



Jersey Schools Review Framework – Independent Report of Hautlieu School

Wellington Road
St. Saviour
Jersey
JE2 7TH

Headteacher: Nick Falle
Review date: 23–25 April 2024

Summary

Hautlieu School's distinct atmosphere shines out from the moment visitors, students and teachers enter the building. This special ethos is not just down to the school's dedicated leadership, welcoming staff and attractive, well-resourced facilities, but is also created by the students themselves. The school's college ethos helps students to develop into diligent, articulate and confident young adults. One sixth former's comment is typical of many: 'everybody's lovely, but you've got to work hard.'

Students behave with courtesy, maintain strong working relationships with each other and their teachers and practise a degree of independence. They know that all staff have their best interests at heart and will not give up on them. Students believe they can 'be themselves' in this school.

Students in both Key Stages 4 and 5 make strong progress and attain well in their examined subjects. Well-qualified and knowledgeable staff provide motivating and academically rigorous teaching in nearly all subjects.

The firm and compassionate leadership of the headteacher, supported by loyal and accomplished senior leaders, is driving improvements to teaching at all levels in the school. As a result, the small amount of less effective teaching is improving securely.

Students benefit from a wide range of academic courses and are well prepared for the next stage in their education and for employment. However, the non-examined curriculum areas, including personal, health and social education, (PHSE) are not as well planned and some students do not value these sessions. Leaders have identified where improvements need to be made.

Students in Key Stage 4 attend well, which makes a positive difference to their achievement at the end of Year 11. However, some sixth formers' attendance is not as good as it should be. Recent work to encourage better attendance has already made an impact on students' attitudes.

Full report

Achievement

- Examination results across the curriculum, including in English and mathematics at the end of Key Stage 4, compare favourably with those in other Jersey schools. A very small number of subjects have recently dipped in their achievement. Leaders are aware of this and are taking firm and effective steps to address any shortfalls in performance.
- Overall performance at the end of Key Stage 5 is consistently strong. Typically, those students who join Hautlieu at 14 and stay on post-16 achieve better results, attaining highly and making most progress. However, more able students could achieve even higher grades overall. Some students need to make faster progress from their starting points in order to achieve their potential.
- Students' work and their contributions in lessons in most cases, demonstrate a strong and secure acquisition of knowledge and skills. Many students are extremely articulate and use their knowledge to speak, write and calculate with confidence and scholarly enthusiasm. Leaders and reviewers agreed that a few students need more direct guidance about how to contribute in depth and with precision when answering questions.
- Students eligible for Jersey Premium funding are supported discreetly to make strong progress alongside their peers. Multi-lingual learners achieve very well across the curriculum, with many outperforming their peers. Subject teachers and senior leaders take care to ensure that students with special educational needs and/or disabilities (SEND) are supported and provided with the resources they need to succeed. In general, students with SEND achieve well and their performance compares well with other students.
- Students are well prepared for the next stage in their education academically. Most sixth formers progress to higher education, often at prestigious universities.
- The school is well resourced to develop students' reading for pleasure and around their chosen subjects. Displays around the school provide ideas and inspiration for students' extended learning.
- Overall achievement in both key stages in non-examinable subjects, including PHSE, is not as strong as in the rest of the curriculum. Leaders know this. Not all students in Key Stage 5 attend these sessions as well as they should and they therefore lose out on the benefits of aspects of general preparation for adulthood.

Behaviour, personal development and welfare

- Students are courteous, friendly and motivated to learn. Although calm and orderly, the school buzzes with students' focused and determined enthusiasm for their studies.
- Students feel very safe in the school. They know that adults will support them and guide them through any difficulties. Students really appreciate the exceptional care and nurture they receive from staff in the school. Some of the most vulnerable students who had experienced difficulties during adolescence or in previous years were pleased to talk to reviewers about how well they had been supported at Hautlieu.
- In general students develop well as young people and are prepared very effectively for the next stage of their education or employment. The atmosphere and expectations across the school enable students to practise independence and help them to feel like adults.
- Any instances of bullying or unacceptable behaviour are taken seriously with appropriate sanctions applied. Within the behaviour policy, leaders spend time thinking carefully

about the best strategy to keep students on track – while also supporting staff and maintaining a sense of order.

- A small number of students, staff and parents do not fully understand or accept the school's careful and bespoke approaches to managing behaviour. Some express concerns that low-level disruption is not being dealt with strictly enough. However, reviewers found that students' behaviour and attitudes are managed effectively and real disruption to learning is rare.
- Attendance at Key Stage 4 is higher than that found in other secondary schools, though leaders are ambitious about improving this further. Attendance rates for the sixth formers are starting to improve but are not as high as they need to be. Some students have got into the habit of picking and choosing when and where they attend, taking independent learning too far.
- Leaders have introduced a rapid improvement plan designed to increase students' attendance. This plan has already made an impact on older students, who spoke to reviewers about their new resolutions to attend better.
- Many students make the most of opportunities to get involved with extra-curricular activities, including sports, the Duke of Edinburgh programme and charity work. Various groups of students represent the school and contribute to its improvement, for example through the school council and the wellbeing group. However, these groups are not as systematically structured as they could be and not all students feel represented by them.
- The overall programme for PHSE and students' spiritual, moral, social and cultural development is not as well designed as the examined programme of study. Some well-chosen outside speakers have the potential to be informative and interesting for students, but their sessions are not always delivered very well or followed up in mentor or tutor sessions. Students, in general, do not rate the programme highly and the patchy attendance of some older students reflects poorly on the quality of this provision.

Effectiveness of teaching

- Teachers and subject leaders have secure subject knowledge and use this well to plan and teach the specifications required by the examination subjects. The most successful planning of learning is when teachers and subject leads tailor the sequence of topics and concepts to ensure that students are well prepared for what comes next.
- Students' relationships with teachers and support staff are excellent. Students confirm that staff are wholly approachable and put them first. Many staff put in extra work to support students with their studies.
- Students are keen to learn. Nearly all have enrolled in the school because they want to achieve well and go on to higher education or engage in employment. They are committed to working diligently. In most cases their books and folders are well maintained and conducive to revising and adding to their knowledge of different subjects.
- In many subjects, including art, drama, science, English and further mathematics, students benefit from teachers' impressive subject knowledge and go on to reach a high standard in their work and examination performance. In the most effective teaching, students have utter confidence in the teacher's expertise and respect it. These teachers know the students well; are not afraid to challenge their ability and their attitudes to learning; as well as provide sufficient opportunities for independent, reflective work. In these cases, students have no place to hide and they make strong progress.

- When less successful, students are not provided with sufficiently precise advice about how they can extend and develop their answers. Some teachers do not ensure that students are helped to capture the shared learning for example, by listening attentively or making useful notes based on their peers' contributions.
- Most teachers assiduously assess students' work and provide them with helpful feedback. Students' progress is carefully evaluated which enables teachers and subject leaders to take prompt action if students fall behind or are struggling. Students value the feedback they receive on their work and act on any advice given.
- As part of its overall teaching strategy, the school promotes a diverse and cross-cultural community with an outward-looking ethos. Curriculum planning and teaching take full account of the school's multi-cultural cohort of students which ensures that students are well prepared for their future place in society.
- Most teaching of students with SEND is effective and helps them to access resources, participate in lessons with confidence and make strong progress. In general, teachers are knowledgeable about a range of different additional needs and plan skilfully to help students learn and participate. Teaching assistants and support staff typically provide helpful guidance for students when needed. However, precise and detailed oversight of the quality of provision and the impact of interventions for students with SEND is at an early stage.
- Planning for the non-examined programmes of study is not as refined or coherent as it is for the examination subjects. The content of the PSHE curriculum is not well sequenced and although a potentially interesting range of outside speakers are invited to deliver sessions to students, these are not always pitched at an appropriate level, quality assured or followed up in tutorial times.

Effectiveness of leadership and management

- Hautlieu is very well led. Senior leaders are completely united in their ambition and commitment, following the headteacher's insightful and determined example. The senior team know the school and its students very well and are committed to drive improvement. This is also true of governors, who are loyal guardians of the school's ethos, but not afraid to challenge leaders.
- In spite of the potential challenges of building a united community when students join at different times from different secondary schools, leaders have created a vibrant education community which is a great place to learn.
- The vision for the school is clear for most staff, students, parents and stakeholders, but there is still some work to do to make sure that this vision is fully understood and accepted as the right one. A few parents and students express some resistance to the changing cohort of students and the provision for their needs.
- Senior leaders are constantly seeking to improve the quality of teaching and learning and raise standards across the school. They are rightly working to improve the quality of teaching and learning, as well as making sure that the curriculum is suitable for all students and will assure their continued success.
- Leaders' careful planning of the strategies to improve teaching have been embraced by staff. All are committed to improving and enhancing their practice, irrespective of how experienced they are.
- Senior leaders are helping heads of faculty and other middle leaders to be more accountable for the quality of teaching in their curriculum areas. Middle leaders are

spearheading support and guidance for their teams and are beginning to gain more confidence in this aspect of their role.

- Senior leaders have rightly identified that they do not have a sufficiently precise and exact view of the relative strengths and weaknesses of students' spiritual, moral, social and cultural development. In addition, leaders agree with the reviewers that the PSHE curriculum in Key Stage 4 and the wider enrichment curriculum in Key Stage 5 needs improvement to make sessions more meaningful and memorable for all students.
- Safeguarding arrangements are effective. The school has clear procedures at each level. Staff know that safeguarding students is everyone's responsibility. They know how to identify that students may be at risk of harm and understand the school's systems to report concerns promptly. The school's partnership with other agencies that protect children is strong and communication is thorough. School leaders will pursue concerns if they feel that they have not had enough support or guidance from other services. Record-keeping is meticulous and ensures that important information is shared in the right way to protect children.
- Students benefit from open and trusting relationships with adults in the school and are therefore able to share concerns. Staff understand the local culture and outside pressures on students and families. Students therefore feel confident that they will get the help and support they need. Many staff, including the headteacher and senior team, go 'above and beyond' to help students.
- Safeguarding training and updates are regular and frequent. As a result, all staff are well-informed about any changes to the policy and procedures to follow if they are concerned about a pupil.
- Leaders and staff are wholly committed to ensuring online safety within the school community and have appropriate safeguards in place. In addition, site security meets all requirements: health and safety across the whole school is a high priority.

Recommendations

The school should take the following actions:

1. Continue to improve the consistency of teaching across the curriculum in both key stages so that more students make better progress, by:
 - ensuring that all teachers fully understand the agreed approaches to teaching and learning and demonstrate the same high expectations of students' responses in their lessons
 - monitoring more precisely the strategies used to support students with SEND to ensure that they make the desired impact on students' progress
 - ensuring that all middle leaders increase their confidence, competence and consistency when driving improvement in teaching and provision for students who may be vulnerable or at risk of under-achievement.
2. Improve the quality of the school's programme of non-examined subjects, including PSHE, in order to provide a fully rounded education and prepare all students better for the next stage of their education, by:
 - ensuring these programmes are more carefully planned and sequenced to engage all students and provide opportunities to deepen their understanding
 - more systematically tracking the provision for students' spiritual, moral, social and cultural development enabling all students benefit from what the school offers outside their examination subjects.
3. Improve attendance, particularly in Key Stage 5 by:
 - raising expectations of attendance in every subject, including the non-examined subjects, and ensuring that parents support consistent attendance
 - following up absences more stringently and promptly, especially in Key Stage 5.

Information about the school

Age range of students: 14 to 18

Gender of students: Mixed

Number of students on the school roll: 837

Headteacher: Nick Falle

School telephone number: 01534 736242

School website: www.hautlieu.co.uk

Contextual information

- Hautlieu School is a non-fee paying school for students in Key Stages 4 and 5.
- The proportion of students eligible for Jersey Premium funding is 16%
- The proportions of students with special educational needs and/or disabilities is 11%.
- The school has a governing body.

Information about the review

Reviewers considered information about students' attainment and progress. Reviewers visited lessons in both key stages across the curriculum. They also reviewed students' current progress information and scrutinised a representative sample of work. Reviewers observed PSHE sessions and reviewed provision for students' spiritual, moral, social and cultural education.

Reviewers met with senior and middle leaders including the co-ordinator for special educational needs, heads of faculty and subject leaders. The lead reviewer met with a group of non-teaching staff and representatives of the governing body.

Meetings were held with a number of groups of students in both key stages. A range of documentation was considered, including curriculum planning. Arrangements for safeguarding were reviewed including information about referrals to other agencies, safer recruitment and site security.

The review team

The review was led by an experienced off-Island reviewer and consisted of a total of eight reviewers

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.