



Jersey Schools Review Framework

Beaulieu Convent School

Wellington Road
St Helier
Jersey
JE2 4RJ

Acting Headteacher: Paul Robinson
Visit date: 20 April 2023

This follow-up monitoring visit was made in response to the recommendations made by the Jersey School Review carried out between 15-17 November 2022.

Senior leaders and trustees are taking effective action to tackle the key areas identified for improvement identified at this time.

Evidence

Meetings were held with the acting headteacher, head of primary, chief operating officer and head of human resources. The reviewer also met with representatives of the trustees to discuss the actions that they and the new leadership team are taking to improve the school. The reviewer scrutinised the recording system of the checks that are made during staff recruitment, reviewed a selection of new documents, policies and plans and met with a small group of new staff.

This visit concentrated on the progress leaders have made in responding to the recommendations made by the Jersey School Review, with a particular focus on:

- the checks made in relation to staff recruitment and how these are recorded.
- leaders' plans to improve their self-evaluation and their monitoring of the quality of the curriculum provision.

Context

Since the review last November there have been some significant changes to leadership. The previous head of school left the school, and the chief executive officer has stepped down as headmaster. The deputy headteacher is currently the acting headteacher and a new head of primary and head of human resources have joined the school. Beaulieu employs 135 staff; since November 15 staff have left and 13 new staff having joined the school. There are currently a small number of staff on fixed term contracts.

Main findings

- The school's new executive leadership team and trustees accept and agree with the key findings of the review. Working together, they have swiftly prioritised improving communication with parents, made new appointments and have taken significant steps forward to begin to address the key priorities for improvement identified at the time.
- Leaders have worked hard to transform their record keeping systems in relation to the checks that are made on staff, directors, trustees and volunteers to ensure that they are safe to work with children. Now the required pre-recruitment checks are routinely made and centrally recorded in a well-organised system. Consequently, safeguarding systems are greatly improved. Examples were seen during this visit of some areas of strong practice. For example, in cases where leaders have conducted all recruitment checks but are still awaiting confirmation of one piece of information, appropriate risk assessments and adaptations are put into place. During this visit the reviewer shared with leaders a few minor areas where record keeping could be further improved and where some additional checks need to be done on leaders in line with requirements. However, these issues are easily rectified.
- The new staff met during this visit confirm that all appropriate checks were made pre-appointment and that they have received suitable induction training on the safeguarding systems and routines in the school.
- The new executive leadership team have established clear lines of accountability to ensure that these central records are maintained and kept up to date. Trustees have seen the new record keeping systems and have plans in place to routinely monitor and check them for accuracy. Due to the number and the complexity of checks that need to be recorded, and the fact that requirements frequently change, regular training should be sourced to support trustees to do this monitoring.
- Leaders have ensured that all the required school policies are now available to parents on the school website. Furthermore, they have plans in place to enhance the website and make it easier to navigate.
- The acting headteacher, head of primary and chief operating officer have worked together as the executive leadership team to design a new strategic vision for the school for the next 18 months. Pulling together the recommendations of the review report, staff and pupil voice leaders have devised a new plan. This identifies key pillars and strategies that will be expected to underpin subject leaders' curriculum planning from next year. Still in its very early stages this overall school vision has just been accepted by trustees at the time of this visit and it was scheduled to be shared with all staff and parents over the forthcoming weeks.
- New primary and secondary school curriculum policies have been drafted which ensure that the school is now compliant with requirements. Leaders recognise these policies are in their early stages and continual refinements are needed. There should be more consistency between the primary and secondary policies. Further enhancements are needed to these policies to ensure that they can better underpin leaders' desire to see improved subject development planning from next term.
- Recognising that there was limited guidance for staff on evaluating the quality of teaching and learning in the past, leaders have begun to address this. The new executive team have started to visit classrooms more often and are seeking to rationalise and restructure staff meetings. Their intent is to gather more robust evidence for self-evaluation and to provide more opportunities for staff training and sharing of best practice already in the school. Although in its very early stages, this approach is a significant step forward, and should provide leaders with a clearer, more accurate view of the current strengths and the areas for further development across the school. Further

work will then be needed to support subject leaders to monitor, evaluate current provision and coordinate the staff training and improvements needed in their subject areas to ensure consistently high-quality provision in line with the best examples in the school.

- The extended senior leadership team at secondary level has been restructured and new appointments made. Starting in September, these new posts will boost senior leaders' capacity to focus on evaluating the quality of the curriculum and academic progress being made whilst at the same time maintaining the current strengths in the school's pastoral provision.
- The acting headteacher is very aware that better assessment information is needed. This will enable leaders to more effectively monitor the progress pupils make and ensure that parents are better informed as to how well their child is making progress across the curriculum. New members of the restructured senior leadership team have already started to review assessment and reporting structures with a view to implementing improvements from September.

Recommendations

Senior leaders and trustees are taking swift and effective action to tackle the key areas identified for school improvement. However, many policies and systems are very new and are in the process of being implemented.

The school should continue their actions to:

- ensure the central records show that all appropriate checks are made for those individuals in senior management positions.
- consolidate and refine the school's new curriculum policies. Use these, together with training for staff and better assessment systems to identify and celebrate strengths and reflect on the refinements in current provision more accurately.
- build on senior leaders' new strategic vision by training staff to use these pillars and strategies to develop structured departmental improvement plans. These plans should contain measurable milestones by which leaders at all levels can be held accountable for monitoring and improving provision in their subject areas.
- source training for trustees to aid them to more confidently and robustly support and challenge leaders. Particularly in relation to the new central records of checks made on new staff and leaders' implementation of their new self-evaluation and improvement planning systems.

The monitoring visit

This monitoring visit was conducted by the same senior adviser from the Department for Children, Young People, Education and Skills who led the team that reviewed the school in November 2022. He is an experienced off-Island school inspector.

Enquiries about this report should be addressed to Head School Improvement & Advisory Service, Children, Young People, Education and Skills, Highlands Campus, PO Box 142, St Saviour, Jersey JE4 8QJ.