



Jersey Schools Review Framework

Independent report of

Grainville School

Grainville School
Deloraine Road
St Saviour
Jersey
JE2 7XB

Headteacher: Mrs Sue Morris
Review date: 27-29 January 2026

Summary

Grainville is a welcoming and inclusive community with the education and well-being of its pupils at its heart. Pupils are very well known by staff, who routinely go the extra mile to ensure they are well cared for. Transition arrangements into Year 7 are particularly effective and the Horizon provision helps them settle in well.

The school has developed its curriculum so that it is ambitious and reflects the school motto of 'inspire, motivate and challenge'. Work in recent years has improved subject planning, including in areas like science. Planning for PSHE including Citizenship (PSHE) has also improved, although there is more to do. Vocational opportunities are a strength of the school, helping pupils to engage in learning and broaden their future options.

Teachers are passionate about their subjects. Their increasingly effective work in the classroom has seen the achievement of pupils rise in recent years, with some highly effective practice evident. There is some variability though, and times when teaching does not help pupils learn enough.

Grainville School provides very effectively for pupils with special educational needs and/or disabilities (SEND) through its specialist facilities. The school is well focused on developing this further by ensuring teaching is as consistently effective for these pupils when in mainstream lessons.

Great strengths in pastoral support for pupils are coupled with an effective approach to ensuring positive behaviour. As a result, pupils typically follow expected routines closely and are ready to learn in lessons. They speak highly of their trusting relationships with staff. They are confident that staff will help them if they have any worries. The school's determined work to improve attendance, making full use of the positive relationships with pupils, has seen figures rise over the last two years. Nevertheless, the school has further to go to ensure all pupils attend regularly.

Leaders have a secure understanding of the school's strengths and areas for development. Against a backdrop of some significant challenges, over time leaders have secured improvements in key areas of the school's work. They are well supported by governors who know the school well.

Contextual information

- Grainville is a Government of Jersey non-fee-paying 11-16 school.
- Around 40% of pupils are eligible for Jersey Premium. The same proportion are multi-lingual learners. Both figures are much higher than average in Jersey schools.
- The proportion of pupils with SEND is also above average, as is the proportion of pupils with a record of need (RoN). These figures have risen significantly in recent years.
- The school is home to an Additional Resourced Provision (ARP), mainly providing for pupils with autism. It has 12 places, with 16 pupils attending as the ARP currently offers the most appropriate provision for them.
- Year 7 pupils are based in a specific area of the school, known as Horizon for many of their lessons. They study some specialist subjects in other areas of the school.
- The school offers its own vocational courses at Key Stage 4 and, through an arrangement with nearby Highlands College, some study vocational courses at the college site.
- Some pupils leave the school at the end of Year 9 to go to a 14-19 selective school.
- There is a governing body which includes parent and staff representatives.

Information about the review

The Jersey School Review Framework (JSRF) was launched in 2018. Following a pause during the COVID-19 pandemic, reviews continued from September 2022. The first cycle of school reviews was completed for all Government of Jersey schools by July 2024. The framework was updated from January 2025. This particular review was conducted, and its report written, under this updated framework.

- Reviewers evaluated the curriculum, teaching and learning through sampling these subjects: mathematics; PSHE including citizenship; science; languages; history and BTEC sport. For each subject, the reviewers discussed the curriculum with subject leaders, visited lessons, talked to pupils about their learning and looked at samples of pupils' work. Activities undertaken included visiting the Year 7 Horizon area.
- The team considered the school's curriculum in some other subjects and made a visit to Highlands College.
- Members of the team held discussions with leaders, including governors, and staff. Reviewers met groups of pupils to talk about wider areas of the school's work. Reviewers observed break and lunch routines and spoke with a wide range of pupils at these times. They also visited form tutor sessions and an assembly.
- Reviewers looked at the school's published performance information, checked development plans and a range of other information, such as attendance and behaviour data and policy documents.
- The views of parents and staff were gathered by analysing responses to surveys conducted by the school for this review. A survey of pupil views was also analysed.
- Checks were carried out on the school's safeguarding arrangements, including vetting checks on adults who come into contact with the pupils.

Full report

Curriculum, teaching and learning

- The school curriculum offer is ambitious, well thought through and meets the requirements of the Jersey Curriculum. It motivates pupils and supports them to move on in their education. The very great majority go on to appropriate next steps of education, employment or apprenticeships when they leave the school.
- The school goes to significant lengths to ensure equity and adapt its curriculum around its pupil group so they are ready for later life. Its innovative work in providing vocational courses, both in-house and through joint work with the college, is a notable feature. Pupils value this highly. The school is rightly proud of the adaptations made to meet the needs of pupils with SEND through its specialist facilities. Supportive and caring staff ensure a wide range of bespoke arrangements are made for these pupils.
- Curriculum content within individual subjects is typically well planned. This ensures all pupils, including those with high prior attainment, learn new knowledge in a sequence which builds logically on what they already know and progress towards the right end points. Leaders and staff have worked carefully on this in recent years, including in areas such as science and mathematics, where there were staffing challenges in the past. Sensible steps have been taken to counter the lack of a library in developing a love of reading. These include making sure books are available, and read, at tutor times, and arranging visits from a library van for Year 7 pupils.
- The curriculum in PSHE is being developed and improved. It ensures pupils build more confidently the skills they will need in later life in areas such as staying safe and learning to treat each other with respect. The school recognises that there is more to do here to extend and embed the recent improvements made.
- Teachers are usually well prepared for teaching. They typically have suitable subject expertise. Staffing challenges mean this is not always the case, but the school works hard to support non-specialist staff so that they too have the essential skills they need.
- Improvements in the quality of curriculum thinking and teaching have led to rising standards by the end of Year 11. The proportions of pupils gaining passes at standard and strong level in subjects such as mathematics and English have risen since 2024. Leaders have aspirations to improve them further.
- In lessons, staff typically adapt their explanations well to ensure pupils with different prior attainment are able to access new learning. The strongest practice sees staff testing and extending pupils' understanding through discussion or demonstration. Pupils respond well to this. They learn securely and teachers tackle any lack of clarity. These occasions involve teachers' explicit development of pupils' oracy skills; an area the school has been working on. However, there are times where teachers' approaches are less effective. Sometimes, staff do not check fully whether pupils have understood new material, can recall past learning or explain their ideas clearly. Where this happens the learning and enjoyment of pupils with lower prior attainment is less secure as a result.
- The school ensures teachers are well informed about the needs of pupils with SEND. Highly skilled staff in specialist areas such as the ARP and the learning resource centre make very good use of this information to support learning. These pupils are well supported, including by additional adults when in mainstream lessons. A wide range of innovative curriculum adaptations and part time arrangements also helps pupils who struggle with school to engage in learning.

- In mainstream lessons, pupils with SEND receive teaching that is often effective. Teaching is at its best when staff make full use of the good range of information about pupil's needs to adapt activities. However, sometimes staff need to make better use of available information to adapt their approaches. This is needed to ensure all pupils are as fully included in learning as they should be and promote better achievement.

Behaviour, attitudes and attendance

- Behaviour across the school is typically calm and well-ordered. Strong relationships between staff and pupils are a striking feature of Grainville. Mature conversations between pupils and staff are a routine part of the day at the school.
- The school has an established set of expectations for pupils' behaviour. It is effective at helping pupils understand these, including by ensuring staff are consistent in how they respond to pupils. Just the right balance is struck between rewards for positive behaviour and sanctions when pupils do not get it right.
- Pupils show respect for each other and say most of their peers behave well most of the time. Individual pupils were keen to talk about how the school had helped them back onto the right path when their behaviour had slipped. Pupils say, and school records show, that bullying is rare. Any that takes place is usually sorted out when it's reported to staff.
- The school gathers a wide range of information about pupils' behaviour. Leaders use this adeptly to identify any patterns in negative or positive behaviours. Staff take action to address anything worrying and celebrate the positives such as through awards and house points.
- Staff ensure strong arrangements for transition into Year 7 to introduce pupils to school. In all year groups, break and lunch times are typically harmonious occasions. Positive relationships between staff and pupils on playgrounds and corridors are commonplace. Pupils were welcoming to us as reviewers and keen to show us their school.
- Pupils have positive attitudes to learning overall. Lessons are rarely disrupted by poor behaviour. Where teachers engage them fully in learning, pupils' enthusiasm shines through and boosts their achievement. Where they do not understand the learning, they are less engaged and less positive about what they are doing.
- Determined and methodical work by leaders and staff in their approach to raising attendance has seen absences fall, including among pupils who regularly miss school. Overall figures remain below the average for Jersey schools. Leaders are rightfully targeting improvements in attendance for all, and particularly that of pupils from less advantaged backgrounds and those with SEND. Leaders analyse the impact of their work carefully, ensuring effort goes into what is working best.
- The school provides effective support for pupils who find attending school hard. Sensitive work with these pupils ensures they are supported into school increasingly often, including through the use of part-time attendance arrangements.

Personal development

- The school places a very high priority on pupils' personal development. This is evident in supportive pastoral systems for tutor and year groups, based on respectful relationships

between staff and pupils. Grainville is an inclusive school celebrating and supporting all groups of pupils. A positive example of this is how the school engages with its multi-lingual learners and their families.

- Pupils of all backgrounds are clear that they have trusted adults they can turn to. Peer mentoring is a feature of the school. Pupils are enabled to develop and employ their skills in supporting each other.
- The school uses its very strong knowledge of each pupil to make sure those who need extra support are provided with it. This work is a strength of the school. Many examples were seen of the school tailoring its work, including through communication with families and external services, to provide for pupils. Responses to the survey from parents were very positive about this aspect of the school's work.
- A wide range of enrichment and extra-curricular activities are provided for pupils so as to support their learning and wider interests. The pupils thoroughly enjoy these. Staff take pains to ensure all pupils can benefit. For example, they make careful use of additional funding through Jersey Premium to ensure equal access for all.
- Pupils are keen to take advantage of the wide range of leadership opportunities on offer. Here too the school ensures all pupils have the chance to be involved. Pupils wear their badges for duties such as House Captain with great pride. During the review, some pupils were keen to show they had several badges, with matching responsibilities. Pupils value the House system in providing a source of healthy competition.
- The school has significant links with the local community. Examples include pupils studying sport who were enthusiastic in supporting work with a local nursery, where they provide inputs for the children on physical development.
- The school's wider support for pupils' personal development means they learn to be accepting and respectful of each other, and to keep themselves safe. There are some opportunities for the development of their spiritual, moral and social understanding through the curriculum. For example, when pupils learn about aspects of racism through history. Developments in the taught PSHE programme are helping boost their learning. However, work to ensure pupils have a full understanding of behaviours in society and online highlighted by the recent Violence Against Women and Girls (VAWG) report is at an early stage. This reflects the need to go further in developing the PSHE curriculum.
- Pupils develop a good understanding of future pathways for learning through the school's careers, information and guidance work. Provision is sensitively adapted and all groups of pupils spoken to by reviewers felt well informed. The school engages well with local employers. During the review, Year 8 pupils benefitted from sessions covering careers opportunities in finance and finance is offered as one of the raft of option subjects in Key Stage 4. Links with the local area were reflected here too as local employers were supporting the work.

Leadership and management

- Leaders are ambitious for the school. They set high standards for themselves, staff and pupils. They set much store by the school's capacity to support all of its pupils, including the many who face barriers to their learning. Leaders check carefully that pupils who are from disadvantaged backgrounds or are multi-lingual learners, benefit from the same curricular opportunities as others. Leaders have been, and are, resolute in ensuring any challenges, do not derail their ongoing programme of school improvement.

- Leaders' awareness of how well the school is doing is accurate. They gather a logical range of evidence on which to base their judgements, and reflect on it honestly. The results are used to identify what needs to be done and how change will be made. The impact is evident, among other things, in rising academic achievement, case studies of improved attendance and abiding strengths in the school's inclusive and welcoming atmosphere.
- The school places a high priority on staff development. Staff appreciate and value this at all levels. Leaders encourage staff to look beyond the school for inspiration, bringing in external partners and supporting staff to undertake training.
- An effective focus on important areas like improving the curriculum and teaching has led to progress. Through training and the development of new policies, senior leaders and heads of department have improved their capacity to move things forward. However, there remains some variability in how fully leaders share the school's vision for effective teaching and learning. This is leading to some inconsistency in how classroom practice is being developed.
- Staff feel well supported and proud to work at the school. They believe school leaders work with them effectively to ensure activities such as pupil assessment are time efficient and impactful. Staff are clear that if they have any concerns about their work that leaders will listen and support them.
- The very great majority of parents would recommend the school. They cite particular strengths in the range of opportunities on offer, levels of care for their children, and in how the school communicates with them.
- The school makes effective arrangements for safeguarding. A very knowledgeable and cohesive safeguarding team ensure the school is well placed to identify safeguarding concerns, provide the help required, and manage safeguarding cases. Effective staff training means staff know how to spot issues and what to do if they have concerns. The school works well with external services to keep pupils safe. It follows appropriate guidelines in checking that the adults in school are safe to work with or around its pupils.
- Governors are committed to supporting the school. They gather a wide range of evidence about the school. As a result, they know the school well and are supportive of its direction of travel.

Notable strengths

The school has notable strengths in the following areas:

- the pastoral support offered to pupils and their sense of belonging to the school
- the range of vocational study opportunities offered to pupils.

The review team recommend that the school seeks to share its learning, expertise and strengths in these areas with other schools on-Island.

Recommendations

The review team recommend that the school should take the following actions:

- Further improve teaching and learning by:
 - ensuring leaders work consistently with those that they line manage to implement the school's vision for teaching
 - ensuring all teachers regularly check pupils' understanding and use the information gained to adapt learning activities to better meet the needs of pupils with higher prior attainment, those with lower prior attainment and those with SEND
 - continuing to refine the PSHE curriculum so that learning is fully planned for all pupils and threads through the wider curriculum offer.
- Sustain the focus on attendance so that it rises further by continuing to concentrate efforts on the most vulnerable pupils

Information about the school

Age range of pupils: 11 to 16

Gender of pupils: Mixed

Number of pupils on the school roll: 738

The school has an additional resource provision (ARP) for pupils with SEND

Headteacher: Mrs S Morris

Chair of Governing Body: Mr N McClusky

School telephone number: 01534 123456

School website: www.grainville.sch.je

Information about the review team

Jersey School Reviews take place over three days. The size and specialist experience of each review team reflects the size and the context of the school.

This review was led by an experienced off-island school inspector/reviewer and consisted of a total of six reviewers. The team included three other off-Island reviewers (also experienced off-Island school inspector/reviewers) and two senior leaders from other Jersey schools who have been trained as reviewers.

Enquiries about this report should be addressed to the Head of the School Review and Inspection, Children Young People Education and Skills (CYPES), Government Building, Union Street, St Helier JE2 3DN.