feedback provided to pupils by teachers
- If it is necessary for reviewers to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not cause unnecessary workload for teachers.

### *Evidence for reviews*

- It is vital not to generate additional work for schools in preparation for reviews. Reviewers **will not** expect schools to provide evidence beyond what is set out in this Handbook

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- Reviewers will take a range of evidence into account when making evaluations, including any published performance data, the school's in-year performance information and samples of work in pupils' books and folders, including that held in electronic form. However, unnecessary, extensive collections of marked pupils' work **will not** be requested
- Reviewers **will not** expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to reviewers as the school would ordinarily use it to monitor the progress of pupils. Accessible and straightforward information will be of greatest help. Reviewers are most likely to request top-level analysis. Requests **may** subsequently be made for the information on which this analysis is based
- Reviewers **will not** require teachers to undertake additional work or to ask pupils to undertake work specifically for the review
- Reviewers **will** expect to see evidence of the monitoring of teaching and learning and its link to Performance Review and Appraisal. This should be the information that the school uses routinely. No additional evidence should be generated for the review.

### Appendix 8: Education (Jersey) Law 1999 - religious education and collective worship

**The following is an extract from Education (Jersey) Law 1999, Revised Edition (January 2014)**

#### **18 Religious education in provided schools**

Subject to Article 20, a pupil of compulsory school age in a provided school shall receive religious education in accordance with a syllabus approved by the Minister after consultation with the Religious Education Advisory Council.

#### **19 Acts of worship in provided schools**

(1) Subject to Article 20, a pupil of compulsory school age in a provided school shall attend an act of worship on at least one school day in each week during the school term.

(2) The act of worship shall be broadly Christian in nature, but not distinctive of any particular religious denomination.

#### **[Article 20] Right of parent to withdraw pupil from religious education and acts of worship**

(1) A parent of a pupil in a provided school may, on giving notice to the headteacher of the school, withdraw the pupil, either wholly or in part, from religious education or from acts of worship, or both.

(2) Where a headteacher receives notice under paragraph (1), the headteacher shall provide supervision of the pupil during the periods when the pupil would otherwise receive religious education or attend an act of worship.

#### **21 Provision of premises for denominational religious instruction**

Where the Minister is satisfied that –

- (a) a sufficient number of parents of pupils in a provided school want them to receive religious instruction in accordance with the tenets of a particular religious denomination;
- (b) satisfactory arrangements have been made for the provision of such instruction to those pupils;
- (c) the cost of providing such instruction will not fall upon public resources; and
- (d) the provision of such instruction will not operate to the detriment of other pupils in the school, the Minister shall make premises available for the carrying out of those arrangements.

#### **Saving for teachers etc.**

(1) No person shall, by reason of the person's religious beliefs or the person's attending or omitting to attend religious worship, be disqualified Education (Jersey) Law 1999 Article 23 from employment as a teacher in a provided school, or from being otherwise engaged for the purposes of such a school.

(2) No teacher in a provided school shall be in any way disadvantaged in the teacher's employment by reason of the teacher's religious beliefs or the teacher's attending or omitting to attend religious worship.

(3) No teacher in a provided school shall be required to give religious education, unless the teacher was employed for the purpose of giving such education, or be in any way disadvantaged in the teacher's employment by reason of the fact that the teacher does or does not give religious education.

## Appendix 9: Education (Jersey) Law 1999 - governing bodies

**The following is an extract from Education (Jersey) Law 1999 Revised Edition – 1 January 2014. Extracts from the Governors Handbook are shown below:**

### Functions of governing body

9

(1) It shall be the duty of the governing body of a school to ensure that the requirements of this Law and any other enactment, and the procedures established by and policies of the Minister are complied with and given effect within the school.

(2) It shall be the duty of a governing body to perform any function delegated to it under Article 58.

10

(1) The governing body of a school shall, in accordance with the appointments procedures and policies of the Minister, assist the Minister in the appointment of members of the staff of the school pursuant to Article 56.

(2) The governing body of a school shall, in accordance with the grievances procedures and policies of the Minister, hear and seek to resolve any grievance of a member of the staff of the school.

(3) The governing body shall, in accordance with the disciplinary procedures and policies of the Minister, consider the case of any member of the staff of the school whose conduct or performance is unsatisfactory or falls below the standard required of the staff member, and may issue a formal reprimand to the member of the staff or recommend to the Minister the staff member's suspension or dismissal.

11

The governing body of a school shall for each year, in accordance with the procedures established by and policies of the Minister, plan the expenditure for the school.

12

The governing body of a school shall keep under review the extent to which the school is achieving the aims and objectives expressed in any statement prepared by the headteacher for it.

13

(1) The governing body of a school shall, within the first term of that school in each year, prepare a report containing the following information –

(a) the names and terms of office of the governors, and the capacity in which they hold office;

(b) the dates of meetings held by the governing body within the preceding year and a summary of decisions taken by the governing body;

(c) a summary of the budget for the school for the preceding year;

(d) the names and job titles of the members of the staff of the school;

(e) a summary of the public examination results of pupils in the school within the preceding year;

(f) a summary of the school attendance record of the pupils in the school within the preceding year;

(g) a summary of the discipline and behaviour record of the pupils in the school within the preceding year; and

(h) details of how to make representations to the governing body.

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(2) The report described in sub-paragraph (1) shall be submitted to the Minister and made available to parents of pupils in the school and the members of the staff of the school.

### **Duty of headteacher in relation to the governing body**

14

The headteacher of a school shall attend a meeting of the governing body when required by the governing body to do so.

15

The headteacher of a school shall co-operate with and provide the governing body with such information as it may require for the discharge of its duties under Part 3 of this Schedule including the performance of any function delegated to the governing body under Article 58.

16

The headteacher of a school shall consult with the governing body on and secure its agreement to any statement that the headteacher is required to prepare of the aims and objectives of the school.

17

(1) In the discharge of the headteacher's duty under Article 35, the headteacher shall consult with the governing body on and secure its agreement to the standards and measures determined by the headteacher pursuant to that Article.

(2) The headteacher shall report to the governing body the exclusion of any pupil pursuant to Article 25 or the suspension of any pupil pursuant to Article 36.

18

The headteacher shall provide, within the school, such secretarial services, accommodation and facilities as the governing body may reasonably require for its meetings.

## Appendix 10: Governors' Handbook

The extracts below provide guidance on the role of governing bodies. They were provided by a serving governor and are based on the most recent guidance provided by CYPES. The extracts do not have statutory authority.

### Vision / aims

- An effective governing body will:
  - Be united around a common vision shared with the headteacher and staff and expressed in the school development plan
  - Have clear and achievable goals.
- A school must have a clear statement of its aims and objectives which establishes the foundation for the development of its policies, planning and practice
- The headteacher has a responsibility to develop the statement and to agree it with the governing body
- The governing body has a responsibility to keep under review the degree to which the school is achieving its goals and making progress towards its aims.

### Planning

- The governing body has an important role to play in the consideration, approval and review of the school development plan . The minimum requirement is that detailed objectives are set for one year with objectives for future years provided in outline
- The headteacher has a responsibility to develop and agree with the governing body a staffing plan
- The governing body is responsible for approving and monitoring the school's annual budget
- The headteacher will prepare detailed estimates of expenditure and income sufficiently in advance of each financial year to allow consideration and approval by the governing body. There must be clear, identifiable links between the school's annual budget, the development plan and statement of aims.

### Policies

- It is the responsibility of the governing body to agree and monitor a policy which meets any provisions determined by the Government to ensure health, safety and welfare of pupils, staff and others
- The governing body is obliged to meet the demands of legislation and to ensure that the Department's policies are put into effect
- The headteacher has a responsibility to develop and agree with the governing body a clear policy on the standards of behaviour that are expected of pupils, how to provide these standards and how to tackle unacceptable behaviour
- The governing body must take account of the Department's policies for the curriculum
- The governing body may adopt the Department's curriculum policy statement or publish its own statement which includes elements additional to the Department's statements
- The governing body should determine a formal procedure for dealing with complaints.

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## Reporting / consultation

- The governing body must publish an annual report to the Department and parents
- The governing body has a responsibility to obtain information on how the school is perceived in the community it serves by, for example, securing the views of parents, pupils, staff and employers.

### Appendix 11: Pupils' attendance – definitions

- Schools take attendance registers twice a day: once at the beginning of the morning session and once at the beginning of the afternoon session. In their registers, schools are required to record whether a pupil is present, engaged in an approved educational activity or absent. When a pupil of compulsory school age<sup>43</sup> is not present when the register is taken the school must record whether the absence is authorised or unauthorised and the reason for absence (if known).
- Authorised absence is defined as absence with permission from the headteacher or other authorised representative of the school. Authorised absence includes instances of absence for which a satisfactory explanation has been provided (for example, illness).
- Unauthorised absence is defined as absence without permission from the headteacher or other authorised representative of the school. This includes all unexplained or unjustified absences as well as instances where a pupil arrives more than thirty minutes after the register has closed.
- Attendance and absence rates for Jersey reflect pupils in Government non-fee-paying schools and Government fee-paying schools but exclude special schools, alternative curriculum and private-fee paying schools.
- Data are collected via schools' management information systems.

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<sup>43</sup> Article 2 of Education (Jersey) Law 1999 states "a child is of compulsory school age throughout the period beginning on the first day of the school term in which the child's fifth birthday falls and ending on 30th June in the school year in which the child attains the age of 16 years."



## Appendix 12: Deferral of Jersey reviews

It will be very unusual for CYPES to decide that a review should not go ahead on the planned dates. The Department's approach to the deferral, cancellation and re-scheduling of reviews is shown below.

### *Schools' requests for a deferral*

Deferral would normally only be granted if:

- The headteacher or a member of the school's senior management team is subject to a current police investigation or serious concern from another agency that would be compromised by the review taking place
- The school has experienced a recent major incident, such as a fatal accident to a pupil or a member of staff
- The school is closed to all users – for example, owing to a staff training day or adverse weather conditions – for at least half of the time for which the review has been scheduled
- At least three quarters of the pupils will not be at the school – for example, owing to a school trip or a religious festival – for at least half of the period for which the review has been scheduled
- Other exceptional circumstances that, in the judgement of the Department, justify deferral or cancellation of the review.

Other circumstances where a school might request a deferral, together with guidelines on the Department's approach are outlined below:

- In the case of serious circumstances, the Group Director of Education will determine whether the review will take place
- Applications to defer a planned review on the grounds that the headteacher will not be present for all or part of the review period will not be accepted because pupils will still be receiving education
- Building work will not be a reason for deferral if pupils are still on site.

### *Organisational difficulties*

In the event of illness or unavoidable transport difficulties, one or more review team members might be unable to be present for a review as planned. Wherever possible, CYPES will make alternative arrangements, using suitably trained and qualified substitutes. Every effort will be made to avoid postponing or cancelling a review.

The headteacher will be contacted at the earliest opportunity should it prove impossible to conduct a review as planned. Any necessary changes to a team will also be notified to the headteacher as a matter of urgency.

## Appendix 13: Additional Resource Centres

Jersey has a number of Additional Resource Centres (ARCs), managed and hosted by mainstream schools. Where a school has an ARC, the provision will be reviewed by a suitably qualified specialist as part of the school's review team. Each section of the report must make specific comment on the ARC and the evaluation must contribute to the evaluation for the school as a whole, using the criteria from the four key areas of this Handbook. The following expands on the guidance from the rest of the Handbook, mainly in terms of the evidence to be considered.

### Achievement

- The progress pupils make in developing their independence, social skills and self-confidence. For example, with reference to a pupil's independence in learning, increased access to mainstream lessons or reduced suspensions
- Destinations of leavers and whether pupils sustain their attendance.

### Behaviour, personal development and welfare

- How well the mainstream pupils are made aware of the needs of pupils who attend an ARC
- The extent to which pupils who attend an ARC are included in the school's wider activities. The lengths to which the school goes to ensure active participation
- The views of pupils who attend an ARC about their education and inclusion. (Seek a representative group)
- Whether the PSHE curriculum includes reference to the specific needs and specialist requirements of pupils who attend an ARC. For example, a personal understanding of deafness (PUD) and modifications to the PSHE curriculum to encourage deaf awareness would be appropriate in a school with an ARC for Hearing Impairment. Similarly, reviewers would be looking for PSHE curriculum content in schools with an ARC for pupils on the autistic spectrum, and so on
- Links with specialists, other schools, agencies in the community and outstanding practice in the UK to promote pupils' learning
- Advice for transition and preparation for adulthood.

### The effectiveness of teaching

- The specialist qualifications, knowledge and experience of staff who work with the pupils in the ARC
- How effectively the mainstream classroom teachers take responsibility for, and promote, the learning of pupils who attend an ARC
- Support provided by the ARC to prepare pupils for succeeding when working in mainstream classes and the impact of this.

### The effectiveness of leadership and management

- Training provided to other staff across the school, including supply teachers and new staff, in understanding the needs of pupils who attend an ARC to build capacity within the school
- The balance of time spent in the ARC and in mainstream classes to ensure a suitable range of subjects is studied and a broad curriculum is provided for pupils who attend an ARC
- Lesson observations by senior leaders include reference to the quality of learning by pupils who attend an ARC
- Support for parents in managing the specific needs of pupils who attend an ARC

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- Parents' perceptions of the ARC provision
- How the ARC is publicised/referenced within school policy documents, web page, newsletters, parent leaflets, etc.
- How the environment of the ARC is planned and used to address specific needs; for example, to enable one-to-one sessions, therapy time, and offer wide opportunities, which may be shared by mainstream pupils
- The extent to which ARC improvement is seen as belonging to overall school planning for improvement
- Succession planning to ensure the sustainability of the ARC team
- How the school self-evaluates and benchmarks the specialist provision against Quality Standards for the need catered for. This might include reference to publications from associations for different needs<sup>44</sup>.

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<sup>44</sup> For example, *Quality Standards: Resource provisions for deaf children and young people*, or publications from the Autism Education Trust.

## Appendix 14: Monitoring visits

Where a school is evaluated as *fair* in **The effectiveness of teaching** and/or **The effectiveness of leadership and management**, CYPES will commission a monitoring visit. This is likely to take place around 18 months after the relevant review.

### Purpose

A monitoring visit will provide an independent evaluation of the progress made by the school in bringing about the improvements recommended in the report of their most recent review. In general, wider school improvement initiatives will not be considered.

### Methodology

A monitoring visit will generally be conducted by one reviewer and a CYPES Senior Adviser, who will attend the school for one day. In larger schools, more than one reviewer may be involved.

The reviewer will ask for the school's evaluation of the progress it has made and explore the evidence the school provides. As well as considering the completion of tasks, the reviewer will explore the impact made, for instance on pupils' progress or the effectiveness of teaching.

First-hand evidence will be gathered to triangulate the school's view of its improvements, for instance by visiting lessons, considering changes to the planned curriculum and by talking to pupils and staff, and looking at samples of pupils' work.

Schools will be asked to provide a copy of their improvement plan, together with any evidence of improvement the school has gathered.

Where necessary, advice will be provided on ways of making further improvement.

### Report

A brief report will be completed in the form of a letter. This will be sent to the school and to CYPES, and published on gov.je.



