

JERSEY SCHOOLS REVIEW FRAMEWORK

Handbook

Applicable from September 2025

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Introduction

This 2025 Jersey Schools Review Framework (JSRF) Handbook offers a revised framework for school leaders and reviewers. The Jersey School Review approach was initially trialled extensively and has subsequently been improved upon since its inception in 2016. The first cycle of reviews involved all Government of Jersey schools and reports were published between 2019 and 2024 (allowing for a pause during the COVID-19 pandemic). This revised edition of the handbook has been developed in collaboration with schools and, following pilots in primary and secondary settings, sets out new benchmarks for standards within Jersey's schools and explains how the quality assurance system for schools and colleges will be implemented from September 2025.

The curriculum offer, together with the progress and personal development of children, must be at the heart of our education system's work. We aim to ensure that our Jersey education system is comparable to, or better than, other high performing jurisdictions. This can 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 set out in this document offer clear expectations and a transparent approach to ongoing educational improvement across Jersey.

This handbook is intended to be used in three important ways:

Firstly, to guide teachers and school leaders in the systematic self-evaluation of their own provision and practice. This will enable them to identify their main strengths and their priorities for the next stage in the school's 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, to provide the framework for a systematic process of independent externally-led review. These reviews will offer a regular snapshot of each school, provided by well-trained and experienced reviewers both from Jersey and the UK. This handbook sets out how schools will be reviewed and the evaluation criteria that review teams use to make judgements and inform the areas on which the lead reviewer will write their report. The review reports will continue to strengthen accountability and enable CYPES to focus support and challenge where it is needed most.

Thirdly, this handbook underpins the training and wider professional development of senior leaders so that they can participate in reviews as peer reviewers. After training, and under supervision, senior staff will assist in gathering information and making evaluations of schools. Similarly, the handbook offers a framework for the training of middle leaders and subject leaders in schools and by CYPES.

This revised JSRF handbook seeks to balance the need for consistency in reviews with the flexibility required to respond to the individual circumstances of each of our Island's schools. What follows should be regarded not as a set of inflexible rules, but as an account of the processes involved in a review. Reviewers and school leaders will use their professional judgement when they apply the guidance in this handbook.

The primary focus for school reviews is support for improvement. The approach will strengthen the collaboration between schools and will enhance the effectiveness of our education service as a whole. The 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:

- Support all Jersey's children to experience a high-quality of curriculum, teaching and learning and access to personal development throughout their school life
- Provide a thorough and rigorous framework for school evaluation, enabling schools to identify priorities for development, plan effectively and make gains efficiently
- Ensure that the quality and impact of education in Jersey's schools and colleges is in line with that provided by comparable schools and colleges in the UK
- Support the professional development of headteachers and senior staff through participation in the review process, working with experienced independent reviewers/inspectors
- Provide the Minister for Education and Lifelong Learning, the Chief Officer of CYPES and parents with information about the work of Jersey schools. It will continue to promote each school's accountability for:
 - the standards they achieve
 - the quality of their provision, including the personal development and wellbeing of pupils
 - the impact of their ongoing improvement work.

About this handbook

The 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 original approach to Jersey School Reviews 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 School Improvement and Advisory Service (SIAS) team, along with the Inclusion and Early Intervention team, had also reviewed all of the Additional Resource Provisions (ARPs)¹ in Jersey. Since 2018 all Government provided schools, and some independent schools, have been reviewed and reports have been published. During this time CYPES officers have led an ongoing analysis of the review process and outcomes alongside consideration of research and the frameworks for inspection in other jurisdictions. This work, together with an external evaluation and a range of stakeholder feedback, including headteacher and off-Island reviewers, has been used to produce this updated handbook.

The Jersey School Review system values the participation of a range of on-Island and off-Island professionals in the review process. Reviews are led by highly experienced off-Island professionals, in order to ensure independence and rigour. These review leaders work alongside well-trained professionals (both CYPES officers and senior leaders of other schools). Off-Island reviewers receive training and regular updates to ensure they understand the Jersey Education system and the wider context. CYPES have quality assurance systems in place to monitor the quality and consistency of individual review planning, onsite activities and the accuracy and quality of report writing.

The handbook has three parts:

- **Part 1 - Defining the curriculum**

Priority is given to the ambition, quality and breadth of school's curriculum provision, as it is this that underpins the progress that all groups of pupils make. Therefore, having a clear and agreed understanding

¹ An Additional Resource Provision (previously known as an Additional Resource Centre) provides specialist support to children with SEND within a mainstream setting.

of curriculum, and of the key target groups of pupils, is key to the success of both school leaders' own self-evaluations and the Jersey School Review process. This section seeks to address this.

- **Part 2 - How schools will be reviewed**

This contains guidance on the processes to be followed before, during and after a Jersey School Review.

Schools will also find this section helpful in planning their own monitoring of subjects, provision and their yearly self-evaluations.

- **Part 3 - How schools will be evaluated**

This section contains the benchmarks. Each of these contain a series of bullet pointed criteria that reviewers and school leaders should use to make the evaluations about schools. Part 3 also includes exemplification of the kinds of information and activities that reviewers use to gather evidence to support their judgements. Key sources of information 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 and applying this Framework. It is not to be regarded as an inflexible formula.

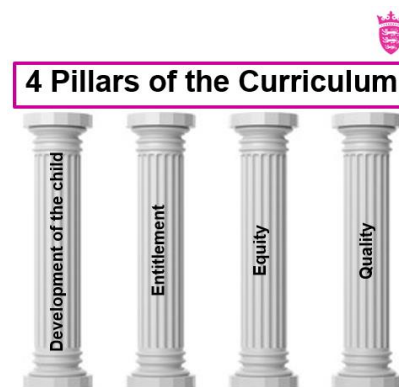
The following diagram shows how self-evaluation and supported peer review fit into the improvement cycle.



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

Part 1. Defining the Curriculum

1. A school's curriculum comprises all of the learning and all of the other activities, experiences and opportunities that it provides for its pupils. Each school's context, vision and values should underpin its aims for an ambitious programme of education for all of its pupils. School leaders' curriculum planning should provide a structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. High-quality planning of both the taught curriculum, and the wider curriculum opportunities on offer to all pupils, enables a school to evaluate pupils' knowledge and skills against those expectations.



2. When considering the curriculum offered by any school or college, we take into account each of the 4 Pillars: **Development of the child, Entitlement, Equity, and Quality.**

Pillar 1: Development of the child

3. For some time, the Government of Jersey has encouraged schools to become UNICEF Rights Respecting Schools². This work prioritises creating safe and inspiring places to learn, nurturing individual talents through putting children's rights at the heart of school life. Schools have worked to gain Right Respecting Schools Awards that recognise their achievements in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. This work has done much to support school improvement across the Island.

UNESCO offer a useful definition which helps to explain the breadth and scope of the term curriculum with a clear focus on development of the whole child:

"Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences both in formal and non-formal settings.

Good curriculum plays an important role in forging life-long learning competencies, as well as social attitudes and skills, such as tolerance and respect, constructive management of diversity, peaceful conflict management, promotion and respect of Human Rights, gender equality, justice and inclusiveness.

*At the same time, curriculum contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum is also increasingly called upon to support the learner's personal development by contributing to enhancing their self-respect and confidence, motivation and aspirations."*³

This first pillar with its focus on children's rights underpins the other three pillars.

² www.unicef.org.uk/rights-respecting-schools

³ UNESCO definition of curriculum

Pillar 2: Entitlement

4. In all Jersey schools⁴, pupils are entitled to a programme of learning that meets the statutory requirements of the Early Years Foundation Stage Framework, the Jersey Curriculum, and religious education as required by Education (Jersey) Law 1999 as is appropriate to their phase. This typically takes the format of a taught subject-based schedule of lessons/learning activities across each school term and year.

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

5. The Jersey Curriculum acknowledges that it is just one element of the education of every child. It contains statutory outlines of the core knowledge within each subject required at each phase. It allows (and requires) teachers to have the flexibility to develop exciting and stimulating lessons which extend pupils' knowledge, understanding and skills as part of a wider curriculum.

A school's own curriculum should set out its aims of a programme of education for its pupils. It should provide a clear structure for how those aims are to be implemented, including sequencing the appropriate knowledge and skills to be gained at each stage. It should be used to help leaders evaluate pupils' knowledge and skills against those aims and expectations.

6. The JSRF will consider how effectively schools deliver an ambitious and appropriately broad and balanced curriculum in line with their pupils' needs and starting points. All pupils in Jersey's schools are expected to study the Jersey Curriculum⁵ including age-appropriate relationships and sex education. Special schools and alternative provision settings have the flexibility under Jersey law to adapt their curriculum provision.

The Jersey Curriculum has many similarities to the English National Curriculum, but it also has important differences. It **sets out the requirements for:**

- **in Key Stages 1-4:** English, mathematics, science, physical education, PSHE including citizenship, religious education and world views, and computing
- **in Key Stages 1-3:** art and design, design and technology, drama, geography, history and music
- **in Key Stages 2-4:** careers
- **Languages:** French in Key Stage 2, and French and other languages in Key Stage 3
- **Schools are also required to teach:** relationships education (Key Stages 1 and 2) relationships and sex education (Key Stages 3- 4) health education (Key Stages 1 to 4). Most typically deliver this through their PSHE programme.

⁴ Education (Jersey) Law 1999 Paragraph 32 outlines the powers of the Minister to make orders which can enable a child with special educational needs and/or disabilities to be exempted from all or any part of the Jersey Curriculum. Therefore, special schools and alternative provision settings are not necessarily expected to deliver the Jersey Curriculum.

⁵ The Jersey Curriculum is published here - [Understanding the curriculum](#)

The Jersey Curriculum requires schools to:

- offer pupils opportunities to learn about local history, culture and geography
- ensure pupils not only achieve recognised qualifications but also understand and learn from Jersey's culture and benefit from a vocational programme aligned to the Island's economy and economic needs
- promote spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils for the opportunities, responsibilities and experiences of later life.

Pillar 3: Equity

7. Inclusive and effective education providers recognise and respond equitably to the diverse needs of all their pupils. Schools and colleges must strive to recognise and understand the everyday lived experiences, needs and interests of all their children and young people. Leaders and teachers are encouraged to build a culture where difference is embraced and barriers to learning are minimised or removed. All learners should feel valued, supported and enabled to develop their full learning, emotional, social, and physical capabilities. As a result, everyone should feel included and well-prepared to take their place in the community.
8. In 2021 the Government of Jersey invited the National Association for Special Educational Needs (nasen) to conduct an independent review⁶ of inclusive education and early years across Jersey. The nasen team identified some exemplary inclusive practice within specific areas of the education system, but also inconsistencies. As a result, children and young people have had different experiences depending on their place of learning. Following the nasen review, CYPES and schools have worked hard to address these inconsistencies. This includes developing the Inclusion Charter⁷ which outlines the Island's vision for an inclusive education. The updated 2025 JSRF has been written in line with this vision.
9. Throughout this handbook, reference is made to considering how appropriate provision is for **all groups of pupils**. Within any individual setting, consideration will be given to how well a school identifies the needs and then provides for significant groups of pupils. These groups are likely to include:
 - pupils with high prior attainment (the school's highest 20%)
 - pupils with low prior attainment (the school's lowest 20%)
 - pupils with special educational needs and/or disabilities (SEND)
 - multilingual learners (MLL)
 - pupils eligible for Jersey Premium (JP)
 - the most vulnerable pupils:
 - Those with identified health or development needs, are looked after or care leavers, or are subject to wellbeing plans as detailed in the Children and Young People (Jersey) Law 2022.
 - those who may be vulnerable due to a protected characteristic⁸ as defined by the Discrimination (Jersey) Law 2013.

⁶ Baseline report on inclusive education and early years published (gov.je)

⁷ [Building an Inclusive Education and Early Years system in Jersey published in 2024.](#)

⁸ **Under Jersey Law there are 7 protected characteristics;** race, sex, sexual orientation, gender reassignment, pregnancy and maternity, age and disability. *(The UK's Equality Act 2010, includes 2 additional protected characteristics; marriage & civil partnership and religion or belief.)*

10. When conducting review activities to gather evidence across all four evaluation criteria (Curriculum, Teaching and Learning; Behaviour Attitudes and Attendance; Personal Development; Leadership and Management) consideration will be given to the quality of provision for these groups of pupils and the outcomes they achieve. However, while the significant groups identified in Paragraph 9 will be considered throughout all activities undertaken during any school evaluation, reviewers and leaders must not promote any unconscious bias, *“By talking about the JP group, we risk changing our social reality. We need to avoid such a thing as a ‘JP pupil’. This is ripe territory for unconscious bias. By asking the question, ‘How do we best support our JP or our SEND pupils?’ we’ve created a reality in which there are groups called ‘JP and SEND’ roaming our corridors and that we are concerned about their attainment. SEND does not equal low attaining. Disadvantage does not equal low attaining. Neither of these, or any other, groups are homogenous.”*⁹
11. When reviewing published data (for example in relation to attainment and attendance) the groups of pupils that teachers, leaders and reviewers need to analyse should include any group of significant size. Data for groups of fewer than five pupils would not normally be considered to be statistically significant.

Pillar 4: Quality

12. Having committed to the first three pillars, then it is important that schools share a vision and a definition of what is required for high-quality curriculum design and delivery. In Jersey we have adopted England’s definition (in italics below) which offers a method of evaluating the programme of taught and wider curriculum provision. This “3i’s” approach has proven to be helpful to school leaders and teachers, particularly when considering the quality of provision for **all groups of pupils** within individual subjects.

“It is helpful to view a school’s taught curriculum as a framework for setting out the aims of a programme of education. Evaluating the quality of this taught curriculum should include:

- *the substantive and disciplinary knowledge and understanding to be gained in each subject at each stage (**intent**)*
- *translating that framework over time into a structure and narrative, within an institutional context (**implementation**)*
- *the knowledge and understanding pupils have gained against expectations (**impact**).”*¹⁰

13. School staff should be supported to develop a shared understanding of the school’s vision for curriculum provision, and a realistic understanding of the breadth and balance of the school’s current curriculum. Senior leaders, subject leads and teachers may find the following questions useful when discussing, planning and evaluating their curriculum provision in school.

Intent: *What knowledge and skills do we want pupils to gain at each stage?*

- What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave?
- To what extent have we made the objectives clear? Does everybody know them?
- How does our curriculum reflect Jersey, its policies and practices (for example, in PSHE and the history curriculum)? Are there any subjects within the Jersey Curriculum with limited coverage, or any gaps?
- How does our curriculum set out the sequence and structure of how we’ll implement it?

⁹ Quote taken from Mark Rowland and Margaret Mulholland who have worked with CYPES to promote inclusion

¹⁰ Intent, Implementation and Impact model developed and used by Ofsted in England

- How does it cater for **all groups**? How do we make sure certain pupils aren't 'shut out' of pursuing subjects they wish to study because of a too sharp focus only on exam results?
- How effectively do our systems identify strengths and areas to develop in each subject?
- Have we identified appropriate next steps (taking into account any contextual challenges)?

Implementation: *How well do we as a team deliver our curriculum?*

- How well does our current curriculum match our intention (as above)?
- How do the subjects we are teaching join together? What cross-curricular links are there (in particular in the development of literacy and numeracy)?
- How are we encouraging progression as pupils move through the school?
- How well do we adapt our curriculum for **all groups** of pupils and those with different starting points?
- How consistently are we all teaching the knowledge and key concepts as pupils progress through the year and phases?
- Are subjects staffed appropriately? Do these staff members have secure subject knowledge? Where might training help? Do all subjects have adequate time and other resources?

Impact: *What difference is our curriculum making to our pupils?*

For school and subject leaders:

- How well are children learning the content outlined in the school's curriculum planning? How do we know?
- How well are pupils prepared for their next stage of education or working life? How do we know?
- How do we know our curriculum is having an effect across **all groups** of pupils?

For teachers:

- How secure are the key big ideas, subject knowledge and skills in **all pupils'** memories before we move on to the next topic? How do we know?
- How well-developed are pupils' learning habits and learning skills? How do we know?
- How effectively do we use our ongoing assessment of pupils' learning to feed into our planning and adaptation of the curriculum?

Put more simply:

14. This updated JSRF handbook has been designed to encourage and support teachers, school leaders and reviewers to consider curriculum provision across all 4 Pillars. It seeks to be supportive of school leaders taking a whole-school strategic approach to the academic, spiritual, moral, social and cultural development of all pupils. It offers an updated framework seeking to encourage and support school leaders and teachers to be thinking less about preparing pupils for tests and exams, and more about the 'body of experiences, knowledge and skills' that **all groups of children and young people** will gain during their time at school.
15. A focus on the quality of both the taught curriculum and wider curriculum provision across our schools seeks to enable school leaders, teachers and CYPES to work together to positively impact upon the quality of all **four evaluation areas** outlined in this handbook:
 - **Curriculum, Teaching & Learning**
 - **Behaviour, Attitudes & Attendance**
 - **Personal Development**
 - **Leadership & Management**
16. When reviewing the quality of provision across all four evaluation areas (Curriculum, Teaching & Learning, Behaviour, Attitudes & Attendance, Personal Development, and Leadership & Management) consideration must be given to the quality of provision for **all pupils**.

Evaluating a school's curriculum

The top-level view

17. To consider the quality of Curriculum, Teaching and Learning in a school (*as outlined in paragraph 13 above*), lead reviewers will start by forming a 'top-level view' of the school's curriculum provision. They will seek to find out about both the taught subject curriculum and the wider curriculum provision and opportunities on offer. They will start by considering information made available through; the school's website, initial telephone conversations with the headteacher (and/or senior leaders), and reviews of any planning that are available. The lead reviewer will consider the vision, values together with the senior leaders' ambition for the schools' curriculum offer. They will also have access to the school's CYPES data report which summarises previous outcomes. Considering all this information as a starting point, the lead reviewer will formulate pre-review questions and a summary top-level view.
18. Having formed, and shared with the headteacher, this summary top-level view, the lead reviewer will design activities to gather and triangulate a range of evidence to assess the fourth pillar of the curriculum – the quality of provision. To do this, the team of reviewers will evaluate the quality of the taught curriculum's intent, implementation and impact as below:

Evaluating the taught curriculum

Intent

19. To review the quality of the curriculum on offer, reviewers will consider the knowledge and skills that the school intends pupils will gain at each stage through the school's taught curriculum. They will look at the scope of the taught curriculum, including how carefully subject leaders in the school have thought about the end points that the curriculum is building towards (with reference to the Jersey Curriculum and, where relevant, the EYFS or post-16 syllabus). They will also look at how subject leads have broken down the content into components and sequenced that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills. Reviewers will also consider the rigour of subject-specific planning.
20. Reviewers will consider the extent to which the school's curriculum:
 - is ambitious and designed to give **all groups of pupils** the knowledge and skills they need to take advantage of opportunities, responsibilities and experiences in later life
 - is planned and sequenced towards clear end points so that pupils build on their prior learning and experiences to develop the knowledge and skills to be able to reach those end points
 - supports pupils to learn the substantive knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge of how the subject works (this should not prevent a topic-based or thematic approach, however)
 - accounts for any delays and/or gaps in learning that have arisen as a result of the pandemic or any other external factors
 - remains as broad as possible for as long as possible. Leaders should ensure that the school curriculum is not arranged in a way that offers any groups of pupils a reduced curriculum.

Implementation

21. Reviewers will consider how the curriculum developed, or adopted, by the school is taught and assessed in order to support pupils to build their knowledge and to apply it to develop their skills. This includes how effectively teachers present the subject curriculum to pupils to ensure that they understand key concepts, retain key knowledge in their long-term memory and apply it fluently. Reviewers will consider how effectively teachers use assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct any misunderstandings and inform teaching.

22. Reviewers will consider the extent to which teachers:

- have expert knowledge of the subjects that they teach and are supported, if necessary, to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching
- present information clearly, promoting oracy and appropriate discussion
- systematically check pupils' understanding and identify misunderstandings/misconceptions and adapt teaching as necessary to correct these
- ensure teaching is sequenced so that new knowledge and skills build on what has been taught previously and pupils can work towards clearly defined end points
- use assessment to check pupils' understanding to inform current and future teaching. They should help pupils embed key concepts, applying their knowledge fluently, deepening their understanding, and not simply memorise disconnected facts.
- consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment.

Reviewers will not take a random sample of lessons to visit. Instead, they will connect lesson visits to other information, such as discussions with curriculum leaders, teachers and pupils, and work scrutiny.

Impact

23. Reviewers will consider the outcomes that pupils achieve as a result of the education they have received. This will include evaluating the impact of the taught curriculum and the wider curriculum provision across the school.

24. Reviewers will consider how well pupils are progressing through the intended curriculum and evaluate the school's schemes of work or other long-term planning (in whatever form they are normally used).

25. Reviews will consider the extent to which **all groups of pupils**:

- acquire the knowledge and cultural capital¹¹ they need to succeed in life
- progress in their learning of the intended curriculum so that they know more, remember more and can do more
- produce work of high quality
- achieve well in national tests and examinations
- are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations
- are supported to be able to read to an age-appropriate level and fluency
- are able to articulate their learning at an age-appropriate level and fluency including using increasingly sophisticated vocabulary.

The selection of sample subjects during a review

26. To gain a deeper understanding of the quality, scope and ambition of a school's curriculum, this handbook requires reviewers to use our 'sample subjects' approach. Whilst similar to the 'deep dives' approach used in England; our Jersey approach has some important differences. Jersey's longer 3-day reviews and larger review teams (with paired peer and team reviewers) allows greater flexibility than is used in the English system currently. The lead reviewer will deploy the review team, making use of team and peer

¹¹ See paragraph 38 for the definition of cultural capital

reviewers' subject experience and expertise. Typically, there will be at least two reviewers involved in collecting and analysing information relating to each subject that is sampled.

27. A review team will gather evidence of the quality of the curriculum by looking at a range of subjects as determined by the lead reviewer from the discussions held with the headteacher during the review planning. The selection of which subjects will be sampled is not a deficit model and needs careful consideration. Lead reviewers, working with headteachers, will select subjects identified as strengths of the school as well as those that may be at an earlier stage of development. From the sample, the team should be able to extrapolate which aspects of provision are systemic strengths, and identify areas for refinement, across the school's taught curriculum. Information gathered by sampling subjects will be used by the team to reflect on the accuracy and timeliness of the school's own self-evaluation and improvement planning.
28. Reviewers will use the sample subjects approach to look at the curriculum across all the Key Stages that a school has. The number of subjects looked at in depth will vary depending on the size of the school and the review team:
 - **in primary schools**, reviewers will always focus on early reading and PSHE including Citizenship and will sample between two and four other subjects.
Where a school's subject lead is responsible for more than one subject it may be possible that sampling activities can be adapted to cover both subjects. For example, a humanities sample that considers geography and history.
 - **in secondary schools**, review teams will focus on PSHE including Citizenship and between three and five other subjects. The review team will also consider provision for pupils at an earlier stage of reading.
Where secondary schools are organised into faculties, then often it may be appropriate to do a sample that covers more than one subject. For example, a sample of performing arts covering dance and drama / theatre studies, or a sample of technology covering design technology, food and textiles.
29. Within each 'sample subject' there will be a planned range of information gathering activities. These typically include: discussing and reviewing curriculum planning with subject lead(s), joint visits to lessons, looking at pupils' work, talking to and observing pupils and discussions with teachers. By the end of the second day of the review, each reviewer will draw from their evidence gathered to: consider how well the intent of the subject aligns to leaders' 'top level view', evaluate the consistency of implementation and the impact of this subject on pupils over time.

Lead reviewers must adapt their timetables and the methodology in line with the school's size, context and the availability of staff for meetings during the day. This is particularly important within small primary schools and special schools.

When reviewing the curriculum in Jersey's smaller single-form-entry primary schools:

- There will be a maximum of four subjects that will be sampled fully. These subjects will include early reading and PSHE. The other two subjects for full sampling must include at least one foundation subject.
- Occasionally, it may then be that a partial sample (with limited activities) is helpful in one or two other subject areas. However, this will not always be necessary in small schools. Lead reviewers and headteachers will work together to consider the emerging evidence base and amend the review timetable, should further limited activities be required.
- Reviewers will be aware that small schools have limited facilities to host meetings and free staff to participate in other activities during the review. Lead reviewers will work with the headteacher to ensure consideration is given to the smooth running of the school. They will consider the available resources and supply cover arrangements when timetabling review activities and be flexible wherever possible. Consideration must be given to how senior leaders will have access to

their offices and how other staff can still use the staff room when not teaching. Every effort should be made to minimise any disruption or unnecessary pressure on staff.

When reviewing the curriculum in special schools:

- All parts of this handbook apply to special schools and other alternative providers. However, it is vital that the lead reviewer and their team work with the headteacher to understand the school's curriculum, the starting points of the pupils, and the school's ambitions for them.
- Review teams understand that the curriculum in special schools will be bespoke. For this reason, the subject sampling areas may not be in the Jersey Curriculum subject areas. Once the lead reviewer has understood the school's curriculum design, the areas for a sampling will be agreed with the headteacher. These may include subjects but can also focus on areas of need (for example, communication and interaction or physical development).
- Reviewers should always sample early reading and/or communication and look at other aspects of the curriculum. They will seek to engage in lesson visits, discussions with pupils, discussions with teachers and looking at pupils' work in order to gather information on intent, implementation and impact. However, how they do this will be adapted to fit the school's circumstances. Reviewers will work closely with staff to understand how the curriculum provision they are looking at is designed and implemented to meet the needs of pupils in the school.
- The review team will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or to UK national figures. They will evaluate whether pupils' outcomes are improving as a result of the curriculum they receive.

30. On the third day of review, depending on the emerging evidence base, the lead reviewer may well direct the team to conduct targeted activities to gather a broader range of evidence involving other subjects.
31. Reviewers will not apply the benchmarks in this handbook to intent, implementation, and impact separately. Similarly, they will not benchmark individual lessons, teachers or subjects. Instead, by the end of the three days of the review, the whole team will pull together a single summative evaluation from all the evidence they have gathered to give a rounded view of Curriculum, Teaching and Learning across the school. The review team will then reflect on how well their findings reflect the school's own self-evaluation.

Focusing on pupils' learning

32. When reviewers, leaders or teachers evaluate the impact of the Curriculum, Teaching & Learning provided by a school, their primary focus needs to be exploring what pupils have learned. **For the purposes of the JSRF we define learning as the long-term retention of knowledge and the ability to transfer it to new context.** We recognise that pupils also need to develop their oracy, confidence and fluency as doing this helps them to both own and apply their knowledge as skills. Learning must not be reduced to, or confused with, simply memorising disconnected facts.
33. The JSRF will be used to judge schools taking different approaches to the curriculum fairly. Experienced lead reviewers recognise the importance of schools' autonomy to choose their own curriculum approaches. Where school leaders can demonstrate that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it is implemented consistently and effectively, ensuring no groups of pupils are left behind, then it is most likely that the school will meet the benchmark for Curriculum Teaching & Learning. Reviewers must not show a preference for any particular commercially published scheme or approach and will assess the school's curriculum provision fairly based on the evidence obtained through the review process.
34. This updated framework recognises that some schools may be going through a period of change. For example, in some schools, the quality of Curriculum, Teaching & Learning may have experienced

challenges in the past but may now be showing significant and sustained improvement. In these situations, published performance data may lag behind the current quality of provision in the school.

35. It is important that reviewers recognise that this revised edition of the JSRF handbook provides increased challenge for some Jersey schools by placing the curriculum at the heart of the review process from 2025. Developing and embedding an effective curriculum takes time, and at any one time a school may only be part-way through the process of refining or redeveloping their curriculum for a particular subject(s). Therefore, the benchmarking criteria in this handbook for Curriculum have transitional arrangements in place which will be applied by review teams during the first year of this updated framework. This means that, provided leaders have an accurate understanding of current curriculum practice in their school and have identified appropriate next steps, this should not negatively impact on the judgements made during the early stages of transition to this revised framework.

Further details of how reviewers will use the sample subjects approach are outlined in the Curriculum, Teaching & Learning Section of this handbook

Evaluating a school's wider curriculum provision

37. As outlined by the 4 Pillars, the curriculum provided by Jersey schools will extend well beyond their offer of academic, technical or vocational subjects. Jersey's schools support pupils to develop in many diverse aspects of life. Schools are crucial in preparing pupils for their next stages of education and their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. PSHE including Citizenship is a compulsory subject within the Jersey Curriculum. Therefore, reviews of primary and secondary schools will always sample this subject.

38. As part of making the judgement about the Curriculum, Teaching & Learning, reviewers will need to consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording within the Jersey Curriculum

"The Jersey Curriculum of PSHE including Citizenship aims to ensure that all pupils:

- acquire accurate and relevant knowledge enabling them to recognise, accept and shape their identities*
- access opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities*
- acquire the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives within the community of Jersey."*

39. Evaluating the quality of PSHE including Citizenship provision needs a slightly different approach to the other sample subjects. This is because:

- at the same time as any school is working with its pupils, these pupils are also being influenced by other factors in their home environment, their community and elsewhere. For example, schools can teach pupils how to build their confidence and resilience, or the dangers of vaping and smoking, but they cannot always determine how well young people draw on their learning in these areas.
- Schools frequently make use of other providers and agencies to deliver targeted areas of the PSHE including Citizenship curriculum. In addition, some aspects may not be delivered through formal lessons but be covered during assemblies or drop-down / focus days.
- Learning in this subject usually does not lead to formal tests or examinations, so outcomes are not measured in the same way as other subjects.

Therefore, when considering this area, reviewers will seek to evaluate the quality of the intent and implementation of what a school provides. This includes checking that provision is accessible to **all groups**

of pupils. However, they will not attempt to measure the impact of the school's work on the lives of individual pupils.

The findings of the activities to review PSHE including Citizenship will not just contribute towards reviewers' judgements of Curriculum, Teaching & Learning but will likely contribute towards Personal Development, Behaviour, Attitudes & Attendance and Leadership & Management judgements too. *Further details of the approaches used, and sources of information considered, can be found in Part 3 of this handbook.*

Part 2. How schools will be reviewed

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. This section of the handbook has been written as guidance for reviewers. 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

40. The processes and evaluation criteria in this handbook apply to all Jersey schools.
41. Independent schools are also subject to evaluation through the Jersey Standards for Independent Schools (JSIS) which checks their compliance with the requirements of Jersey law. This process has a separate handbook outlining the minimum standards expected of independent schools in Jersey. JSIS apply to both established independent schools, and any new independent schools applying for accreditation from the Minister. These standards are in line with the standards expected of independent schools in England.
42. The Chief Officer of CYPES and/or the Head of School Review and Inspection acting for the Minister for Education and Lifelong Learning have the power to commission the review of any school in Jersey¹².
43. Formal review is seen as only one part of Jersey's school improvement process. School leaders' self-review and the subsequent development work conducted by the school itself is viewed as equally important.

The cycle of reviews and use of risk assessment

44. Following its inception in 2016 all Government of Jersey provided schools had a pilot of the original Jersey School Review. These initial reviews were not published. Between November 2019 and January 2020 four schools had published reviews. Reviews of schools were paused during the COVID-19 pandemic in line with other inspection systems across other jurisdictions. Between September 2022 and July 2024 all Government of Jersey provided primary and secondary schools and some independent schools on-island experienced Jersey School Reviews. The reports from these have been published¹³. These reports

¹² **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.

¹³ Jersey School Reviews are published here - [Jersey Schools Review Framework](#). Note: Independent schools are also subject to inspections using the Jersey Standards for Independent schools. Details of these inspections can also be found on the same page on the Government of Jersey website. Some of Jersey's independent schools have opted to become

demonstrate that schools have improved significantly since their first pilot (unpublished) reviews occurred during 2017-18. From 2025 a second round of school reviews following the updated framework detailed in this handbook will be completed over a four-year cycle.

45. CYPES will regularly collate available information about the standards and quality of provision in maintained schools. The findings will identify any settings 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 systems and processes
 - overall academic achievement over time, and/or the academic achievement over time of specific groups of pupils, taking account of available data on attainment and progress
 - concerns in relation to pupils' attendance, behaviour or exclusions
 - the outcomes of any recent reviews, such as subject reviews by independent consultants or by Senior Advisors¹⁴ 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.
46. On occasion the judgement of a review team might be that Curriculum, Teaching & Learning and/or Leadership & Management are not meeting the benchmarks in these areas. Where this is the case, the lead reviewer will share the aspects that are not being met with senior leaders and with CYPES. The school is likely to receive a monitoring visit about twelve to eighteen months after the original review. The way these visits will be used is set out in **Appendix 3b: Monitoring Visits**.
47. Should a school be 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, guided by feedback from the lead reviewer, and informed by the specific issues within the school and recommendations made within the review report. They will take place at least annually until the most significant issues are resolved.
48. 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 3c: School Improvement Boards**.

Review of early years education and childcare

49. Where a school has nursery and/or reception provision, this will be reviewed as part of the whole school review. This handbook contains benchmark descriptors for early years. These are to support school self-evaluation and reviewers' analysis of standards in early years. However, there is no expectation that early years receive a separate judgement and review reports will not report on early years provision separately.
50. 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. It is likely that they will contribute to the Personal Development judgements made by the team.

registered as British Schools Overseas and to be inspected by the [Independent Standards Inspectorate \(ISI\)](#). Reports arising from these are published on the ISI website.

¹⁴ A Senior Advisor is employed by CYPES. Senior Advisors' main role is to provide support and challenge to schools and colleges in Jersey.

Childcare arrangements as part of this Review Framework

51. 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 and is regulated. This handbook does not apply to these non-school settings.
52. However, an increasing number of Jersey schools now offer their own school-run childcare provision. (These may be called after-school club / extended day / wrap around care). If this provision is for more than 2 hours per day, this additional provision must be registered with CYPES. A list of registered holiday, breakfast, after-school and activity clubs is published on the Government website [List of registered childcare providers \(gov.je\)](#)
- The compliance and quality of any school-led childcare provision will most likely fall under the scope of the Jersey School Review. See *Appendix 7: Reviewing wrap around childcare provision run by the school*.** Where this is the case, the review will generate feedback to CYPES to confirm that the provision meets regulatory requirements. The published review report will mention the school-run childcare provision.

When can a review take place?

53. Officers of CYPES will plan review periods and allocations. In general, the first and last weeks of each term will be avoided. Where possible, secondary schools will not be reviewed in the summer term when pupils are taking public examinations.
54. Schools are expected to cooperate with the programme even if the period designated for a review offers some inconvenience. If a significant group(s) of pupils are not in school during the planned review period, reviewers will take this in to account. Working with the headteacher, the lead reviewer will flexibly adapt the timetable of the review to ensure information gathering activities in relation to the provision, standards and personal development of the absent group(s) are considered.

Avoiding making unnecessary or unreasonable demands on schools

55. It is vital not to generate additional work for schools in preparation for reviews. CYPES do not wish to generate unnecessary workload for teachers, administrative staff or pupils and strongly encourage headteachers to reiterate this to their staff.

Reviewers will not require schools to provide:

- additional information for reviews beyond that set out in this handbook
- data or documentation in any specific format, as long as it is easily accessible for reviewers
- written proof of any oral feedback to pupils
- predictions of attainment and progress scores
- assessment or self-evaluation, other than that which is already part of the school's business processes
- performance and pupil-tracking information in any specific format, other than that typically used by the school.

Clarification on what is, and crucially what is not, expected is provided for reviewers and for schools within ***Appendix 2: Workload- Clarification for schools and teachers***.

The general approach

56. The approach to school review in Jersey is to evaluate, support and challenge schools in Jersey to continually improve.
57. Published review 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

58. 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 – Lead Reviewers

- 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. All off-Island reviewers used by CYPES have extensive experience of mainstream and independent school inspection in England and/or abroad as well as being experienced teachers and school leaders. Typically, lead reviewers have served for several years as one of His/Her Majesty's Inspectors of schools (HMI) in England. CYPES ensure that they all receive induction training in relation to the Jersey context and the requirements of the JSRF. These people may act as lead reviewers or team reviewers.

Group 2 – Team Reviewers

- One or more members drawn from CYPES or from a pool of experienced off-Island reviewers. These reviewers will have received training, mentoring and accreditation in the implementation of the Jersey Schools Review system. The role of these reviewers will include ensuring that Jersey's context is fully recognised as part of the process.

Group 3 – Peer Reviewers

- One or more practitioners, currently working in schools in Jersey as a headteacher or deputy headteacher or working for CYPES inclusion service or as a school advisor. These reviewers are included in reviews as they have a lot to offer the process, it enhances their experience of the review system and offers professional development. They will have received training before undertaking this work in schools. They will typically work under the direct supervision of experienced reviewers. Peer reviewers will contribute to the corporate evaluation of the school, but the views of more experienced reviewers will always take precedence.

59. 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.
60. Reviewers from Groups 1 and 2 (above) will receive training at least annually, 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 the following laws: Education (Jersey) Law 1999, the Discrimination (Jersey) Law 2013, and the Children and Young People (Jersey) Law 2022. 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

61. All reviewers are responsible for the quality of their work. Lead reviewers will coordinate the quality assurance of the work of team reviewers and peer reviewers during a review to ensure that reviews are carried out in accordance with the principles outlined within this handbook. During the review they will provide feedback, coaching and instructions as required. To support the ongoing professional development of peer reviewers, the lead reviewer must offer peer reviewers the opportunity to gain verbal feedback on; the amount and depth of information gathered, the quality of their analysis of this information, and their contributions towards team meetings. In large secondary review teams, it may be

more appropriate for the lead reviewer to request another experienced off-Island reviewer to give this feedback.

62. 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.
63. CYPES officers monitor the quality of reviews through a range of formal processes. They will quality assure a review whenever it is led by an off-Island reviewer new to Jersey. Similarly, CYPES officers (or another off-Island lead reviewer) may conduct an onsite visit during a school review to quality assure and monitor the work of any review team. The Head of School Review and Inspection will routinely sample and evaluate the quality of the evidence bases gathered during a review. This is to both check that it supports any judgements and recommendations made and to inform ongoing reviewer training.
64. In the rare situation that a review gathers evidence that could indicate to the lead reviewer that the team may judge that safeguarding is not effective, then the lead reviewer **must inform** both the headteacher and contact CYPES immediately.
Most policies, procedures and arrangements for safeguarding are checked on the first day of the review and final review judgements are not confirmed until the end of the third day of the review. This provides ample time during which the school will be given opportunity to present further evidence to explain their safeguarding systems and procedures. Notifying the Department will allow for the Head of School Review and Inspection, and/or another senior CYPES officer, to come onsite to review and quality assure the evidence base in relation to safeguarding prior to any final judgement being made. *See **Appendix 5 – Summary of Statutory Safeguarding responsibilities***
65. Review reports will be quality-assured before publication and feedback on the report will always be provided to the lead reviewer.

Codes of conduct

Code of conduct for reviewers

66. It is important that reviewers establish and maintain a positive working relationship with school leaders, based on professionalism, respect, courtesy and empathy. Reviewers should be caring and take all reasonable steps to prevent undue anxiety and to minimise stress during the review, where possible. Review teams are conducting the review on behalf of the Minister and so are required to act with integrity and treat everyone they meet fairly, with respect and with sensitivity.

To meet this expectation reviewers will:

- abide by the requirements outlined in the Jersey Schools Review Framework handbook (this document)
- be courteous and professional
- take careful account of the wellbeing of leaders and staff and adjust their approach or activity as appropriate and where possible
- establish and maintain appropriate professional and physical boundaries when talking to both children and adults
- evaluate objectively, being impartial and making precise use of the benchmark criteria and basing all evaluations on clear and robust evidence
- declare all actual and perceived conflicts of interest ensuring that no real or perceived connection with the school could undermine the objectivity of the review
- act in the best interests of the school's pupils

- communicate clearly and objectively. This includes reporting clearly on evidence forms and contributing to team discussions fairly and without bias
- respect the confidentiality of information received, and evaluations made during the onsite 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 by the Data Protection (Jersey) Law 2018
- 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

67. Jersey School Reviews rely on the integrity and cooperation of school leaders and staff. We expect school staff to be open and transparent, maintain a positive working relationship with the reviewers, and to uphold the highest professional standards.

To meet this expectation school staff will:

- 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 information 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 gather information to enable them to evaluate the provision objectively as described within this 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
- act in the best interests of children and learners, and put their wellbeing, education and care above any perceptions of the school's best interests or reputation
- have arrangements to ensure the health and safety of reviewers while on their premises.
- bring any concerns about the review or visit to the attention of the lead reviewer promptly and in a suitable manner. If it is not possible to resolve these with the lead reviewer, the school should contact CYPES.
- make the review team aware of any CCTV cameras and ensure that there is a private room without any CCTV or recording equipment made available for reviewers to discuss the information they have gathered and hold confidential discussions.

Complaints procedure

68. 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.

69. 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 15: JSRF complaints procedure**.

Before the review

The size and composition of a review team

70. 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 Provision (ARP):

Forms of entry	Team composition	Notes
1	A minimum of three professionals in total <ul style="list-style-type: none">• Lead reviewer• Team Reviewer• School-based peer reviewer	All reviewers must have qualified teacher status and have been trained and approved by CYPES.
2	A minimum of four professionals in total <ul style="list-style-type: none">• Lead reviewer• 2 x Team Reviewers• School-based peer reviewer	Team and peer reviewers will include a Senior Advisor, headteacher / senior leader from another school, an/or other trained CYPES officers.
3/4	Typically five or six professionals in total <ul style="list-style-type: none">• Lead reviewer• Team Reviewers• School-based peer reviewers	School-based peer reviewers will work under the supervision of an experienced, off-Island reviewer or CYPES Senior Advisor.
5/6	Typically seven or eight professionals in total <ul style="list-style-type: none">• Lead reviewer• Team Reviewers• School-based peer reviewers	

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

71. The headteacher and deputy headteacher(s) of the school being reviewed will not be a member of the review team. However, they will be invited to be involved in the review process as an observer.
72. Senior leaders will be invited to be present for some lesson visits, reviews of planning, meetings with staff and for any scrutiny of work. In this way, senior leaders will understand the basis for the evaluations made by the review team. Their involvement as an observer of the process is likely to provide opportunities for professional development.
73. Senior Advisors from CYPES will not normally participate in reviews of their current assigned schools. A Senior Advisor serving other schools will be a member of a review team.

Days allocated to a review

74. Reviews will normally last for three days. The lead reviewer and one team reviewer will make an initial visit to the school on the first day. The full review team will be present on the second and third days.

Notification to schools

75. 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.
76. Details of an individual school's review and the composition of its review team will be notified to the school at least four working days before its review commences. The process for schools to request a deferral of the review, and the situations where this may apply, are described in **Appendix 1: Deferral of Jersey school reviews**
77. 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 they meet with the school's staff for the first time, usually on the first day of the review.
78. When the lead reviewer contacts the school prior to the review, usually on the day it is announced by CYPES, they will encourage the headteacher to discuss the information contained in **Appendix 2: Workload - Clarification for schools and teachers** 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.
79. Scheduling notification the week before the review allows time for the off-Island lead reviewer to make contact with the school, develop a working relationship with the headteacher and deputy headteacher(s). It gives school leaders time reflect on the review planning and curriculum phone calls with the lead reviewer and collate existing documents ready to share with the review team. To reduce pressure on teachers with responsibility as a subject lead, the sample subjects will not be confirmed until the pre-review briefing is shared with the headteacher the working day before the first day of the review.

Information to be provided to the lead reviewer by CYPES

80. 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 Advisor and copies of their most recent Notes of Visit
 - A copy of the school's most recent Note of Visit relating to its annual safeguarding and governance check
 - Whether there is any childcare run by another provider onsite or any provision offered before or after school managed by the school
 - A copy of the school's latest data report and any ALPs information held by CYPES
 - The number of pupils registered with the Department as currently following part-time or reduced timetables.¹⁵

¹⁵ Provision for pupils on part-time timetables will be checked during reviews for compliance with CYPES Policy '[Part-time timetables for pupils of compulsory school age](#)'

Lead reviewer's telephone contact with the school: Conversations covering 3 key areas

(a) The introductory conversation

81. Shortly after a school is notified by CYPES that it will be having a review; the lead reviewer will make an introductory telephone call. They will speak to the headteacher, or the most senior member of staff available, to introduce themselves, share outline details of the team, confirm the dates of the review and to schedule a convenient time for a further phone call to make the practical arrangements. Crucially, this conversation will aim to ensure a positive working relationship is established so the review process is as productive as possible.

The lead reviewer will agree further telephone call(s) with the headteacher to discuss practical arrangements, an outline timetable for the review and to begin a curriculum discussion.

(b) The review planning conversation

The purposes of this telephone conversation between the headteacher (and other senior leaders if required) and the lead reviewer are:

1 – Collating Required Information

- Confirm that the headteacher has/will communicate to parents about the review sharing the details 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 and pupils to participate in online surveys. CYPES will provide details of the way these surveys can be accessed online.
- Confirm the nature of any Additional Resource Provision (ARP) provision for pupils with SEND in the school. Discussion will cover:
 - the number of pupils in the ARP, their timetables (including when they are taught in mainstream classes and when they receive specialist support in the ARP)
 - The type(s) of language/communication systems used. Should an ARP cater 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 ARP, including any relevant data. Each ARP will produce its own annual report, based on information agreed with CYPES.
- Confirm how many pupils attends any off-site (alternative) provision, either full- or part-time, and the nature of this provision¹⁶.
- Confirm status and discuss numbers within any nursery provision, sixth form provision, before-school and/or after-school care and holiday clubs led and managed directly by the school

2 – Planning the Review Timetable

- Outline activities likely to be scheduled during the review
 - Draft details for the first day of the review. (Normally, this will involve only the lead reviewer and one team reviewer)
 - Making arrangement for meetings with leaders, including those with responsibility for:
 - maintaining the school's Single Central Record and leaders of safeguarding¹⁷

¹⁶ Any review of a school which uses off-site provision for its pupils will consider how leaders have ensured appropriate safeguarding and the relevance and effectiveness of this provision for the pupils. Reviewers will also seek to clarify the way it is monitored and influenced by the school. Depending on the provision used, it may be necessary for reviewers to contact and/or visit these providers during the review.

¹⁷ These meetings are likely to be covered during the lead reviewer's visit on the first day of the review.

- **groups of pupils** (*See: paragraph 9 and Appendix 9 – Further guidance when considering pupil groups*)
 - meetings with ARP lead(s) and visits to the provision
 - Early Years / sixth form
 - senior leaders responsible for curriculum and assessment
 - issues arising from any self-evaluation and from other pre-review information.
- Confidentially to be made aware of:
 - any member of staff who is currently on formal capability or support procedures
 - any member of staff who is experiencing personal challenge for example through bereavement or illness.

This information is required to assist with review planning because there may be cases when it is not appropriate to visit these teacher's lessons or to ask staff to participate in meetings.

- Arrange a meeting during the review with one or more representatives of the governing body (if there is one.)
- Ask the school to invite their Senior Advisor to discuss his or her perceptions of the school (a suitable time to be arranged) and invite them 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 (*See paragraphs 84 and 85*)
- Provide an opportunity for the school to ask any questions.

3 – Guidance to support developing an appropriate review timetable

The timetables of activities over the three days of any review will necessarily vary in line with the size and context of the particular school. (See also paragraph 13 for details of considerations of smaller single-form-entry schools).

*Wherever possible the following principles **must** be followed.*

- The review team all arrive and leave site together, signing in to the school no sooner than 8am and finishing all review activities no later than 5:30pm on each day of the review. The full team should all leave site together as soon as possible after that.
- The lead reviewer schedules regular catch-up meetings with the review team to oversee the emerging evidence base.
- Two or three short keeping-in-touch meetings occur between the lead reviewer and the headteacher each day. The headteacher is welcome to have another senior leader attend these meetings if they wish. These meetings promote transparency by providing the lead reviewer with an opportunity to share any emerging strengths and/or areas of concern, or requests for further information. The headteacher should also use these meetings to share any staff queries or concerns that may emerge during the review and offer further information if applicable.
- Reviewers must be given time each day to collate and summarise the information they have gathered.
- End of day team meetings are held each day to enable the open discussion and analysis of the emerging review information. Headteachers and deputy headteacher(s) are invited to these meetings so they can hear team discussions, work with the lead reviewer to adapt the review timetable for the next day as necessary, and/or offer further sources of information, if they wish. No benchmark judgements are made until the third and final day.

*In addition, the following meetings and activities **should** be included as follows:*

Day	Curriculum, Teaching & Learning (CTL)	Other areas of the framework	End of Day Team Meeting
1	<ul style="list-style-type: none"> Initial meeting with senior leaders to continue curriculum conversations from the notification call Starting the subject sampling in two subjects 	<ul style="list-style-type: none"> Safeguarding meeting with DSLs Review of the Single Central Record Document and policy reviews Childcare provision (if applicable) 	<p>Meeting should be at least one hour long to:</p> <ul style="list-style-type: none"> Report on information gathered so far on safeguarding Discuss early emerging findings from the two sample subjects started Confirm and agree Day 2 timetable
2	<ul style="list-style-type: none"> Continuation of the subject sampling in the two subjects started Day 1 Subject sampling across the other subjects 	<ul style="list-style-type: none"> Attendance, behaviour, suspensions meeting(s) Meeting with SENCO and possible tour Meetings with EY or Sixth Form leaders Meetings with Governors and CYPES representatives 	<p>Meeting likely to be at least 1.5 hours long:</p> <ul style="list-style-type: none"> Most time devoted to evaluating themes across CTL from the sample subjects At least 30 minutes to discuss headline emerging findings across the other three key judgement areas The team should make clear to leaders where strengths have been seen and confirm where any additional information may be required further than the meetings planned on Day 3
3	<ul style="list-style-type: none"> Completion of any aspects of the 3-6 sample subjects as required Consideration of themes across other subjects if necessary 	<ul style="list-style-type: none"> Further document and policy reviews Analysis of surveys Meetings with pupils PD / careers meetings with leaders and pupils Observation of break, lunch and assemblies 	<p>Meeting is likely to be at least 2 hours long:</p> <ul style="list-style-type: none"> No need to recap all of the information discussed during Day 2, just add additional pertinent evidence gathered Day 3 before applying the benchmarks Completion of similar approach across the other areas Outlining any areas of exceptional performance and recommendations for next steps for the school <p>To be followed by a final feedback summary meeting to governors and the wider senior leadership team</p>

(c) The curriculum conversation

82. The lead reviewer will arrange a suitable time to discuss with the headteacher (and senior leaders if the headteacher wishes) the school's context and its curriculum provision. This discussion is likely to last at least one hour. It aims to help the lead reviewer gain a clearer understanding of the starting point of the review and of leaders' views of standards in their school. It gives leaders the opportunity to share their vision and values and the progress the school has made since its previous review, including any specific progress made on areas for improvement identified at that time.

- This conversation will be used to confirm the Day 1 review timetable of activities with the headteacher.
- Lead reviewers will want to discuss the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports

pupils to learn the curriculum, the standards that pupils achieve, pupils' behaviour and attitudes, and the personal development of pupils.

- Lead reviewers will confirm outline activities required for sample subjects. However, details of which subjects that are to be sampled will be confirmed later. The lead reviewer will explore with the headteacher whether there are any particular subjects that should be avoided at this time and the reasons for this.
- By the end of the conversation, headteachers will be invited to suggest which subjects they would wish to be considered as sample subjects and their rationale for suggesting these. Lead reviewers will take this information into account when drawing up the more detailed review plans/timetables for Day 2 and Day 3 of the review.
- Towards the end of the call the lead reviewer will request that the headteacher emails them copies of the documents detailed in paragraph 84 to assist with review planning and preparation.

83. CYPES is keen to reduce any pressure on staff and avoid the potential for extra workload and/or anxiety that could be caused by additional planning and preparation for the review. Therefore, **the final selection of sample subjects will not be confirmed to the school until the lead reviewer shares their pre-review briefing with the headteacher on the Monday before the review starts.**

Documents and information required by the lead reviewer during their preparation week

84. The lead reviewer will need electronic copies (or access to) the following documents to assist with their planning before they arrive on site:

- 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)
- Timetables showing what will be taught to each class (or other teaching group), when and by whom¹⁸
- An electronic copy of the 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 identify which staff have subject leadership responsibility, early careers teachers (ECTs) and details of any member of staff not working during the review period.
- The school's latest self-evaluation or equivalent¹⁹. Reviewers will have no preferred expectation for style or layout of this
- The current school development plan or equivalent²⁰. Reviewers will have no preferred expectation for style or layout of this

¹⁸ This information is required in order for the lead reviewer to plan a balanced programme of sample subjects.

¹⁹ 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.

²⁰ This would also include any strategic planning document that sets out the longer term vision for the school.

Documents and information to be made available to the review team at the start of Day 1

85. The school or CYPES will ensure that the following information is made available in the team room (or electronically) when the review team arrive on site at the start of Day 1 of the review:

Curriculum, Teaching & Learning

- CYPES will have already provided the review team with the school's latest data report.
- During the review, the school may be asked to provide other data, which apply to the benchmark criteria for Curriculum, Teaching & Learning. This will include any available information on in-year assessments and information on the achievement of **groups of pupils**. In general, top-level analysed data²¹ will be of greatest assistance to the review team.
- If the school has pupils following part-time timetables. The school will need to confirm:
 - the number of off-site alternative providers used currently and the number of pupils attending each provider
 - the names and contact details of the alternative providers
 - the range of needs that these providers cater for
 - the timetables for the pupils who attend this alternative provision.

Self-evaluation and planning

- The school's latest self-evaluation and development plans or equivalent will have already been provided to the lead reviewer but, if possible, paper copies are helpful.
- Once in school, the reviewers will require access to subject planning for the sample subjects

Reports

- The most recent reports, provided by the school's Senior Advisor, and any other external reports provided over the previous 12-18 months. CYPES will provide copies of its reports to the lead reviewer, but leaders may have other external reports that they wish to share.

Staffing details

- Paper copies of the current staff list for each member of the review team. These should include staff names, classes or groups taught and any leadership or pastoral responsibility held by each member of staff. This list should include subject leadership details and details of any member of staff not working during the review period.
- This list should indicate whether any member of staff is an ECT or newly appointed to the school.

Timetable details

- Paper copies of the timetables showing what will be taught to each class (or other teaching group), when and by whom²²
- Access to either annotated class lists or seating plans that identify the pupils expected to be present in each class and whether they have SEND, are eligible for Jersey Premium or they are multi-lingual learners.

Safeguarding, welfare and child protection

The reviewers will need secure access to safeguarding information, including:

²¹ 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.

²² 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.

- The School's Central Record (SCR) of the Disclosure and Barring Service (DBS) and other required pre-recruitment checks carried out on staff, governors and regular volunteers.²³ If this information is held electronically, there is no need to print it; it can be viewed on screen during the review.
- Access to records of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the Children and Families Hub, along with brief details of the current outcome. This information may either be in writing or included as part of a discussion when reviewing records stored within the school's MyConcern or other online safeguarding software.
- 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. In most cases this will be accessed through MyConcern (or other electronic system) where the lead reviewer or the Senior Advisor will select some children to sample to ensure the school is meeting the requirements of Jersey's Keeping Children Safe in Education (KCSIE) guidance.²⁴
- Secure access to safeguarding information in relation to any referrals made to the Jersey designated officer regarding staff or other adults.
- Behaviour and attendance logs. These include:
 - Records and analysis of numbers, and reasons for any 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 and **groups of pupils**. Figures showing full-year trends in attendance overall and, for significant groups, over time.
Attendance will be benchmarked against Jersey averages. Reviewers will consider how leaders analyse these behaviour and attendance records comparing significant groups of pupils to their peers.
- 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 and how this is linked to the school's self-evaluation and school improvement planning
- The effect performance review and appraisal (PRA) has had on improving teaching and learning over time

²³ Disclosure and Barring Service (DBS) checks are made centrally by Human Resources staff for employed staff. Since 2024 schools have been obliged to maintain a single central register as in England. These are checked through the CYPES Governance and Safeguarding Audits and the again during JSRF reviews.

²⁴ Jersey KCSIE can be found on www.gov.je/Government/Departments/Education/pages/policies.aspx

Work of the governing body

- Where there is a governing body, minutes of governors' meetings, sub-committee minutes, notes of visit to school and other relevant strategic documentation about the influence of governance over the past 12-18 months.

Preparation for the review by the lead reviewer

86. The lead reviewer will prepare for the review by considering all available information. They will use this information to develop an initial picture of the school's context, performance and situation. As well as information as listed above, the lead reviewer will consider:
- Any previous JSRF review report
 - Any common themes raised in any formal complaint(s) made to the Government of Jersey about the school (**reviewers will not re-investigate any individual complaints, but they must consider any trends in complaints over time or 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 SEND; information about any ARP, any information giving insights into the promotion of equality of opportunity
 - Information revealed in internet searches.²⁵

Pre-review briefing and instructions for the team

87. The lead reviewer will prepare and distribute a pre-review briefing to the review team before the review begins. In the interests of transparency, the document will also be copied to the school's headteacher before the review starts.
88. A template will be provided for the pre-review briefing. In addition to the 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 briefing will outline the lead reviewer's summary of the school's 'top level view' of its curriculum offer and any particular areas to be focused on during the review. It will also confirm the sample subjects.
89. When providing the pre-review briefing to the team, the lead reviewer may send an electronic copy of the school's self-evaluation and its development plan if these are available at this time (and it is appropriate to do so). Whilst the team members should get sufficient outline information about the school from the pre-review briefing, 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.

²⁵ 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.

90. As necessary, further information and instructions will be offered verbally when members of the review team arrive in the school.

Transparency

91. It is expected that data reports and other information provided to the review team by CYPES will also be provided to the school.
92. The pre-review briefing 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

93. 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.
94. Individuals and organisations are legally required to provide reviewers with access to information. Article 64 of Education (Jersey) Law 1999 gives reviewers '*right of entry to the premises of the school concerned*' and '*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*'. These powers enable reviewers to look at computers and other devices that may hold relevant information.
95. Some reviewers will gather evidence electronically using laptops, others will record their evidence on paper evidence forms. Reviewers must transfer evidence securely in line with Government of Jersey security policies. Electronic and paper evidence forms will not be used to record personal details. Reports (findings) will not allow the identification of individual pupils or staff. Particular care must be taken to avoid the identification of individuals in any document, including the report, which will be made available to the public.
96. Most documents including personal information will be retained for the minimum time required for the review. As outlined later in this document, information gathered during the review 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. The exception will be summary evidence forms of sampled subjects which will be retained by CYPES to inform strategic oversight and future work streams to support training and curriculum development across the Island. Areas identified as exceptional performance will be retained by CYPES and shared with school leaders.
97. After the report is published, the review information that is destroyed will be recorded on the Data Disposal Log by a member of CYPES.

Safeguarding

98. Reviewers will always have regard for the how well the school promotes a culture of safeguarding. 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.
99. A summary of the current guidance on child protection and safeguarding is provided in **Appendix 5: Summary of safeguarding responsibilities**.
100. If a reviewer finds evidence, or receives an allegation, of child abuse within a school they must immediately contact the Head of School Review and Inspection. Reviewers must not attempt to investigate the incident.

Seeking the views of registered parents, pupils and of staff

Views of parents

101. 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 should include parents whose children have been excluded, attend part-time (attend an alternative (off-site) provision) or are away from school for any reason.
102. 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.
103. Reviewers will analyse the information shared within the online surveys.
104. If the response rate for the survey is low, reviewers may take steps to gather further proof of parents' views, for instance by organising meetings or seeking views informally at the beginning or the end of the school day.
105. Reviewers will also consider any other information from parents, including the results of any past surveys the school has carried out or commissioned.

Views of staff and pupils

106. The views of staff and pupils in schools will be gathered through online questionnaires, details of which will be provided to the school.
107. The school should provide details of the relevant survey to all staff²⁶ and pupils as soon as possible before the review commences.
108. Staff and pupils should complete the survey by lunchtime on the first day of the review.
109. Reviewers will consider any other evidence of the views of staff, including the results of any past surveys the school has carried out or commissioned.
110. Reviewers may gather information from pupils, parents or other stakeholders in person. This may include informal meetings at the start and/or end of the day. In drawing on information from these meetings, every attempt 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 the interviewee. Reviewers have a duty to pass on disclosures that raise child protection or safeguarding issues and/or when there are concerns about serious misconduct, bullying of staff or criminal activity.

Dealing with serious complaints

111. Should any individual parents, pupils or members of staff raise complaints about the school, reviewers will inform appropriate school leaders and record the school's response. Reviewers will not investigate these complaints individually but refer parents to the school's own complaints policy.
112. If a parent or member of staff raises serious issues, reviewers should share this with the lead reviewer who will then follow these up by informing the Head of School Review and Inspection. The lead reviewer may decide whether to refer in general terms to these matters in the report. Individual and

²⁶ 'Staff' is taken to mean school leaders, teachers and all support staff.

identifiable cases should never be reported upon. *(See also paragraphs 100 and 154, which deal with the duty to report certain types of allegations.)*

During the review

Day 1: the lead reviewer and one team reviewer will be in school starting review activities

113. The lead reviewer and CYPES team 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 other member of the team
 - Discussions about the pre-review briefing and 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 observed²⁷. It is for the lead reviewer to judge whether these reasons should be accepted
 - Ensure that the headteacher is aware that information 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
 - 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 or phone call with the school's Senior Advisor might also be arranged during this first day of the review.
114. The lead reviewer should meet briefly with the staff on Day 1 to reassure them and to tell them a little about the review process. If more convenient, this meeting may alternatively 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

115. 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:
- Review of any ARP, 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 'keeping in touch' meetings with the headteacher and deputy headteacher(s) about the emerging evidence base and the progress and conduct of the review in order to deal with any issues which may be identified
 - Discussions with pastoral and subject leaders

²⁷ 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.

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

- Discussions with groups of teachers seen teaching each subject that has been sampled²⁸
- Discussions with pupils
- Discussions with governors (if there is a governing body)
- A discussion with the Senior Advisor (if not carried out on the first day of the review)
- The main team meetings, to which the headteacher and deputy headteacher(s) should be invited.

116. As part of the timetable arrangements, the lead reviewer should ensure the following is planned:

- Discussions between team members and members of the school's leadership team (where joint information gathering activities have taken place)
- Discussions between on-Island and off-Island team members about joint review activities.

From Day 2: full review team in school

117. 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 school²⁹.

See **Appendix 7 – Reviewing wrap around childcare provision run by the school**

118. The full review team should meet the headteacher and senior leadership team briefly at the beginning of Day 2 to introduce themselves and discuss any pertinent key points arising from either the pre-review briefing or from Day 1. 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 and CYPES reviewer will likely have met briefly with staff on Day 1.

119. A short review team meeting (not involving the headteacher or school leaders) should take place before the review commences to clarify review activities, the review trails the team should explore and to confirm any individual roles and responsibilities.

120. The lead reviewer will invite the headteacher and/or senior leaders to observe end-of-day team meetings (if this has not been done already on the first day of the review).

Gathering and recording evidence during the review

121. Reviewers will spend most of their time gathering first-hand information to inform the evaluations they make.

122. Evidence and evaluations must be recorded appropriately. The lead reviewer and CYPES Senior Advisor acting as a team reviewer may opt to record their evidence on electronic evidence forms. All other members of the review team must record their evidence on paper evidence forms. The lead reviewer will ensure that all findings are recorded appropriately. Evidence forms will focus on evaluation rather than description. The context and reasons for each evaluation must also be made clear.

²⁸ **These group discussions with teachers made after visits to their lessons will not be used to give feedback on teaching.** They are an opportunity to have a professional dialogue with teachers to explore their views on the intent, implementation and impact of that subject in their school.

²⁹ Reviews will **not** observe or evaluate independent (separately registered) wrap-around childcare provision, such as breakfast clubs that are not run by the school.

123. Reviewers will make short visits to lessons to gather information about the effectiveness of the implementation of the curriculum. Direct observation will be considered alongside the school's own documentary records about the effectiveness of teaching and views from leaders, staff, pupils and parents.
124. Visits to lessons will prioritise the 'sample subjects' where reviewers will seek to ensure all Key Stages and as many ability groups (if used) are visited as possible. Reviewers are likely to visit other subject areas to gather wider information or to review emerging themes. AS the methodology of this JSRF relies on subject sampling, some teachers and classes may not be observed. This may particularly be the case in larger secondary schools.
125. 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 might 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.
126. Reviewers will scrutinise pupils' work and talk to them about it. As part of each sample subject, reviewers will discuss examples of pupils' work with them to gauge their progress in knowledge, understanding and skills and their engagement in learning.
127. Reviewers will obtain pupils' perceptions of the typical effectiveness of teaching in a range of subjects.
128. Reviewers will evaluate evidence relating to the achievement of **all groups of pupils**. They will give specific attention to the quality of learning within mainstream lessons and within any separate on-site provision, including ARPs, 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.
129. Other information gathered by reviewers will include:
- engaging in discussions with pupils and staff
 - listening to pupils reading to a familiar adult.
130. 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.

Evaluating teaching and learning

131. A significant proportion of time will be spent during sample subject activities gathering information about the consistency of implementation of the intended curriculum. Lesson visits will consider the effectiveness of teaching in lessons and across other learning activities. Lesson visits will also contribute information about pupils' Behaviour, Attitudes & Attendance and their Personal Development; they may also provide insights into the Leadership & Management of the school, particularly in relation to the curriculum.
132. Reviewers' judgements on the strengths and weaknesses of implementation will hinge on the **effect** teaching has on **learning**. It is not the **process** of teaching that is being evaluated. It is the **consistency of implementation** and **impact**.

133. Reviewers will also consider evidence of pupils' learning at other times, for example during extra-curricular activities, trips, visiting speakers etc.
134. The information gathered as outlined above will also inform the evaluation of:
- pupils' progress through the intended curriculum
 - pupils' Behaviour, Attitudes & Attendance, and their Personal Development
 - the impact of leaders' improvements to Curriculum, Teaching & Learning.

Feedback to and discussion with teachers and other staff after observations

135. Making use of the sample subjects approach means that reviewers and leaders will make a series of short visits to lessons. However, the focus of these will be to see how effectively and consistently the intended curriculum is implemented across the school. Lesson observations are no longer used in the same way as they were for the previous framework. Therefore, **reviewers will not routinely offer feedback to teachers** whose lessons have been visited. The lead reviewer should make the arrangements clear to senior leaders at the start of the review so that all staff understand how the methodology for this framework differs from our previous framework.
136. **Reviewers will not grade lessons or** separately grade the Curriculum, Teaching or Learning seen in **individual subjects**. For this reason, it is **not appropriate** for reviewers to offer formal feedback to subject leads after a sample subject has been completed. However, ongoing discussions with subject leads during the sampling activities should be structured in such a way as to offer constructive and professional dialogue around the subject, sharing recognised strengths and areas for further development.

Joint visits to lessons

137. The lead reviewer should invite the headteacher or senior and/or middle leaders (as agreed with the headteacher) to take part in joint visits to lessons. These joint visits 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.
138. In smaller single-form-entry primary schools it may be more appropriate that a senior leader and not the subject lead accompany a reviewer to lesson visits during the sample subjects. Lead reviewers **must** be sensitive to the limited supply cover options and the timetabling challenges in small schools and adapt their review timetables accordingly.
139. Joint visits to lessons may also involve pairings of experienced and less-experienced members of the review team, or occasionally a single experienced member of the review team, as directed by the lead reviewer.

Early Career Teachers and graduate trainees working in schools during a review

140. The lead reviewer will have established, prior to the start of the review, whether the school employs any ECTs or Jersey graduate trainees.
141. Reviewers should see the teaching of as many of these members of staff as possible and talk to them about the way they have been supported.
142. 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

143. Reviewers must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of Behaviour, Attitudes & Attendance and Personal Development, for example:

- At the start and finish of the school day
- During lunchtime, including in the dining hall, and break or play times
- 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

144. 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.

145. Reviewers should consider all available information. No single measure or indicator should determine evaluations.

146. Reviewers should not report separately on groups with small numbers of pupils (typically fewer than five) where individual pupils could be identified.

Gathering information from pupils, parents, staff and other stakeholders

147. Reviewers must take advantage of opportunities to gather information 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, promotion of inclusion and equalities and how the school deals with any discrimination and prejudiced behaviour.

148. 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 ECTs or graduate trainees) to discuss, for example, the effectiveness of induction and mentoring arrangements, professional development and training opportunities
- Other stakeholders.

149. 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, pupils and staff, which will be conducted just before the review.

150. Meetings with staff, pupils and other stakeholders would usually take place without the presence of the headteacher or senior staff from the school being reviewed. However, in some circumstances it may be appropriate to have another member of staff present to support a colleague who may be new to post or anxious. The lead reviewer and headteacher will work together during the review to make reasonable adjustments to reduce staff anxiety or worries about any aspects of the process.

151. 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. In these cases, it should be made clear to the individuals concerned that

their anonymity cannot be guaranteed. For example, reviewers must pass on to CYPES or the Head of School Review and Inspection any disclosures that identify:

- child protection or safeguarding issues
- concerns about serious misconduct
- bullying of staff
- criminal activity.

Meetings with governors

152. 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. **Appendix 4: Education (Jersey) Law 1999 - Governing bodies** details of the responsibilities of governing bodies in Jersey.

153. 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

154. At the heart of the JSRF is a professional dialogue between reviewers and leaders. So, the lead reviewer will agree a process for keeping school leaders informed of progress throughout the review. This will normally mean regular meetings with the headteacher and/or any other previously agreed school leader(s) (at a minimum, at the start, middle and during the team meeting at the end of each day) to:

- provide an update on the progress of the review and any emerging issues, and any emerging picture of the effectiveness of Curriculum Teaching & Learning. 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 may have emerged to date during the review³⁰.

155. 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 and at least one other senior leader should be invited)
- meet at the end of the final day of the review to finalise evaluations and identify areas for improvement (the headteacher and at least one other senior leader should be invited).

156. 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 published report, subject to the process shown below.

³⁰ 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 Head of School Inspection and Review.

157. If, during the review, there is evidence that aspects of the school might be evaluated as **requiring significant improvement**, the lead reviewer must alert the headteacher to this possibility as soon as possible. It must be emphasised to the headteacher that firm evaluations are not made until the final team meeting.

Concluding the review

158. Review activities, including lesson visits, should continue during the final day (Day 3) of the review. However, the lead reviewer should also ensure that time is set aside for members of the team to prepare for the final team meeting and for the final feedback.
159. Reviewers should make summary evaluations of the evidence they have collected and the evaluations they have made for each aspect of the framework. These will enable them to provide succinct contributions to the final team meeting. These summaries should be made on evaluation forms. If the summary is being recorded by an off-Island reviewer, or a Senior Advisor, then this can be done electronically. Peer reviewers should only record on paper evidence forms. All evidence forms need to be handed to the lead reviewer by the end of Day 3 of the review.

Records of meetings

160. 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 in Part 3 of this handbook
 - an outline of the main points for the report and for final feedback
 - Any recommendations. *The lead reviewer should make clear that the wording of these recommendations may not be exact as they will be subject to quality assurance processes.*
- These points will be completed cumulatively and may be amended as each meeting progresses.

Providing feedback to the school

161. The review concludes with a final feedback meeting with the school. The final feedback will be provided verbally by the lead reviewer.
162. 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 and serving governors (if there is a governing body)
 - The Senior Advisor assigned to the school will normally act as CYPES' representative
 - The review team.
163. During this meeting, the lead reviewer will summarise the activities that have contributed to the **evidence base** on which the evaluations have been made.
164. The lead reviewer will outline and explain the **four key evaluations**. Comments will include evaluations of any early years provision and any sixth form provision as part of each section.
165. 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.
166. 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.

167. Those present will be invited to ask questions.
168. 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 should not be shared beyond members of the group present for the final feedback. However, it may be appropriate to share with senior leaders and/or governors who were not able to make the final feedback meeting
 - the full report will be published on the Government of Jersey website (*See Arrangements for Publishing the Report - Paragraphs 173 - 180*)
 - there is a procedure for making any comments or complaints about the review. *See Appendix 14: JSRF complaints procedure.*

Schools which require significant improvement

169. 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 areas for improvement, and what should be done to address them, will be shown unambiguously in the report.
170. 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 for the benefit of the pupils, 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 3c: School Improvement Boards.*
171. In general, where one or more aspects of a school require(s) significant improvement, the school will receive regular 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 not meeting the benchmarks

172. Where Leadership & Management or Curriculum Teaching & Learning are evaluated as **not meeting the benchmarks**, schools will likely receive a day's monitoring visit. This will typically take place within 12 to 18 months and be led by the same lead reviewer if possible. 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 against the recommendations made at the time of the last JSRF. These letters are not normally published.

After the review

Arrangements for publishing the report

173. The lead reviewer is responsible for writing the report. This must be submitted, together with the evidence base, to CYPES.
174. 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.

175. The report will be quality-assured by Head of School Review and Inspection before being sent to the school. As the report is independent of CYPES, this quality assurance process must not change any judgments made during the review, it will focus on ensuring the quality of written text matches Government of Jersey guidelines. The resultant draft report is restricted and confidential and should not be shared more widely or published at this stage.
176. 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.
177. Typically, schools will receive an electronic version of the final report within 14 working days of the end of the review.
178. In most circumstances, the final report will be sent to the school within 19 working days of the end of the review.
179. Once a school has received its final report, it will be published on the Government of Jersey website for public access. CYPES will liaise with the headteacher to confirm when the school can share the report with parents prior to it being published on the Government website.
180. 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 should discuss the report, and the progress made with its recommendations at subsequent meetings and when they meet with school leaders.

The review evidence base

181. Evaluation forms for all review activities form the evidence base for the review.
182. Whether in hard copy or electronic form, the evidence base must be sent to CYPES once the report is finalised.
183. 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 will be recorded on the Data Disposal Log by a member of CYPES.

Confidentiality of the evidence base

184. The review evidence base is confidential. **No reviewer should retain copies of evaluation forms or other documents following a review.** Any review documents, including all paper and electronic evaluation forms, must be provided to the lead reviewer. Once shared with the lead reviewer, any electronic files associated with a review must be deleted completely from personal computers. This should be done immediately following a review³¹.
185. No items from the evidence base should be shared with persons outside the review team.

³¹ This includes the removal of files in 'deleted items' folders, etc.

Discussions with the press

186. Any enquiries made by the press or other agencies about a review should be referred immediately to the Chief Officer of CYPES and the Head of School Review and Inspection. No comments or remarks should be made directly to the press or other agencies by schools or by any member of a review team.
187. 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

188. 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 Paragraph 66 - Code of conduct for reviewers.*)
189. 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 Head of School Review and Inspection for advice.
190. Any concerns raised, and actions taken to resolve them, should be recorded in the evidence base.
191. 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 15: JSRF complaints procedure**.
192. CYPES will seek to respond to any complaint before the final report is sent to the school and published.

Overview diagram of the review process

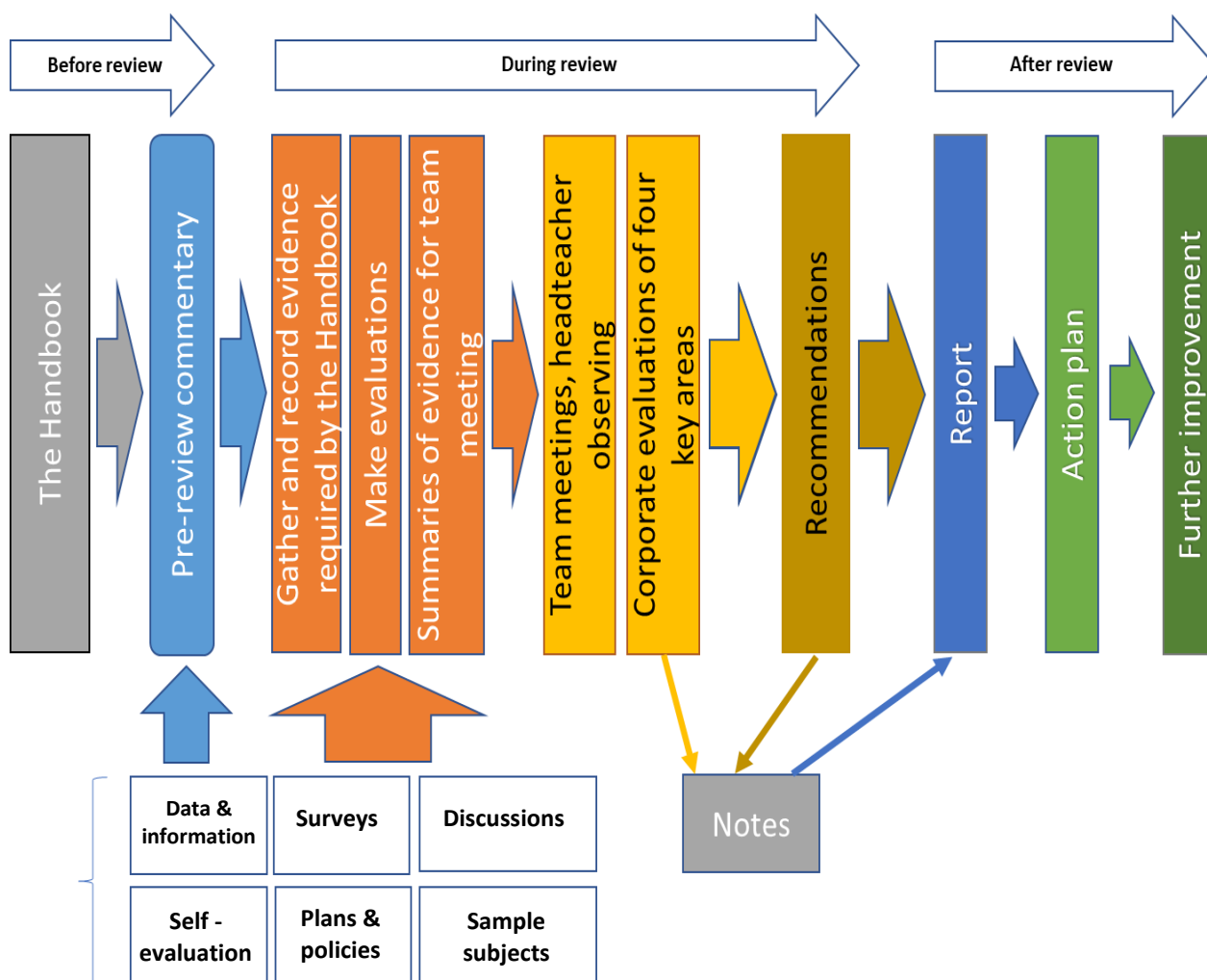


Figure 3: The review and school improvement process

Part 3. How schools will be evaluated

193. This Part 3 of the handbook provides guidance, but it is not exhaustive. It must be used in conjunction with the guidance set out in both Part 1 'Defining the curriculum' and Part 2 'How schools will be reviewed' of this document to support the evaluation of schools.
194. The review team **must** consider the unique context of the Island and set of challenges and opportunities that schools in Jersey face. During the review they will also consider each Jersey school's unique context, cohorts and communities to help inform their judgements. Reviewers **must** interpret standards in relation to pupils' age, stage and phase of education and in the context of the pupils' starting points.

Benchmarks not grades

195. Jersey School Reviews have never resulted in reports being published that grade individual schools and will not do so. This revised JSRF has introduced a system of benchmarking to inform the review team's evaluations across each of **four key judgement areas**:
- Curriculum, Teaching & Learning
 - Behaviour, Attitudes & Attendance
 - Personal Development
 - Leadership & Management

The criteria used within each of the benchmarks set a high bar for schools. They have been informed by research, independent analysis of the JSRF, and by the latest inspection criteria used in other jurisdictions. They are designed to support a comprehensive overall evaluative summary of standards in a school at the particular point in time the review was conducted.

196. Within this Part 3 of the handbook there are also benchmarks for both early years and sixth form. However, these are written for guidance only. School leaders will find these helpful in their own school self-evaluations and improvement planning, but they should be aware that **the review teams will not formally make separate evaluations for these areas**. These additional benchmarks are intended to guide review teams to take account of these phases when evaluating each key area of the above four key judgement areas of the school.

Consequently, early years and/or sixth form will not have their own sections in the final published report. Clear statements about the strengths and areas for development for the provision in these phases will be included in the report for each key area.

197. The Jersey School Review process does not grade schools or make a summary judgement of the whole school. Published reports, whilst seeking to be accessible to parents and other stakeholders, are primarily produced to support the ongoing process of school improvement and are therefore targeted towards educational professionals. Review reports will describe the standards across the benchmarks and next steps for the school.

Benchmarking during the review

198. The review team's benchmarking discussions **are not** grading meetings, and every care should be taken to avoid them being misinterpreted as such. The benchmarks **must** not be used reductively as a tick list, but to underpin the team's professional interpretation and analysis of the full range of evidence they

have gathered. The lead reviewer **must** ensure the team use the benchmarks to support the team in coming to an agreed set of judgements which both celebrate the strengths of a school and prioritises its next steps for continuous improvement. It is this narrative that will be published in the JSRF report.

199. Senior leaders will be invited to be present during the review team's meetings and when they apply the benchmarks. Typically, this will include invites to the headteacher and the deputy headteacher. In larger schools it may be appropriate to have a third senior leader present. Leaders are invited to hear firsthand the team's consideration of the evidence gathered and their evaluations made, applying the benchmark criteria for each key area.
200. The benchmarks should be referred to during the review team's meetings on the first two days of review, but no judgements are made until the final team meeting on the third day. The structure of review, and the subject sampling methodology used, mean that the foci of team meetings each day are likely to be:
- Day 1 – Initial evaluation of policies, practices and the safeguarding information gathered, and summarising initial findings from meetings with leaders and any other activities. *(While there may be emerging evidence for individual aspects of each of the benchmarks it is too soon yet to have sufficient evidence to cover all criteria (bullets) within any one of the four key areas)*
 - Day 2 – Feedback from subject sampling will mean that most time will likely need to be set aside for the team's reflections on Curriculum, Teaching & Learning. However, lead reviewers **must** make sure that sufficient time is given in this meeting to briefly headline key feedback in the other three key areas. This is so that leaders can be informed about any emerging; systemic strengths, concerns that specific benchmark criteria may not be met, or areas the team will require more information from leaders. This will help to design/refine the timetable for Day 3.
 - Day 3 – The final team meeting will initially focus on any additional information gathered for Curriculum, Teaching & Learning before discussing and applying the benchmark criteria in this area. The lead reviewer will then ensure that the team consider the evidence in order to discuss and apply the benchmarks in the other three key areas.
201. The benchmarks will be considered systematically by the team to reach an indicative judgement in each of the four key areas. Review teams will use their professional judgement, considering all the available evidence, to gauge how well a school is meeting the full scope and ambition of each benchmark. During benchmarking discussions, the team must carefully weigh all of the review evidence, to consider whether each of the bulleted benchmark criteria apply to describe the **typical findings**. Where this is not clearcut, the team should 'step back' and consider the 'bigger picture', giving precedence to **pupils' typical daily experience**. Precedence should be given to the spirit of each bullet within the benchmark rather than placing undue emphasis on the specific language and not being pedantic or unduly exacting about individual pieces of evidence or atypical exceptions.
202. Comparative strengths and weaknesses within each of the benchmarks are to be expected. Taking the approach outlined in Paragraph 201, there may well be relatively minor shortfalls in one or more individual bullets.
- The criteria outlined in each bullet do not all need to be met **in full** for the indicative judgement to be that the benchmark for this area is met. Provided that, on balance, the review evidence shows that none of the bullets are systemically weak, or missing completely, then it is likely that a school will meet the benchmark in that area. In which case the indicative judgement is '**Benchmark met**'.
- However, during the final team meeting, reviewers will discuss and identify any comparative areas for refinement/development openly and clearly. This process is to support senior leaders present during this meeting to be clear on any recommended next steps for the school and the key actions to prioritise. This professional advice and guidance will be summarised within the recommendations section of the school's JSRF report.

203. Where **one or more** of the bullets in the benchmark descriptors is not met (or does not describe the typical picture as described in Para 201), then the review team will check to see whether the review evidence gathered substantiates that **any** of the 'requires significant improvement' bullets apply.
- If one or more of these 'requires significant improvement' bullets do apply, then the judgement will be '**requires significant improvement**'. This judgement will be shared with CYPES so that coordinated and structured support can be offered to the school.
 - If the evidence gathered indicates that **none** of these bullets applies, the likely judgement will be '**Benchmark not consistently met.**' Specific areas where bullets are not met will be summarised by the lead reviewer and also shared with CYPES so that the school may be supported with a later monitoring visit.
- In both scenarios the review report will also report recommendations as highlighted in paragraph 205 above.
- Schools not meeting the benchmarks will be offered support. See **Appendix 3: Support for schools not meeting the benchmarks.**
204. Having applied the benchmarks across all 4 key areas, the review team will then consider if the school has any particular areas of **exceptional practice** and the capacity to share these beyond the school. **Exceptional practice is defined as aspects of the school's work that are securely and consistently embedded and worthy of dissemination across the Island and beyond.** Identified areas of exceptional practice within a school may fall within one of the four key judgement areas but equally can fall across more than one. (For example, the leadership and management of the wider curriculum and personal development of pupils).
- Considering areas of exceptional practice is not the same as making a judgement of 'outstanding' as is done in other jurisdictions. This framework recognises that typically most schools are likely to have some (or several) specific areas of particularly effective practice worthy of sharing with others. In line with the developmental ethos of this JSRF, the identification of exceptional practice in Jersey's schools is not intended as a summary judgement, it seeks to encourage sharing of best practice.
205. Areas of exceptional practice will be summarised by the lead reviewer, included within the report and details will be shared with CYPES. CYPES will then coordinate the sharing of this information with other schools. Each academic year headteachers will be invited to use their own school self-evaluation processes to offer updates to this central list of exceptional best practice in the light of any changes that may have occurred between reviews.

Evaluating safeguarding

206. To evaluate how well school systems and processes are enacted to ensure a culture of safeguarding, reviewers will consider a range of evidence to evaluate the effectiveness of safeguarding arrangements over time. They will look for evidence of effective safeguarding practice and at the impact of this practice across **all groups** of pupils.
207. The JSRF does not benchmark safeguarding. During the final team meeting at the end of the third day of the review, the review team will come to a collective judgement as to whether the evidence gathered demonstrates the culture of safeguarding is effective or not. The lead reviewer will always explain this judgement under 'Leadership & Management' in the report.
208. CYPES's Annual Safeguarding and Governance audits will serve as a useful resource to help leaders to prepare for safeguarding meetings and activities and will be considered by the review team.
209. Due to the importance of safeguarding, leaders can often find meetings with external reviewers daunting, even stressful. With this in mind, reviewers must not approach these meetings in a manner that

could be perceived as a 'test for an individual leader', rather they should be an opportunity for them to share the depth and breadth of their safeguarding systems in the school. When planning a review timetable lead reviewers **must** always offer those responsible for safeguarding the opportunity to have another suitable colleague present during safeguarding meetings and activities to support them when explaining school systems.

210. Should any aspect of safeguarding raise concern during the review, then the lead reviewer will inform the headteacher as soon as possible. School leaders will be given opportunities to rectify any issues that can easily be addressed (such as minor errors/omissions in the Single Central Record or in record keeping) by the end of the third day of the review.

211. In rare cases during the review the evidence gathered may indicate systemic errors, omissions or a lack of compliance with statutory requirements meaning that children are unsafe. If this were the case, safeguarding would be judged as not effective by the end of the third day. This then would be a limiting judgement requiring leadership and management to be judged as 'requires significant improvement'. Therefore, **the lead reviewer must:**

- inform the headteacher that this could be the case.
- contact the Head of School Review and Inspection to inform them of the likely judgement and summarise the evidence underpinning this.

Then, before the final safeguarding judgement is made on the third day of the review, an onsite visit will be conducted by CYPES to check the evidence base and to offer wellbeing support to leaders at this time. In addition, before the report is published, an independent off-Island reviewer (who has experience of the JSRF but has not been involved in this particular review) will be commissioned to conduct a full review of the JSRF evidence forms remotely to confirm whether the judgement is justified by the evidence.

Curriculum, Teaching & Learning

Overview and methodology

212. As part of the preparation for the review, the lead reviewer will seek to form an initial understanding of how well established the school's taught curriculum is across different subjects. This will be informed by all of the available pre-review information, including; any relevant detail in the school's previous Jersey School Review report, analysis of the most recent CYPES' data reports for the school, information available on the school's website, discussions with the headteacher and review of the school's self-evaluation.
213. To evaluate the quality of curriculum, teaching and learning, each review will sample a range of between four and six subjects from the taught curriculum in more detail. Ideally, the subjects selected should be agreed between the lead reviewer and the headteacher, with both parties understanding the rationale for the choices made. The lead reviewer should use their knowledge and experience to identify a selection in the best interests of a fair and rigorous review process and will ultimately have the final say. The subjects being sampled will always include PSHE (as information gathered here will form a valuable contribution towards both the Curriculum, Teaching & Learning and Personal Development sections of the review) and at least one other foundation subject. In schools with primary-aged pupils, early reading will also be a sample subject.
214. If leaders, through their school self-evaluation, make clear that particular non-core subjects are at a very early stage of development, it is unlikely that these will be selected as sample subjects. This is in the interests of making the most effective use of review time. However, information may still be gathered in relation to these subjects, and the number and extent of such subjects will be a consideration in weighing the typical experience of pupils over time.
215. Sample subject activities will usually include most or all of the following:
- Discussions with leaders
 - Review of school documentation regarding the curriculum for the subject
 - Visits to lessons
 - Discussions with pupils
 - Scrutiny of pupils' work
 - Discussions with teachers
 - Review of any available validated historical data (where available for that subject)
 - When sampling early reading, reviewers will want to hear a selection of pupils read to a known adult.
216. The sources of information table in paragraph 218 provides information about what to consider during each activity involved in sampling a subject reviewers will aim to connect the evidence they gather through different activities to form an overall picture and avoid placing undue emphasis on any single activity. For example, they may talk to leaders, teachers, and/or pupils to better understand how one lesson fits into a longer sequence of lessons. They will especially not seek to evaluate 'challenge' or learning on the basis of single lesson visits, recognising the importance that pupils sometimes spend time practising and consolidating what they have learned to secure automaticity. The sample subject activities are unlikely to cover every year group in the school but will usually include some activities from each key stage.
217. Sample subject activities may be carried out by one or more reviewers. Wherever possible, discussions about the subject with leaders will be carried out as the first, or one of the first, sample subject activities. The purpose of the sampling between four to six subjects is to consider in more detail the impact of the school's curriculum and teaching. It is not intended to carry out a series of mini subject

reviews and reviewers should guard against this. Although the review team will reach a view about the effectiveness of the school's teaching of foundational elements such as early reading and mathematics, reviewers will not determine a view about each individual sample subject and then aggregate the results. Instead, evidence and indicators from across the sample subjects will be discussed and connected with other evidence gathered during the review from sample subjects and/or beyond.

218. Before the end of the review, usually by the end of Day 2, the review team will discuss with school leaders whether they believe that the evidence gathered through the sample subjects is giving a representative view of the typical experience of curriculum, teaching and learning for different groups of current pupils. Where necessary, remaining review activities will be altered or expanded to consider other subjects.

Sample subjects – an overview

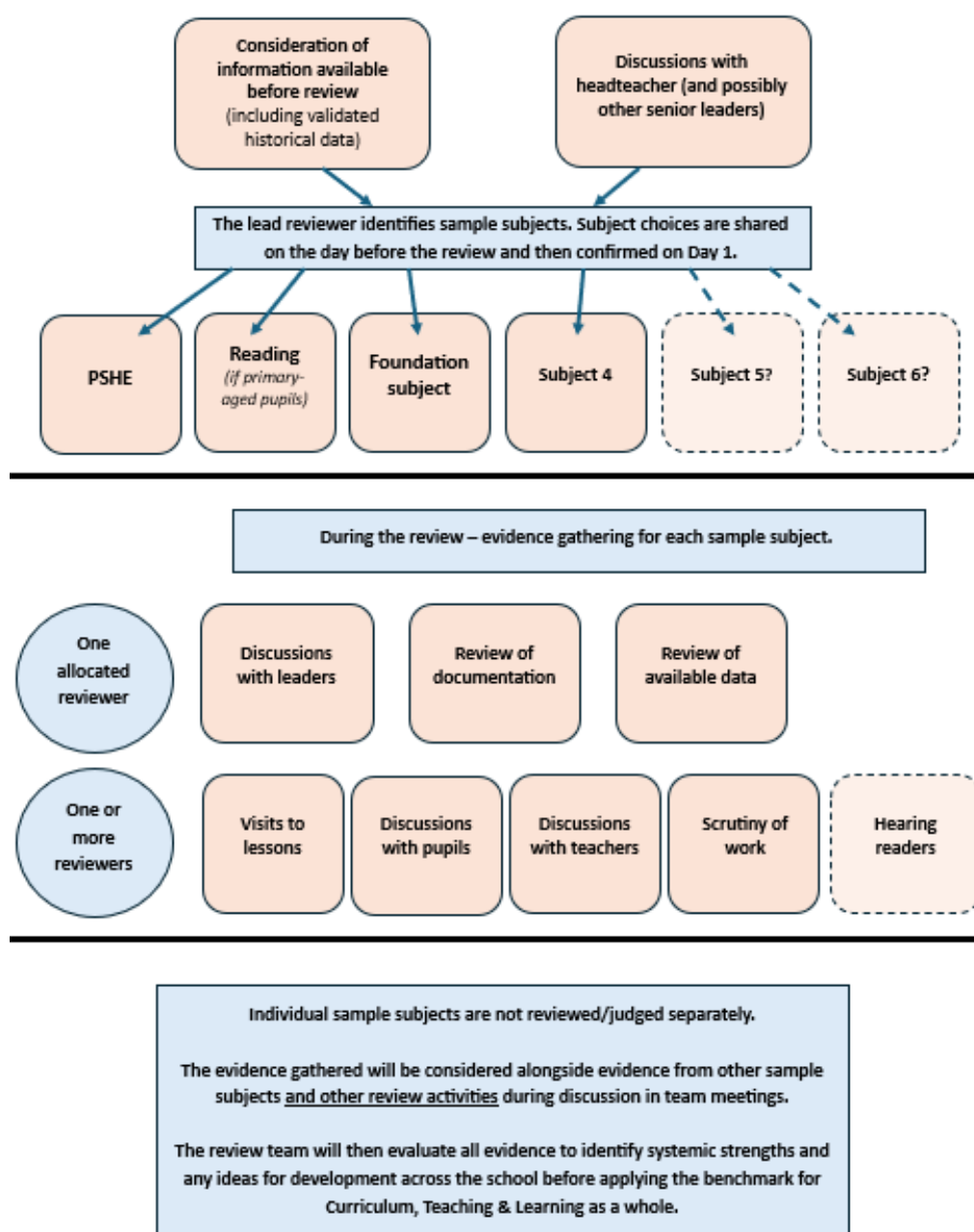


Figure 4: The sample subjects process

Sources of Information

219. The chart below shares areas of focus and key questions that leaders and reviewers should consider for each activity involved in sample subjects. Using this approach across all the sample subjects will enable leaders and reviewers to gather evidence to evaluate Curriculum, Teaching & Learning. The list is not exhaustive and should be used flexibly in the context of each key stage or early years setting. The review team will take care to balance what they see during the review with proof of trends over time or typicality.

Key sources chart

Sources of information for Curriculum, Teaching & Learning		
Activity		Possible areas of focus / questions to be explored
Discussions with leaders	Senior leaders	<ul style="list-style-type: none"> ▪ The ethos of the school. ▪ Their vision for the school's taught curriculum in lessons and the wider curriculum. ▪ Curriculum design, coverage, appropriateness and delivery methods. ▪ Their self-evaluation of teaching (<i>pedagogy</i>) and the quality of it in each phase / subject. ▪ School approaches to assessment (<i>formative and summative</i>) ▪ Current attainment and progress (<i>internal assessments & published data reports</i>) for all groups. ▪ Provision for those who struggle with their reading and/or verbal communication. ▪ Readiness for the next stage of education.
	Subject leaders	<ul style="list-style-type: none"> ▪ Do plans identify key curriculum-building concepts and knowledge? Are these plans appropriately sequenced? ▪ Does the curriculum identify suitable end points? How are subject-specific content, themes, and vocabulary built up over time to achieve these? Explore specific examples. ▪ Do subject curriculum plans link to the school's 'top-level view' of its curriculum provision? ▪ Are the curriculum plans suitably ambitious for all groups of pupils? ▪ How is the curriculum sequenced to support all groups of pupils, including those with SEND? ▪ How are pupils assessed in this subject and what does this information reveal? ▪ How do subject leaders assess / monitor the quality of provision across the school, especially for any targeted groups of pupils? What does this show? ▪ Are leaders knowledgeable about the achievement of different groups of pupils in this subject? How are pupils helped to catch up if required? ▪ What impact does the curriculum have on pupils' readiness for the next phase and key transitions? ▪ What are the destinations of leavers, especially considering target groups of pupils, in your subject? How do you gather information from these destinations to influence your subject curriculum?
Review of school documentation regarding the curriculum in each sample subject		<ul style="list-style-type: none"> ▪ To what extent do curriculum documents, plans and schemes of work support leaders' intent? ▪ Is the documentation sufficiently precise and specific to support teachers in knowing what the most important content they should teach is?

Visits to lessons (leaders invited)	<ul style="list-style-type: none"> ▪ How well is the curriculum being enacted in class to help pupils know more, remember more and/or be able to do more? ▪ How well are pupils achieving against the intended goals of the curriculum? ▪ Are any necessary adaptations in place to support all groups of pupils to do well? (No preferred approach.) ▪ Are pupils recalling and building on prior knowledge effectively? ▪ Observe and listen to discussions and interactions among pupils during their work – do they have the knowledge they need for this learning? ▪ How far is teaching designed to help pupils remember the content they have been taught over time? ▪ Check if pupils have the necessary prerequisite knowledge to access the taught curriculum effectively. Investigate if they have learned what they needed to, not only in the current lesson but also earlier in the lesson sequence, topic, year, or earlier in their schooling. ▪ Speak to pupils directly about what they have understood, making sure to ask specific questions related to the curriculum plan. ▪ In this subject do teachers check pupils' understanding systematically, identifying and tackling misconceptions? ▪ Evaluate pupils' ability to make connections with prior learning and future learning. ▪ Explore pupils' curiosity and vocabulary usage. ▪ Ensure that pupils have the necessary reading skills and resources to succeed in their learning. ▪ How effectively are any teaching assistants deployed to support teaching and learning? ▪ Consider how far the environment is suitably designed or adapted to meet the needs of all groups of pupils.
Discussions with pupils	<ul style="list-style-type: none"> ▪ Select representatives from across all groups of pupils. Encourage them to bring work with them so they can discuss it. ▪ Find out if they've learned what leaders' planning indicates they should know. Check if they have secured key component knowledge of the subject. ▪ Explore what pupils remember from recent lessons or units. ▪ See if pupils can explain concepts to each other. ▪ Explore vocabulary usage and confidence in explaining. Check all groups of pupils' understanding of key vocabulary. ▪ Ask how teachers help when learning is challenging. ▪ Encourage pupils to reflect on their learning journey in the subject.

Scrutiny of pupils' work (leaders invited)	<ul style="list-style-type: none"> ▪ Explore whether the intended curriculum is being learned, if there are links with the top-level view and whether leaders' ambitions are being achieved for all groups of pupils. ▪ Evaluate if pupils are building cumulative, component knowledge. Check for signs that composite tasks demonstrate schema development. ▪ Evaluate elements of knowledge application in pupils' books. ▪ Assess if adjustments are made for any target pupils, only where relevant and necessary, and if they achieve the same ambition embodied in the intended curriculum. ▪ Compare work between different groups of pupils and the rest of the cohort. ▪ Consider the impact of any poor attendance on vulnerable groups. ▪ Examine opportunities for deliberate practice and increasing independence. ▪ Focus on vocabulary development over time. ▪ Determine whether pupils are given enough time to develop and apply their knowledge and understanding and to practise key skills. ▪ Are pupils provided with feedback in line with the school's policy? What is the impact?
Discussions with teachers	<ul style="list-style-type: none"> ▪ How well are all pupils achieving in this subject and how do staff know? How well are different groups of pupils achieving? How do you know? ▪ What indicates to teachers what has been learned? ▪ How do teachers identify gaps and work with pupils to address them? ▪ How do staff use assessment, and what information does this yield? ▪ What professional development / training / support have teachers had and how does this connect with practice in the classroom? ▪ How do teachers ensure all groups of pupils access the curriculum, adapting teaching for target pupils including those with SEND (when necessary)? How do teachers work with other adults (e.g. SENCO and TAS) to support target pupils? ▪ Discuss some specific target pupils, thinking about how well they are achieving and why. ▪ How do teachers communicate with each other about pupils' progress? ▪ Explore awareness of local context and support for families.
Review of any available data (where available for that subject)	<ul style="list-style-type: none"> ▪ Historical attainment data relating to end of Key Stage 2 tests or examinations taken in Key Stages 4 and 5. Where possible showing trends over a three-year period for all groups of pupils. ▪ The school's own performance data on each of the current year groups taking in to account the quality and rigour of 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 all groups of pupils. See Appendix 11: Assessment in the Jersey Context ▪ Discussions with leaders about the school's approach to assessment, and what this shows them.

Visiting lessons

220. The purpose of visiting lessons is to see how well the school's intended curriculum is being realised in classrooms and the impact that both the curriculum and its teaching is having on pupils' learning. In other words, visiting lessons alone is not a 'high stakes' activity and information gathered will be combined with evidence from other activities. Reviewers seek to combine information from a wide range of sources to reach an overall view about the Curriculum, Teaching & Learning.

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

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

Reading, writing and oral communication

222. 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.
223. During the reviews of primary schools, reviewers must listen to children reading from unseen books (appropriate to their age and stage of progress) to a familiar adult. This is to evaluate their fluency, fluency, confidence, and enjoyment in reading. Reviewers 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.
224. Similarly, it is likely that reviewers will need to hear lower-attaining pupils read in Years 7 to 9 in secondary schools to explore how those at an earlier stage of reading are supported to catch up and to gain full access to the curriculum.
225. 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 previously unseen books that are appropriate to their stage of reading development.
226. 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.

Mathematics

227. When evaluating the effectiveness of a school's work in mathematics, reviewers will consider how well the curriculum, teaching and learning:
- 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.
228. Reviewers should consider whether there is consistency 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.

Early Career Teachers (ECTs) and trainees

229. Reviewers will meet ECTs where possible and may wish to visit ECTs' lessons. They will also gather ECTs' views on how the school is supporting their development, including the quality of mentoring and how the school ensures that they access their entitlement to ongoing training.

230. Reviewers will take into account the fact that ECTs have less experience than other teachers. Under the Leadership & Management benchmarks they will assess the effectiveness of the support and professional development put in place for ECTs to ensure that they have the knowledge and skills necessary to teach in their chosen subject or phase. Reviewers will also discuss how the school supports ECTs in managing pupils' behaviour.
231. Reviewers will not usually visit lessons taught by trainees. The Teachers' Standards state that providers will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher before the awarding of qualified teacher status (QTS). The review team will not take trainees' performance into account when assessing the quality of Curriculum, Teaching & Learning

Pupils who are taught in ability groups or sets

232. Some schools may decide to teach pupils according to their assessed ability, particularly where achievement has become widely spread. Reviewers must not bring any preconceptions but 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

233. If pupils are taught in mixed-age classes, reviewers will evaluate the degree to which the curriculum builds on what pupils already know and can do and enables pupils to reach the expected standards for their ages.

Schools with high levels of mobility

234. 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.

Alternative provision

235. Reviewers will consider any alternative curriculum pathways of pupils or groups of pupils currently on the school's register but not attending full-time (or at all). The review team will not usually visit off-site providers but will seek to understand what the offer is and the extent to which the provision is being made in pupils' best interests. They will consider this in relation to the four main pillars of the curriculum outlined earlier in this document.

Evaluating Curriculum, Teaching & Learning

236. A key consideration in judging the quality of curriculum, teaching and learning is the degree to which all **groups of pupils** are enabled at least to keep pace with their peers and the intended curriculum to participate fully in school life.
237. The Jersey Curriculum provides detailed guidance on what is to be learned in each year group in English, mathematics and science in primary schools. 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 pupils in each year group.
238. 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.

Curriculum

239. As a starting point, there is an expectation that pupils will study the full Jersey Curriculum, be given the support they need to keep pace with the programmes of study, and will be taught to master its content, year-by-year. Where pupils have or develop gaps in their prior knowledge and understanding, the school is expected to make all reasonable efforts to help these pupils to catch up quickly.
240. To properly understand the quality of the curriculum, teaching and learning in academic subjects, reviewers will sample selected subjects in more detail as explained earlier. However, reviewers will also pay attention to how well the school's curriculum motivates pupils, supports their behaviour and their personal, spiritual, moral, social and cultural development.
241. Reviewers will aim to get to the heart of what the school offers and the difference it makes for pupils. They will explore what the school intends to teach pupils as set out in its curriculum, how it implements this through the teaching that the school delivers, and the impact this has on all pupils' learning. These elements are all closely interdependent.

Reviewers will consider:

- the quality of the school's curriculum as shown by its scope and ambition, as well as how successfully it is designed to support all pupils to learn what the curriculum sets out that they should
- how effectively the curriculum is taught so that all pupils can access and secure the learning intended and keep up with its ambitious demands
- the extent to which this successfully designed, and well taught curriculum means that pupils' knowledge, skills and understanding build securely over time and they are well prepared for their next stages.

Primary schools should meet the learning and development requirements of the EYFS in full and ensure all appropriate subjects are taught throughout each of Years 1 to 6.

Secondary schools should teach the full range of subjects throughout Key Stage 3. The school should place Jersey 8 at the heart of its curriculum offer in Key Stage 4. Leaders will plan and manage individualised study programmes systematically for Key Stage 5 students.

242. When exploring and evaluating the **curriculum**, reviewers will consider:
- the breadth, range and ambition of the curriculum overall, including the extent to which the school's taught curriculum covers the minimum expectations set out in the Jersey Curriculum,

but also prioritising equipping all groups of pupils with the knowledge, understanding, skills and cultural capital they need to be well placed to take advantage of opportunities, responsibilities and experiences in later life

- how clearly the curriculum identifies what pupils need to know and be able to do at each stage to reach the curriculum's clearly defined milestones and endpoints
 - the choices that have been made about the order content is taught so that pupils' learning builds on what they have learned before and towards these ambitious endpoints
 - how the curriculum enables pupils to remember long-term the most important content and practise to automaticity the most important skills
- how the curriculum develops pupils' subject-specific substantive, disciplinary and procedural knowledge and understanding across all subjects, including foundation subjects.

Teaching

243. 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. Confirmation 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. Learning (children being able to know more, remember more and be able to do more) is the ultimate indicator of the effectiveness of teaching.

244. When exploring and evaluating **teaching**, reviewers will consider 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 **all groups of pupils** can achieve. Pupils will generally be expected to keep up with the programme of study, so teachers should adapt approaches as necessary to ensure that particular pupils do not fall behind. Pupils who grasp the ideas in a topic will be identified and will have their learning deepened, particularly in the later phases of a topic
 - teachers and other staff have a secure understanding of the learning needs and development of the age group they are working with
 - teachers have relevant and sufficiently detailed knowledge and understanding of the subjects they teach
 - teachers present information clearly, check pupils' understanding systematically, and identify misunderstandings or gaps in prior learning and adapt teaching as necessary to correct these. Any pupils who are in danger of falling behind, and those who need additional support, are identified promptly. Because of careful planning and appropriate provision, such pupils are enabled to make good progress, and few fall behind
 - the ways in which teachers give pupils' the best opportunities to remember long-term the most important learning and get better in a subject over time
 - adaptive teaching ensures that the emphasis is placed on the most important learning so that this is prioritised for feedback, retrieval practice and assessment
- 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.

Learning

245. Evidence of pupils' learning will be drawn from each year across the school's full age range and not just oldest pupils and/or end of key stage.

246. When exploring and evaluating the extent of pupils' learning, reviewers will consider:
- the extent to which pupils can read to an age-appropriate level and fluency
 - how far pupils know more, remember more and are able to do more of the school's curriculum

- the extent to which **all groups of pupils** acquire the knowledge, understanding, skills and cultural capital to be well placed to succeed in later life
- whether work produced is of high quality, for example including indicators that the intended curriculum is being learned, that pupils are able to apply their developing knowledge, and their efforts show increasing accuracy and tasks that are completed with care
- the results of validated tests and examinations, where relevant. Published data about 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.
- the historical patterns of attainment and progress (shown in the available data). However, reviewers will give most weight to the progress of pupils currently in the school.

Groups of pupils

247. See **Appendix 9: Further guidance when considering pupil groups.**

Benchmark for Curriculum, Teaching & Learning

(See Paragraphs 198-205 for guidance on how to apply the benchmarks and identifying any exceptional practice)

248. The review team will use their professional judgement to evaluate the sources of evidence gathered within this area to inform their benchmarking discussions and decisions.

Note: The use of [square brackets] below indicates the transitional arrangements being applied to this updated 2025 framework. CYPES recognise that schools may not have had the opportunity to complete the process of adapting or constructing their curriculum fully in preparation for this updated JSRF. CYPES intends to review whether these transitional arrangements are still required from July 2026.

Benchmark

To meet the benchmark within this judgement area all bullets below should apply to describe the typical experience of all groups of pupils over time. (While the sub-headings are used to aid clarity and evaluation, reviewers will not benchmark each of the three aspects separately.)

Curriculum

- Leaders adopt or construct a curriculum that is ambitious, relevant and designed to give **all groups** of pupils the knowledge and cultural capital they need to succeed in life. It fulfils the requirements of the Jersey Curriculum across the breadth and depth of all disciplines and areas of learning, including PSHE.
[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing it about]
- The curriculum is sequenced to build systematically and coherently on pupils' existing knowledge, skills and experiences to secure progression as they move through the school. Over time **all groups** of pupils are offered opportunities to develop their artistic, creative, scientific and physical skills.
[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing it about]
- The curriculum offers rich learning activities that reflect the cultural, linguistic and diverse nature of Jersey and the wider world.
- The curriculum equips pupils with appropriate and required literacy, numeracy and digital skills and encourages them to apply these in their work across the subjects.
- Pupils are provided with learning opportunities to engage with meaningful problem-solving, so promoting creative and critical thinking and innovation. Pupils gain knowledge of digital techniques and literacies to understand and interpret our ever-changing world. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing it about]*
- Curriculum plans provide opportunities for pupils to develop their reading, writing and oracy (and where appropriate, digital skills and mathematics) across the curriculum.
- Reading is prioritised to allow pupils access to the full curriculum offer. The school's rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment of reading. In all phases, pupil's reading skills are known, and any gaps are addressed quickly.

Teaching

- Teachers share leaders' ambition for the curriculum. They typically deliver the school's planned curriculum effectively. This is achieved through preparing and delivering suitably adapted and flexible lessons that help **all groups** of pupils learn well over time.
- Teachers have secure subject knowledge. They present and explain subject matter clearly and promote appropriate discussion and thinking.
- Teaching is designed to help pupils to remember the content they have been taught over time. It enables pupils to build, deepen and extend what they know and can do, developing their understanding of more complex ideas and concepts.
- Learning time is used productively to develop pupils' subject-specific knowledge and vocabulary across all subjects of the Jersey Curriculum.
- Pupils are given time to develop and apply their knowledge and understanding in new ways, both within and across subjects, and to practise key skills.
- Suitable adaptations enable pupils with SEND, or additional needs, access to the curriculum in line with their peers. Small steps of progress are planned and assessed for pupils with the most complex special educational needs supporting them to progress well over time.
- Teaching assistants are strategically deployed and effectively contribute to pupils' progress.

- Teachers and teaching assistants use appropriate language and questioning skilfully to probe pupils' responses and reshape tasks and explanations as necessary so that all **groups** of pupils better understand their learning.
- Teachers check pupils' understanding systematically, identify and tackle misconceptions and provide clear, direct feedback in line with the school's policy.
- There is a rigorous, coordinated and sequential approach to the teaching of early reading which ensures younger children, and pupils who are at an earlier stage than their peers, develop fluency, confidence and enjoyment of reading. Reading books are closely matched to the phonics knowledge that pupils are taught as they are learning to read.

Learning

- Learning environments are suitably adapted to meet the needs of all learners. Consequently, **all groups** of pupils are typically enthused, motivated and engaged in their learning.
- Pupils are encouraged to learn independently. For example, 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.
- Most pupils understand how and commit to improving their work. They are given time to apply and extend their knowledge and understanding in new ways and to practise key skills across a wide range of subjects.
- Typically, in English, mathematics and a wide range of subjects, most current pupils make consistently strong progress. **All groups** of pupils are supported to develop secure knowledge, understanding and skills considering their different starting points.
- When comparison is possible, pupils' achievement is at least broadly in line with comparative schools on-Island (or, as appropriate, England). Or if achievement is currently low, there is evidence of consistent improvement over time.
- The breadth and range of subjects studied equips pupils with sufficient knowledge, understanding and skills to prepare them for the next stage of their education, training or employment and pupils have attained relevant qualifications.
- 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. Appropriate interventions are offered to support any pupils who have fallen behind.

Requires significant improvement

*Curriculum, Teaching & Learning will likely be judged as requiring significant improvement in this area if **one or more of the following applies**:*

- The school's curriculum has limited ambition, is unbalanced, incoherent or poorly planned, and leaders have not appropriately considered the sequencing of learning over time. Consequently, pupils can encounter a disconnected series of lessons that do not systematically build their knowledge, skills or understanding.
- The school curriculum does not adequately cover the full Jersey Curriculum, or the range of subjects is too narrow.
- The curriculum is not sufficiently inclusive. Consequently, **some groups of pupils** do not have equitable access to learning experiences.
- Teaching is often inadequately prepared or is pitched inappropriately to meet the learning needs of the pupils. As a result, pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)
- The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.
- There are significant differences between the progress and/or attainment of different **groups of pupils**, and the school is not making improvements effectively.
- Over time **pupils from one (or more) groups** do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.
- Significant numbers of pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.

Behaviour, Attitudes & Attendance

Overview

249. Behaviour, attitudes and attendance encompass:
- how successfully the school establishes high expectations
 - the way pupils respond to the school's provision, during lessons and at other times
 - the degree to which pupils relate positively to each other and staff, organise themselves, and look after the school and its site
 - the extent to which the environment is one where pupils feel safe
 - the rigour and success with which any discrimination, bullying, sexual harassment, sexual abuse and sexual violence (online or offline) are tackled
 - pupils' attendance and punctuality.
250. Reviewers will evaluate behaviour using a range of information gathered during the review as well as evidence of longer-term trends. Documentary evidence³² 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. In addition, feedback from parents via the surveys will be considered.
251. Reviewers will consider whole-year data on attendance. Reviewers should adhere to the guidance in Appendix **8: Attendance and pupils with part-time timetables** when considering attendance trends. They will compare the school's data with the Jersey average and the degree to which the school has shown success in meeting Jersey's target for attendance. Significance will be attached to the school's reduction of persistent absence³³ if the data suggest that this has been high in the past.
252. 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.
253. 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 and vulnerable pupils are suspended and how the school justifies such suspensions as being in these pupils' best interest.
254. Reviewers will consider all available evidence of the behaviour, attendance & attitudes of pupils attending off-site provision for which the school has responsibility.
255. Reviewers will draw on available information 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.

³² The school's documentary evidence and analysis, for instance in relation to punishments, racist and homophobic incidents and suspensions, will contribute to this evaluation.

³³ 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.

256. 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.
257. Considering the provision for promoting pupils' welfare is a key aspect of this behaviour, attendance and attitudes section. 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 than their peers) should be given emphasis. 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.
258. Reviewers evaluate the experience of vulnerable individuals and groups, such as pupils for whom referrals have been made to outside agencies (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.
259. 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.
260. Schools must have effective behaviour policies in place regarding identifying and responding to any child-on-child abuse and/or harmful sexual behaviour³⁴ and maintain appropriate records/logs of any incidents that do occur. These policies should include details of appropriate sanctions that should be applied consistently and that reflect and are consistent with the messages that are taught across the curriculum.
261. School leaders and reviewers should be familiar with the findings of Jersey's Violence Against Women and Girls (VAWG) Taskforce's report of 2022.³⁵ (Particularly recommendations 76 and 77). Consequently, relating these recommendations to Behaviour, Attitudes & Attendance, reviewers will expect schools to:
- have considered VAWG within their annual Governance and Safeguarding audits
 - promote equality, appropriately challenging any gender stereotyping, harassment, sexist and/or misogynistic behaviours.

³⁴ See www.gov.je/policies page for the latest version of Jersey's Keeping Children Safe in Education document which contains definitions of child-on-child abuse and harmful sexual behaviour

³⁵ Violence Against Women and Girls (VAWG) Taskforce's report 2022

Sources of information

262. The chart below lists the main sources of information for evaluating behaviour, attendance and attitudes. The list is not exhaustive and should be used flexibly in the context of each key stage or early years setting. The review team will take care to balance what they see during the review with evidence of trends over time or typicality.

Aspect	Sources of information
Behaviour	
The degree to which the school sets, communicates, applies and reinforces high standards of how pupils should behave.	<p>The school's website and policies.</p> <p>Observations of interactions between staff and pupils in lessons and during other activities (for example: assemblies, tutor times, breaktimes and around school).</p> <p>Rewards and sanctions policy and practice.</p> <p>Communications with parents, collectively and on an individual basis as needed.</p> <p>Discussions with a cross-section of pupils, including vulnerable pupils and those who have experienced sanctions under the school policy. This will usually include discussions with single-sex groups of pupils separately.</p> <p>Discussions with staff, including ECTs and support staff.</p> <p>The parent, pupil and staff surveys used during the Jersey School Review and the findings of any surveys conducted by school leaders.</p>
<p>Typical behaviour in the school as reflected in:</p> <ul style="list-style-type: none"> - the way pupils conduct themselves both when they are directly supervised and when they are not, in class and around school - pupils' response to requests and instructions - improvements over time and for individuals 	<p>Observations in lessons, at lunchtime and when pupils move around the school, including those with SEND.</p> <p>Discussions with pupils and staff</p> <p>Logs of behaviour incidents, bullying or alleged bullying, incidents of discrimination, sexual harassment, sexual abuse and/or sexual violence and hate incidents (including racism) and any analysis by leaders. The degree to which these accord with other evidence.</p> <p>Where applicable, evidence of the typical behaviour of any pupils not in school during the review.</p> <p>Where applicable, evidence of the impact of work with other agencies to improve behaviour.</p>
<p>The incidence of any bullying, how effectively the school deals with it and the confidence pupils have that it will be dealt with successfully by the school.</p> <p>Pupils' understanding of what bullying is and how the school undertakes to deal with it. Their understanding of how to avoid risks of bullying when using social media and the internet.</p>	<p>The school's website and policies.</p> <p>Discussions with pupils.</p> <p>Logs of incidents of bullying, including repeats, and records of the action taken to deal with it, and any analysis by leaders.</p> <p>Evidence demonstrating that leaders have used their analysis of bullying records, and/or their annual safeguarding and governance audits, to refine the school's curriculum or behaviour policy if applicable.</p>

Any use of reduced or part-time timetables.	Reviews of case studies, including reintegration plans, including, as applicable, for pupils with SEND, reviewed against departmental guidance.
The occurrence of any exclusions and/or suspensions from or within school and the reasons for them.	<p>The school's policy and procedures for exclusions/suspensions and pupils' return to school, reviewed against departmental guidance.</p> <p>Records and analysis or evidence of the impact of any suspensions and/or any repeats, including for pupil groups.</p>
Attitudes	
Pupils' attitudes to, and interest in, their learning and understanding how it equips them for the future; how they respond to feedback, take pride in their successes and keep going when it is challenging.	<p>Observations around the school and visits to lessons.</p> <p>Discussions with a cross-section of pupils, including those from different groups.</p> <p>Discussions with staff.</p> <p>Feedback from surveys.</p>
The degree to which pupils apply themselves to and engage in independent learning activities.	<p>Visits to lessons.</p> <p>Discussions with pupils.</p> <p>Discussions with staff.</p> <p>Consideration of examples of self-study.</p>
<p>The respect pupils show for others' views, beliefs and opinions.</p> <p>Their understanding of, and respect for, protected characteristics.</p>	<p>Observations during breaks, lunchtime and around the school.</p> <p>Discussions with pupils – informally and single gender interviews.</p> <p>Discussions with staff.</p> <p>Behaviour logs and any analysis and records of any discriminatory behaviour.</p> <p>Feedback gained from surveys.</p>
The respect pupils show for their environment and the care they take with personal possessions.	The condition of the buildings and grounds; any presence (or not) 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 and discussions.
Attendance and punctuality	
Overall absence and persistent absence rates for all pupils, and for different groups.	Data provided by CYPES, showing how the attendance at the school compares over time with attendance in relation to the Jersey averages for comparable schools.
The extent to which low attenders are improving their attendance over time and whether the school shows success in reducing persistent absence.	The school's own analysis and understanding of the absence, persistent absence and severe absence rates for all pupils, groups and the causes.

	Proof that the school is doing all it reasonably can to improve pupils' attendance, including as applicable working with other agencies.
Punctuality in arriving at school and at lessons.	Comparison of school data with direct observation in lessons, observation at the start of the day and at the start of lessons. Information demonstrating the impact of the school's work to improve and sustain the punctuality overall and/or of individual pupils.
The punctuality and attendance of any pupils attending any ARP or off-site provision.	Records showing how the school ascertains and tracks these pupils' punctuality and attendance, takes appropriate action to remedy where needed and whether that brings about sustained improvement.

Benchmark for Behaviour, Attitudes & Attendance

Benchmark

To meet the benchmark within this judgement area all bullets below should apply to describe the typical experience of all groups of pupils over time. (While the headings are used to aid clarity and evaluation, reviewers will not benchmark each of the three aspects separately.)

Behaviour

- Positive relationships, coupled with high expectations, are consistently implemented across the school. This is reflected in pupils' positive behaviour and conduct throughout the day, including at lunchtimes and breaks.
- Leaders, staff and pupils create a positive environment in which bullying is never tolerated. When any bullying, aggression, discrimination and/or derogatory language occurs, they are dealt with swiftly and effectively and positive actions are taken to limit their spread and restore relationships.
- Leaders support all staff well in managing **all groups of** pupils' behaviour. Staff make sure that pupils follow appropriate routines. Any instances of disruptive behaviour in class, including that which is a communication of pupils' additional needs, are well understood and effectively managed. The inclusive culture of the school supports improvements in behaviour for pupils with particular needs.

Attitudes

- Pupils are confident and self-assured, they take pride in their work, their school and their community.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- Pupils have positive attitudes towards their education. They are encouraged to become ambitious, confident, capable and independent learners. Typically, they value and respect the contributions of others, respond well to feedback, are resilient to setbacks and take pride in their achievements.
- Pupils typically sustain concentration and avoid distractions. Pupils mostly engage well, complete the tasks set and develop positive attitudes towards learning.

Attendance

- Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Effective systems, monitoring and communication reflect the ambition, culture and determination that no **groups of pupils** are disadvantaged by low attendance. The inclusive culture of the school supports improvements in attendance for vulnerable pupils and those with particular needs.
- The use of part-time or reduced timetables, and the subsequent re-integration of pupils, is applied in line with departmental guidelines.
- Procedures for internal and external suspensions are clear and in line with departmental guidelines. Suspensions are used appropriately and only as a last resort. Leaders consider pupil's additional needs before and during any internal or external suspensions. The school's systems are designed to successfully reintegrate suspended pupils on their return.

Requires significant improvement

*Behaviour, Attitudes & Attendance will likely be judged a requiring significant improvement in this area if **one or more** of the following applies:*

Behaviour

- Poor relationships, or low expectations are widespread. This results in a significant minority of pupils showing a lack of respect for each other or staff. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in frequent bullying, discriminatory and/or aggressive behaviour around the school.
- Ineffective systems and a lack of understanding of pupil's needs significantly inhibit learning and/or lead to disorderly classrooms where pupils demonstrate a lack of engagement, persistent low-level and/or high-level deliberate disruption.
- Leaders are not taking effective steps, or supporting staff adequately enough, to secure good behaviour from the pupils and a consistent approach to behaviour management.

Attitudes

- Pupils generally, or **groups of pupils**, show negative attitudes towards the value of respect, good manners and behaviour as important factors in school life, adult life and work.
- Pupils have little confidence in the school's ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully.
- Ineffective behaviour management systems result in poor behaviour that means pupils are not safe, or do not feel safe, at school and/or at alternative placements.

Attendance

- Attendance is consistently low for all pupils, or particular **groups of pupils**, and shows little sign of any sustained improvement.
- Part-time timetables and/or suspensions are not being used appropriately in line with departmental guidelines, are discriminatory and/or would place a pupil at significant risk.

Personal Development

Overview

259. Effective provision for pupils' personal development encompasses not only the taught aspects of PSHE, but the overall culture of the school.
260. A school's provision for pupils' personal development encompasses the four pillars of the curriculum as described in Part 1 of this handbook. Subject content and skills all contribute to pupils' development as a person. A well-planned and effectively delivered personal, social and health education (PSHE) programme will make a significant contribution to pupils' personal development. An effective PSHE programme will include age-appropriate content relating to relationships, sex and health education (RSHE), in line with the latest guidance from CYPES³⁶.
261. Effective provision for pupils' personal development is characterised by a rich and varied range of activities and events outside of the taught curriculum, with opportunities for all pupils, irrespective of any additional needs or vulnerabilities.
262. Effective provision for personal development helps to shape pupils' attributes, character, resilience and sense of right and wrong. The school's provision for personal development will include effective promotion of pupils' positive mental and physical health.
263. The effectiveness of the school's provision to involve pupils in decision-making and democratic processes is an indicator of the quality of personal development. Effective provision for personal development will include meaningful and authentic opportunities for all pupils to have a stake in the development of the school community.
264. Reviewers will consider all available evidence of the personal development of pupils attending any off-site provision for which the school has responsibility.
265. Where a school has an ARP, reviewers will include its provision in the evaluations described above. Attention will be given to the welfare of pupils educated in an ARP, including their relationships with other pupils in the school and their inclusion in school activities. Further guidance is detailed in **Appendix 10: SEND specialist provision in ARPs and special schools**.
266. The report must make specific evaluations about any ARP which is part of the school, including its provision for the promoting the welfare and personal development of its pupils.
267. School leaders and reviewers should be familiar with the findings of Jersey's Violence Against Women and Girls (VAWG) Taskforce's report of 2022.³⁷ (Particularly recommendations 65, 67, 76 and 77.) Consequently, relating these recommendations to Personal Development, reviewers will expect schools to:
- ensure pupils are aware of the provision of any school counsellors onsite and how to access them

³⁶ See www.gov.je/curriculum page for Jersey Curriculum PSHE Including Citizenship. Schools will also have access to CYPES' non-statutory guidance for PSHE in secondary schools which has also been shared with all lead reviewers as part of their training.

³⁷ Violence Against Women and Girls (VAWG) Taskforce's report 2022

- utilise the skills and knowledge of appropriate VAWG-related external support services available on-Island and the meaningful engagement of pupils in the development/refinement of their PSHE curriculum provision
- promote increased awarenesses of services available across the island to support victims of violence against young women and girls.

Spiritual, Moral, Social and Cultural (SMSC) provision

268. **Personal Development** also 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.

For further guidance see ***Appendix 12: Definitions of spiritual, moral, social and cultural development.***

269. Whilst the four areas must be considered separately, 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 of SMSC.

Collective worship

270. For guidance on Jersey Law in relation to Religious Education and collective worship ***see Appendix 13 Education (Jersey) Law 1999 – religious education and collective worship***

271. 'Religious Education and World Views' is a statutory subject within the Jersey Curriculum so it may be selected by lead reviewers as a sample subject under this Jersey School Review Framework.

272. Since 2004 Ofsted's school inspections in England have not reported on the provision of collective worship. Schools with a religious character have their denominational religious education, school ethos and collective worship inspected separately by the relevant faith group's 'section 48' inspection service. Inspectors working for Ofsted in England, and Estyn in Wales, may visit lessons to consider provision in Religious Education and they may visit collective worship. Through these activities inspectors in England and Wales may gather information to comment on:

- attitudes to learning
- the contribution of assemblies to pupils' personal development and SMSC education

- the quality of teaching.

However, their reports do not judge the quality of the school's denominational religious education or the content of collective worship.

In line with these other UK jurisdictions, provision for collective worship in Jersey's schools may be considered by reviewers to provide evidence towards the judgements made on Curriculum, Teaching & Learning and/or Personal Development. However, collective worship itself will not be reported on under the Jersey School Review Framework.

Sources of information

273. Some more detailed definitions and guidance on sources of information are shown below. Reviewers should consider a broad range of information sources when evaluating the quality of a school's provision for personal development and welfare. Consideration should be given to evidence gathered during the sampling of the effectiveness of the PSHE taught curriculum and also provision outside of any of the taught curriculum. Reviewers must consider the impact of the school's approach to personal development on all groups of pupils. The list is not comprehensive and should be used flexibly in the context of each key stage or early years setting.

Sources of information on Personal Development	
Personal, social and health education (PSHE)	<p>Evidence from the sample subject focus on PSHE. This will consider the quality of curriculum planning for PSHE across the school; implementation of the taught PSHE curriculum and quality of all pupils' responses and learning.</p> <p>Information considered will include pupils' responses to and understanding of relationships and sex education and the extent of their understanding of healthy relationships and keeping themselves safe.</p> <p>Reviewers will consider the school's response to the recommendations set out in the VAWG Taskforce report relating to:</p> <ul style="list-style-type: none"> • how explicitly the PSHE curriculum includes links between gender inequality, misogyny, victim blaming and violence directed towards young women and girls. • teaching staff's skills, knowledge and confidence in delivering PSHE content around sex, relationships, violence and abuse • The quality and impact of any training for teachers in delivering content around harmful sexual behaviour. <p>The PSHE curriculum planning, its implementation and pupils' responses should demonstrate a sharp focus on learning about equality and diversity and preparation for life in modern Britain/Jersey.</p>
Spiritual development	<p>Evidence of the scope and quality of religious education, including sympathetic and knowledgeable teaching about the faiths included in the Jersey Curriculum. It should be apparent that pupils are learning from religions as well as learning about them. Learning that not all people have a religion and that it is possible to lead a spiritual and moral life without religious belief.</p> <p>Information that shows pupils develop understanding about feelings and values and have opportunities to discuss them and develop empathy for views other than their own.</p> <p>Proof that pupils learn about the world in which they live, appreciating the natural world and the environment created by humans. Pupils' understanding and appreciation of their world is supported through opportunities to use imagination and creativity, and to reflect.</p>
Moral development	<p>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.</p>

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 across subjects (especially in humanities, arts, music, drama and PE/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 their 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 wish to share its newsletters and online articles celebrating the impact 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 information about their respect for cultures and religions beyond their immediate experience and in the wider world.</p>
Other aspects of Personal Development	
Pupils' responses shown during their learning and in their work.	In lessons and in the care shown in pupils' written work across the curriculum.
<p>The way pupils relate to those who are of a different race, nationality or belief from their own.</p> <p>The way in which pupils discuss and debate ideas and beliefs in and out of lessons.</p>	<p>Discussions with pupils.</p> <p>Incident logs provided by the school.</p> <p>Visits to a range of lessons and observation of pupils outside of lessons and in extra-curricular activities.</p>
Confirmation that pupils are involved in decision-making to improve the school, including the welfare and safety of pupils.	Discussions with pupils and any information that shows suggestions are sought, valued and acted upon.
<p>The opportunities pupils have to widen their skills and experience, for instance by contributing to their local community or by participating in courses and activities which widen and enrich their experience.</p> <p>The range of extra-curricular activities, including trips, visits and calendared events.</p>	<p>Curriculum information. Records of pupils' participation in community projects and adventurous pursuits or wider qualifications. The levels of participation in these activities.</p> <p>Participation rates for all pupils, including any in-house data analysis relating to groups of pupils – and the school's strategy to promote participation.</p>
The opportunities pupils have to contribute to the school community and its development, for example through a school council or representation.	Discussions with pupils about their stake in the school and how their views are sought, valued and acted on.
<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>

The personal development of any pupils attending any ARP or off-site provision.	Information provided by the school. Visits to, and/or direct observation of, the provisions being used.
Welfare	
<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.</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>Pupils' age-appropriate understanding of the characteristics and impact of harmful sexual behaviour.</p> <p>The opportunities pupils have to learn about other aspects of safety, for instance road safety.</p>	<p>Discussions with staff about the curriculum, including personal, social and health education; and sex education. Written records of the above.</p> <p>Reviews of curriculum planning.</p> <p>School policies including those for promoting Safeguarding and positive behaviours.</p> <p>Evidence from pupils' work.</p> <p>Discussions with pupils, including in single sex groups.</p>
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.	<p>Observations.</p> <p>Discussions with pupils.</p> <p>Risk assessments.</p>
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. The school's provision for the personal development of pupils on alternative education pathways off-site.	<p>Discussion with leaders about specific vulnerable pupils, checking how referrals were made and how concerns were followed up by the school.</p> <p>If appropriate, discussion with some of these pupils to explore their experience of the care and support shown to them.</p>
The welfare of any pupils attending ARP.	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.

Benchmark for Personal Development

Benchmark

To meet the benchmark within this judgement area all bullets below should apply to describe the typical provision for all groups of pupils over time.

- The school's inclusive ethos and systems for pastoral care ensure suitable provision for **all groups of pupils**, (particularly any who may be vulnerable or have additional needs). As a result, it is effective in promoting their personal development, physical and mental health and emotional wellbeing.
- The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. Pupils are provided with effective opportunities to develop secure values and to explore their ethical and spiritual beliefs.
- The curriculum extends beyond the academic, vocational, or technical and provides for **all groups of pupils'** broader development supporting them to be confident, independent, and to develop strength of character.
- Pupils are provided with opportunities to develop an understanding of their identity, heritage and culture, environment and engage in creative arts, sports and recreation.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils feel safe, secure, protected from physical, emotional and verbal abuse, respected and treated fairly. Pupils know how to discuss and debate sensitive issues and ideas in a considered way.
- Pupils are nurtured to develop an age-appropriate understanding of healthy relationships and respect for the protected characteristics under Discrimination (Jersey) Law 2013.
- Pupils develop knowledge (in line with their stage of development) of emotionally damaging or unsafe behaviours including; online safety, sexual harassment, harmful sexual behaviour, grooming, exploitation, and extremism.
- The school prepares pupils to be good citizens in our modern multi-cultural society well. All **groups of pupils** have meaningful opportunities to learn about the values of democracy, the rule of law, liberty, respect and tolerance. The wider curriculum promotes opportunities to be responsible, respectful, active citizens by contributing positively to the school community and/or Jersey society.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Secondary schools prepare pupils for future success in education, employment or training. They regularly monitor their provision (for example by using the Gatsby Benchmarks), to develop and improve their careers guidance and enable a range of education and training providers to speak to pupils in Years 8 to 13. **All pupils** receive impartial information about potential next steps and high-quality careers guidance. The school provides high-quality, meaningful opportunities for pupils to encounter the world of work.

Requires significant improvement

*Personal Development will likely be judged a requiring significant improvement in this area if **one or more of the following applies**:*

- A significant minority of pupils do not get opportunities to learn how and why to live healthy, positive lives (both physically and emotionally) or to learn about the importance of healthy relationships.
- A significant minority of pupils do not have access to a wide, rich set of experiences.
- Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school, including failing to challenge inappropriate attitudes to any protected characteristics.
- Leaders and governors are not protecting pupils from radicalisation and extremist views. Policy and practice in this area are poor, which means that pupils are at risk.
- The school does not take effective action(s) to address situations where pupils, **or groups of pupils**, are discriminated against.
- Pupils, **or 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 for vulnerable pupils or those with additional needs.

Leadership & Management

Overview and methodology

Leadership and management are complementary terms which, together, encompass each of the following areas outlined in paragraphs 274 – 285 below:

274. Vision, ethos and ambition

Leaders' 'Top Level View' encompasses their vision, ethos and ambition for the school curriculum offer for all their pupils. This intent for the education offered by the school should be shared and understood by staff, parents and pupils. This will of course include high aspirations and expectations for **all pupils**.

Leaders' fostering of constructive relationships and systems underpin the positive social behaviour among pupils and staff, so that respect and courtesy are the norm.

275. The effective organisation of leadership

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

276. School improvement

Effective leadership views 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 for all groups of pupils. 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 school leaders will be expected to:

- Gather information systematically to support accurate self-evaluation of effectiveness
- Critically analyse and evaluate this information using available benchmarks and well-informed professional judgement
- Identify key strengths and key areas needing change and/or improvement in all aspects of the school's provision
- Engage in development planning to enable leaders and staff to share an understanding of how any weaknesses identified will be improved. Planning is likely to consider in a quantifiable way what needs to be achieved, who is responsible for specific tasks and expected milestones and monitoring activities
- Ensure that development plans, and their implementation, secure a shared understanding of school priorities and appropriately paced, measurable improvement³⁸.

277. Playing a part in supporting improvement across Jersey

This updated JSRF handbook has been written to support school leaders with their self-evaluation. This, together with its focus on benchmarking (rather than grading) has been designed to support the identification of exceptional practice and promote collaboration (*See paragraphs 207-208*).

³⁸ Under the JSRF we have no preferred layout or style of template/document for school-self evaluation and/or school improvement plan / school development plan. It is the depth, quality and rigour of a school's **planning** and not the layout of the paper **plan** that is important. Provided that the scope of these processes in school covers the requirements of paragraph 275 we recognise different schools will need to adopt different models.

Effective leadership has much to offer in playing an active part in supporting improvement in Jersey. Examples of this could include activities such as offering / being involved in staff training for another provider(s), support for subject development and networking, mentorship roles etc. This sort of work may have been organised through CYPES, arranged internally, or through other networking. Reviewers will explore the nature of this work of leaders and the effect it may have had.

278. Curriculum leadership

The JSRF defines the scope of the curriculum by the 4 Pillars of the curriculum; Development of the child, Entitlement, Equity and Quality as outlined in Section 1 of this Framework. Effective school leadership involves regular reflection on the breadth, balance and aspiration of the school's taught and wider curriculum.

The JSRF seeks to encourage reflection on how well the school evaluates the effectiveness of its curriculum offer. This includes ensuring the curriculum is implemented fully, consistently and effectively by teachers and other staff. Reviewers should consider:

- the degree to which the school's curriculum promotes high-quality relationships, personal development and pupils' welfare
- how well the school prepares pupils positively for life in a modern, diverse and multicultural society
- the degree to which it promotes fundamental values of democracy, the rule of law, individual liberty and mutual respect
- ensuring pupils' curricular experience is appropriate and consistent across the different parts of the school. For instance,
 - whether pupils in upper Key Stage 2 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
 - whether pupils throughout secondary schools receive a consistent and appropriate offer of physical education and of cultural opportunities, for instance in music.

279. Leading teaching and learning

This includes consideration of the effectiveness of:

- the actions taken by leaders to secure and sustain improvements to teaching and learning, 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 and learning.

280. Promoting inclusion and equity

- How well leaders encourage high expectations of **all pupils**, particularly the most vulnerable and those with SEND. Reviewers will report on the quality of provision for pupils with SEND and its impact over time. This includes reporting on the pupils in any ARP 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.
- How effectively leaders monitor the progress of **all groups of pupils** and individuals to ensure that none fall behind, and none underachieve. Reviewers will consider how leaders analyse data for different pupil groups and use their ongoing monitoring systems to promote equity of access across the taught and wider curriculum opportunities.
- How effectively leaders at all levels foster a school ethos and culture that promotes equality and respect for all people.
- Reviewers will gather information about the use of Jersey Premium (including considering the school's JP Strategy Statement) in relation to the level of funding received, how leaders spend this and their rationale for doing so and the impact that this has had on learning, progress and the personal development of the pupils.

281. Efficient use of additional funding

Reviewers will consider how effectively leaders use additional or targeted funding, including Jersey Premium, SEND delegated funding and other specific grants. They will also evaluate the degree to which leaders measure the impact of specific funding on pupil achievement and their personal development.

282. The culture of safeguarding

This section should be considered in connection with:

- *Part 3 The evaluation schedule: safeguarding*
- **Appendix 5: Summary of statutory safeguarding responsibilities.**

The lead reviewer will coordinate the team in a systematic gathering and evaluation of a comprehensive range of relevant evidence as outlined below and in the Sources of Information table.

A key source of information will be **CYPES's Annual Safeguarding and Governance audits** which will serve as a useful resource to help leaders to prepare for safeguarding meetings and activities and will be considered by the review team.

Aspects of safeguarding to consider:

- (a) The effectiveness of the school's curriculum to raise pupils' awareness of contextual safeguarding, online safety and to keep them safe from the dangers of harmful sexual behaviour, abuse, criminal exploitation, sexual exploitation, radicalisation and extremism.
 - (b) The effectiveness of the school's procedures to promote an open and positive culture around safeguarding that puts pupils' interests first. This means that school systems:
 - protect pupils from serious harm, both online and offline
 - promote vigilance, maintaining an attitude of 'it could happen here'
 - are open and transparent, swiftly sharing information with others when appropriate and actively seeking expert advice when required. Leaders' systems make sure all safeguarding decisions are accessible for appropriate scrutiny when necessary.
 - ensure that all those who work with pupils are trained appropriately, supporting them to understand their responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns
 - actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed
 - have appropriate child protection arrangements, which:
 - identify pupils who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm
 - secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
 - manage safer recruitment and allegations about adults who may be a risk to pupils
 - are reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review
- Schools are expected to maintain (as required to by Jersey's 'Keeping Children Safe in Education'³⁹) a School Central Record (SCR) of the pre-recruitment safeguarding checks that have been carried

³⁹ Jersey KCSIE is published on the [Gov.je CYPES Policies pages](#) in the safeguarding policies section.

out. In line with GoJ policy, schools should ensure that appropriate DBS checks are renewed every three years. In addition, there are limited circumstances where schools will need to carry out new checks on existing staff. Examples of when this would be appropriate include:

- when an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children
- there has been a break in service of 12 weeks or more
- there are concerns about an individual's suitability to work with children.

NOTE: *this revised JSRF no longer requires reviewers to conduct an audit 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.*

For GoJ provided schools these vital health and safety aspects are now covered through annual CYPES Safeguarding and Governance audits. For independent schools these checks are completed either through the Independent Schools Inspection process, or through an inspection under the Jersey Standards for Independent Schools.

283. Engagement with stakeholders

This includes consideration of:

- how well leaders engage with parents, carers and external agencies (e.g. subject associations, CYPES, local charities and businesses and other relevant groups) to support and enrich the curriculum journey for **all pupils**
- how well leaders engage with parents, carers and external agencies to support and enrich positive relationships and the pastoral care and wellbeing of **all pupils**
- how well leaders promote working together within the school, with other schools and professional associations (E.g. subject associations, CYPES, local charities and businesses and other relevant trainers) to enhance and enrich staff training and professional development
- how well school systems promote valued and positive professional working relationships internally and when appropriate working with external partners (E.g. CYPES, unions and others) to support staff wellbeing and welfare.

284. Off-site and extended provision

Where the school leaders have control and responsibility for off-site, extended or wrap around provision, this will be considered under this Framework. See **Appendix 7: Reviewing wrap around childcare provision run by the school** for further guidance.

285. 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 4: Education (Jersey) Law 1999 - Governing bodies**

Sources of information

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

Sources of information for Leadership & Management	
Vision, ethos and ambition	<ul style="list-style-type: none"> • School website, policies, newsletters etc. • The ethos of the school, including promotion of positive relationships that underpins behaviour systems, etc. • Discussions with senior leaders, middle leaders, teachers, pupils and parents. • The targets set through self-evaluation and development planning and verification that previous planning has brought about tangible and significant improvement.
School improvement	<ul style="list-style-type: none"> • Self-evaluation and school improvement planning. • Written or oral evidence of improvement over time. • Evidence of support provided to other schools, and the effect this has had (here and in the other school).
Curriculum	<ul style="list-style-type: none"> • Feedback from staff, pupil and parent surveys. • School timetables, subject planning, minutes of meetings. • How senior leaders' 'top level view' is reflected in and by the sampled subjects and wider curriculum. • Observation of extra-curricular activities. The school's records, showing the range of opportunities on offer, the uptake by pupils and retention rates.
Effectiveness of teaching and learning	<ul style="list-style-type: none"> • The quality and consistency of the intent, implementation and impact of the curriculum in the sampled subjects and beyond (if reviewers have considered planning in other subjects for example). • Records offered by the school of improvements or changes over time • School's own analysis of the effectiveness of teaching and the range of information on which this analysis is based. • Past and present achievement across all groups. • Processes followed to check on each child's progress and to intervene if necessary. • Staff, pupil and parent surveys.
Promoting equity	<ul style="list-style-type: none"> • Policies and how they are enacted through the taught and wider curriculum opportunities. • What is said and what is observed throughout the review. • Data analysis for groups. • Staff, pupil and parent surveys.
Partnership working to support school improvement and staff/pupil wellbeing	<ul style="list-style-type: none"> • Meetings with a selection of teaching and support staff • School documentation – e.g. newsletters, websites, social media pages etc. • Parent surveys, discussions with parents as they drop pupils off/collect them at the end of the day. • Records of any PTA meetings, parents' evenings and events. • Pupil voice, school council (or equivalent) and how leaders respond. • Records of agency involvement for vulnerable pupils.

	<ul style="list-style-type: none"> • Documents showing leaders working with professional associations, unions, voluntary / community organisations to support curriculum or school improvement. • Records of internal processes and work with outside agencies / unions to support staff welfare and wellbeing.
Efficient use of additional funding	<ul style="list-style-type: none"> • Identification of additional funding. • The school's own analysis of how this spending has made an impact, including their Jersey Premium Strategy Statement.
Safeguarding culture	<ul style="list-style-type: none"> • Discussions with leaders and consideration of recommendations within the latest CYPES Safeguarding and Governance Audit. • A proportionate evaluation of feedback from staff, pupils and parents of pupils who attend the school, balancing these alongside the other evidence collected. • Discussions with pupils with no other adults present. • Information provided by the school, including interviews with Designated Safeguarding leaders and pastoral staff. • Consideration of case studies within MyConcern to sample to ensure the school is doing what is required by Jersey's KCSIE. • Procedures and records relating to how the school handles any allegations of sexual abuse, harassment and or violence. This includes how the school supports pupils to report concerns about harmful sexual behaviour and identifies and addresses any barriers that could prevent pupils from making a disclosure. • Check of the schools Single Central Record to ensure it complies with Jersey KCSIE requirements. • Confirmation of any referrals made to the Jersey Designated Officer (JDO) regarding staff or other adults. • Curriculum information. • Records of management activity to minimise risk.
The effective organisation of leadership	<ul style="list-style-type: none"> • Lists of staff with leadership responsibility. • Self-evaluation and documentation. • Discussions with groups of leaders at different levels of seniority. • Records of monitoring activities as well as CPD / training and their impact.
Off-site provision (only where the school has leadership responsibility)	<ul style="list-style-type: none"> • Records of visits and monitoring. • Discussions. • Visits to the off-site provision.
Effectiveness of governors (where relevant)	<ul style="list-style-type: none"> • Minutes of meetings. • Discussions.

Benchmark for Leadership & Management

Benchmark

To meet the benchmark within this judgement area all bullets below should apply to describe the typical impact of leadership and management at all levels over time.

- Leaders have a clear and ambitious vision for providing high-quality education to all groups of pupils. Leaders advocate strongly for **all groups** of pupils whose circumstances may disadvantage them or make them more vulnerable, ensuring that meeting their needs is embedded into teaching, learning and the social aspects of school life.
- Leaders prioritise staff training to meet the needs of all pupils. They focus on improving teachers' subject knowledge, pedagogy, and their understanding of the **needs of particular groups**, in order to enhance the teaching of the curriculum and the appropriate use of assessment. As a result, the practice and subject knowledge of all staff, including ECTs, builds and improves over time.
- The school gives parents/carers 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.
- Leaders engage in purposeful school self-evaluation and promote improvement effectively. They gather and analyse robust first-hand evidence of standards of pupils' academic progress, behaviour and personal development, in particular during transitions between phases and settings.
- Leaders have an accurate and comprehensive understanding of the quality and effectiveness of what the school provides. They apply this to help them plan, monitor and refine actions to improve key aspects of the school's work.
- Leaders set high expectations of pupils, staff and themselves. They lead by example to create a culture of respect, tolerance, and aspiration. Leaders demonstrate reasonable determination and ambition that, wherever possible, all pupils will receive the full-time education to which they are entitled. They provide the support for staff to make this possible.
- The school is proactive in building constructive relationships in the best interests of pupils. These may include, with other schools, parents/carers, employers, external agencies, professional associations and third sector providers.
- Leaders develop and maintain an effective, engaged team of teachers and support staff. Leaders are realistic and constructive in the way they manage staff, including their consideration for staff workload and wellbeing.
- Performance, review and appraisal are used effectively. The professional development of all staff is suitably tailored and linked clearly to the school's self-evaluation findings and improvement priorities. Leaders ensure professional learning is consistently focused on securing improvements in pupils' progress and wellbeing.
- 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. Staff consistently promote values which enable pupils to live with tolerance and understanding in our modern multicultural society.
- Leaders ensure that staff at all levels prioritise keeping pupils safe, raising the achievement of **all groups** of pupils.
- Leaders of SEND work closely with staff, parents and other agencies to ensure pupils receive appropriate support in line with the SEND Code of Practice and best practice guidance. As a result, these pupils receive teaching that enables them to make strong progress over time.
- Safeguarding is effective. The school's culture of safeguarding ensures staff take appropriate action to identify pupils who need early help or may be at risk of neglect, abuse or sexual exploitation. Leaders protect pupils from radicalisation and extremism. Safeguarding leaders are appropriately trained, vigilant, confident and competent to either offer the support that pupils need or arrange timely referral to those who have the expertise to help.
- Leaders maintain records of pre-recruitment checks and ensure appropriate systems to manage safer recruitment and any allegations about adults who may be a risk to pupils, in line with Government of Jersey policies.

Requires significant improvement

*Leadership & Management will likely be judged a requiring significant improvement in this area if **one or more of the following applies:***

- Capacity for securing necessary improvement is limited and the improvements leaders / governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- 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.
- Leaders are not doing enough to tackle current weaknesses in teaching. Weak teaching is significantly impairing the progress of all pupils, or particular **groups of pupils**, and does not show secure signs of improvement.
- Leaders are not taking effective steps to secure good behaviour from pupils and do not ensure a consistent approach to behaviour management.
- Leaders undermine or fail to promote equality of opportunity.
- There is a lack of provision for pupils to be prepared for the opportunities, responsibilities and experiences of life in a modern, multicultural society.
- Leaders do not prevent indirect and/or direct 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. Pupils, or particular **groups of pupils**, are not safe or do not feel safe at school.
- 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

287. Reviewers are required to evaluate the standards of education and care in any early years provision in schools and to write about its effectiveness in the report. Early Years does not have its own section in the published review report, but strengths and areas for development will be included in the report under the other four headings (CTL, BAA, PD and L&M).
288. **Benchmarks are included in this section for guidance only.** As detailed in Paragraphs 199 & 200, these are to guide the teams to take account of this phase when applying the benchmarks in the four key areas. 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. Where appropriate, the report may include recommendations for improvement in this phase.

Overview

289. 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.
290. Early Years Foundation Stage (EYFS) 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.
 - Children develop and learn in different ways and at different rates. The provision should cater appropriately for **all children**, including those with SEND.
291. Reviewers' judgement on the effectiveness of Early Years provision will include evaluation of the **provision for 2- and 3-year-olds**. When observing provision for these youngest children, reviewers will consider the extent to which all staff are:
- knowledgeable about the typical development and characteristics of learning for 2- and 3-year-olds, including their emotional and physical dependence on adults
 - aware of the large difference in development between children who are just two and those approaching their fourth birthday
 - responsive when children need comforting, and provide support appropriate to the individual needs of the child
 - attentive to children's care needs and use times caring for them as an opportunity to help children's learning
 - giving children time to be in familiar, small groups and opportunities to be in smaller, quieter areas for play
 - patient and attentive when allowing 2- and 3-year-olds to express their ideas
 - listening to children and responding to their verbal and non-verbal communication, rather than interrupting them.
292. Reviewers will focus on the intent, implementation and impact of the school's EYFS curriculum. They will evaluate the impact that the quality of education has on **all groups** of children.
293. Reviewers will consider children's learning and development over time. They will explore how well the curriculum is meeting children's needs. This will be evident in the extent to which children know more, remember more, and can do more of the intended curriculum. Care **must** be taken when drawing

any inferences about children's current progress by drawing together information from a range of sources.

Additional guidance

294. The Early Years curriculum and other requirements are described in the **Early Years Statutory Requirements**⁴⁰. Additional documentation is available, including **Jersey's Early Years Matters Quality Framework**⁴¹, the non-statutory guidance **Birth to 5 Matters**⁴² guidance and **Development Matters in the Early Years Foundation Stage**⁴³. These documents outline the how Early Years providers can maintain compliance and meet the required quality standards.
295. Assessment requirements at the end of EYFS:
- school reception classes must report their Early Years data in line with the requirements of CYPES.
 - schools must provide parents with a written summary at the end of the foundation stage reporting on all areas of learning, the Characteristics of Effective Learning and Wellbeing and Involvement.
296. **Ratios:** Early Years Statutory Requirements require in registered settings the following adult to child minimum ratios:
- A minimum of 1 to 3, for children aged 0 - 2 years
 - A minimum of 1 to 4, for children aged 2 - 3 years
 - A minimum of 1 to 8, for children aged 3 - 4 years

For children aged 3 - 4 years, the adult to child ratio can be 1 to 10, only if a member of staff holds QTS and:

- is working directly with these children
- all other staff in the room have a relevant level 3 childcare qualification
- the space requirements meet the ratio for 10 children (2.3 m2 per child for internal play)
- there is adequate support from other qualified and supernumerary staff members, if required
- at least half of all staff must have experience and training opportunities that specifically addresses the age group of the children they are caring for and working with.

If during a review the evidence gathered suggests that adult:children ratios may be of concern, the lead reviewer must contact the Head of Early Years at CYPES for further guidance.

³⁹ **Early Years Statutory Requirements:** [ID Early Years Statutory Requirements 20191204.pdf \(gov.ie\)](#)

⁴⁰ **Early Years Matters Quality Framework:-** [Securing quality and standards as one \(gov.ie\)](#)

⁴¹ **Birth to 5 Matters** (non-statutory):- [Birth to 5 Matters document download](#)

⁴² **Development Matters in the Early Years Foundation Stage** (non-statutory): [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](#)

Sources of information – Early Years Foundation Stage (EYFS)

297. Reviewers and school leaders should refer to sections in this handbook on the four key evaluations. The table below shows only additional sources of information relevant to EYFS. See also **Appendix 6: Early Years Foundation Stage** for further contextual information.

Key evaluation	Sources of information
Curriculum, Teaching & Learning	<ul style="list-style-type: none"> • 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. • Talking to children about their activities, evaluating the depth and quality of their learning and the interest engendered by their experiences. • 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. • Considering all seven areas of the EYFS and making reference to the Characteristics of Effective Learning. • Observation of, and discussion about, the provision for pupils with identified SEND. • Discussions with teachers, nursery officers and teaching assistants about aspects of teaching, learning and assessment. • Discussions about assessment methods, what they show and the school's use of this information to enhance learning. Statistical reports on the EYFS profile results for the last three years, comparing achievement with the Jersey averages. • Parent feedback and surveys.
Behaviour, Attitudes and Attendance Personal Development	<ul style="list-style-type: none"> • Direct observation of children at work and play. • Use of the indoor and outdoor environment. • The way the setting fosters all aspects of children's personal, social and emotional development (wellbeing, confidence, involvement, engagement). • Assessment records, including overview reports and samples of individual records, such as 'Learning Journeys'. • Scrutiny of documentation, such as health & safety and safeguarding policies • Views of parents and staff.
The effectiveness of Leadership and management	<ul style="list-style-type: none"> • Feedback from staff & parents. • Observations and evaluations of practice. • Recent evaluations of the setting and its provision by the school's leaders, including the manager of the setting. • Discussion with leaders of the setting about the way the needs of vulnerable pupils, including those known to be at risk, are met. • Discussion about safeguarding, either for the school as a whole or for the setting in particular.

Benchmarks in the context of the Early Years provision

These benchmarks for this phase are for guidance only. There is no expectation that early years provision receives a separate judgement. Review reports will integrate evaluative comments about the early years into the body of the report. (See paragraphs 287/288).

Benchmarks

Curriculum, Teaching & Learning

- Leaders adopt or construct a curriculum that is ambitious, relevant and designed to give **all groups of** children the knowledge, self-belief and cultural identity they need to succeed in life. The planned curriculum builds systematically on children's existing knowledge, understanding and skills to secure progression over their time in early years and prepare them for the next phase.
- The curriculum meets the learning and development requirements of the EYFS in full, covering all areas (C&L, PSED, PD, Literacy, maths, UW and EAD) and, as appropriate, is designed to meet the different needs of 3-, 4- and 5-year-olds.
- The curriculum is designed to meet the different needs of **all groups** of children through play and experiential learning. It provides a strong basis for more complex learning later.
- Well organised and stimulating indoor and outdoor learning environments are used effectively to engage, challenge, motivate and nurture **all groups of** children.
- Priority is given to communication, language and early literacy right from the start of Early Years.
- The curriculum ensures children acquire a rich vocabulary, learn to communicate effectively and, by the end of Reception, secure a knowledge of phonics in preparation to become confident and fluent readers.
- The early mathematics curriculum provides a strong basis for more complex learning later.
- Teachers and support staff are knowledgeable about the areas of learning and child development. As a result, they provide appropriate learning opportunities which facilitate high levels of involvement and effective interactions. This means that staff check childrens' understanding and identify any misconceptions, adapting their teaching as necessary.
- Children benefit from playful, meaningful and purposeful learning across the curriculum. By the end of the phase, **all groups** of children achieve well. They are well prepared for the transition to Year 1, with the knowledge and skills they require.

Behaviour, Attitudes & Attendance

- Positive relationships underpin children's ability to regulate their thoughts and emotions. They are beginning to manage their own feelings and behaviour, understanding how these have an impact on others and developing a sense of right from wrong. Consequently, positive attitudes develop which reflect the school's efforts to promote high standards of behaviour.
- Leaders support all staff well in promoting positive relationships and managing behaviour. Staff make sure that children understand and follow appropriate routines and expectations. Any potentially challenging or disruptive behaviour is understood and managed effectively, particularly that which is an expression of any additional needs a child may have.
- Children demonstrate high levels of curiosity, exploration and enjoyment within a well-organised, developmental environment. Typically, they listen intently and respond positively to adults and each other.
- Children demonstrate positive learning dispositions and the characteristics of effective learning. This includes showing perseverance, resilience to setbacks and taking pride in their achievements.

Personal Development

- The curriculum and care practices promote and support children's emotional security and development of their independence, character and wellbeing.
- Communication is promoted well so that children begin to understand their own feelings and those of others. Children are developing a positive sense of self and an age-appropriate understanding of healthy relationships.
- Staff give clear messages to children about making healthy choices, including why it is important to eat, drink, rest, exercise and be kind to each other. They provide opportunities for children to take appropriate risks / challenge as they play and learn, enabling children to be active and develop both socially and physically.
- Children are learning to respect and celebrate their own uniqueness and each other's differences. They are building their understanding of diversity beyond their immediate experiences through a range of activities that teach them effectively about people in the wider world.

Leadership & Management

- Leaders have a clear and ambitious vision for providing high-quality early education and care for **all groups** of children. Leaders advocate strongly for children whose circumstances may disadvantage them or make them more vulnerable, ensuring that meeting their needs, and keeping them safe, are embedded into all aspects of the provision.
- Leaders develop and maintain an effective, engaged team of teachers and support staff who understand how young children learn and develop. Leaders focus on improving staff's knowledge of the areas of learning and EYFS pedagogy and practice in order to enhance the teaching of the curriculum and appropriate use of assessment. Leaders suitably offer a balance of both challenge and support when they manage staff, showing due consideration for their workload and wellbeing.
- The school is proactive in building relationships with parents/carers that underpin; effective transitions, sharing information about progress in line with the requirements of the EYFS, and information to support their child's learning at home.

Requires significant improvement

*Early Years will likely be judged a requiring significant improvement in this area if **one or more of the following applies**:*

Curriculum, Teaching & Learning

- A poorly designed and implemented curriculum does not meet children's needs or provide the necessary foundations for the rest of their schooling.
- Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn.
- Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.
- Significant numbers of children are not well prepared for their next stage of learning, particularly those who receive additional funding or those with SEND.

Behaviour, Attitudes & Attendance

- Poor relationships result in children's behaviour that is not managed or supported appropriately and/or effectively. A disorderly environment significantly hinders children's learning and/or puts them and others at risk.

Personal Development

- Limited provision means that children are not receiving the rich set of experiences they need and are entitled to. As a result, children cannot:
 - express themselves and/or
 - develop their self-confidence and/or
 - understand how to look after themselves and/or
 - appreciate their place and that of others in the world.

Leadership & Management

- Leaders and/or governors are not meeting statutory requirements for EYFS provision.
- Leaders are not doing enough to tackle weaknesses in early years. The current effectiveness of the provision significantly impair(s) the progress of children, or **a particular group** of children, and is not showing secure signs of improvement.
- Capacity for securing improvements is limited and the actions taken by leaders and/or governors are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Safeguarding in early years is not effective.

Reviewing the effectiveness of the Sixth Form provision

298. Reviewers are required to evaluate the standards of education in school sixth forms and to write about its effectiveness in the report. Sixth forms do not have their own section in the published review report, but strengths and areas for development will be included in the report under the other four headings (CTL, BAA, PD and L&M).
299. **Benchmarks are included in this section for guidance only.** As detailed in Paragraphs 199 & 200, these are to guide the teams to take account of this phase when applying the benchmarks in the 4 key areas. Due weight must be given to sixth form provision during team meetings. The report **must** include identifiable sections relating to sixth form for each of the key areas. Where appropriate, the report may include recommendations for improvement in this phase.

Overview

300. The following guidance is applicable in school sixth forms. There is an enhanced focus in this phase on the extent to which provision prepares learners effectively for the next stage of their learning.
301. Sixth form provision in Jersey secondary schools can be shared between schools, with learners sometimes studying particular courses in a different institution from the school where they are enrolled. Review activities will be planned with shared provision in mind. Reviewers will agree on a sample of learners, including those who are educated wholly and partly in the school being reviewed, in order to gather a range of reliable and valid evidence about the quality of curriculum, teaching and learning, learners' personal development, behaviour and the quality of leadership and management specifically for the sixth formers.
302. Reviewers will consider how well the 16 to 19 provision:
- is planned, managed and monitored
 - is tailored specifically to the prior attainment, ambition and career plans of learners, enabling them to progress to a higher level of qualifications when they are ready to do so.
303. Reviewers will evaluate the extent to which learners, and where appropriate, groups of learners:
- receive high-quality impartial careers advice and guidance to prepare them for their next steps
 - develop personal, social, employability and independent learning skills, and achieve high levels of punctuality, attendance and conduct
 - contribute actively to non-qualification and enrichment activities, including work experience
 - understand how to keep themselves physically and emotionally safe and healthy, and maintain healthy relationships
 - make strong progress from their different starting points, remaining on their study programmes and achieve their goals.
304. Reviewers will consider whether the school's arrangements for safeguarding learners are effective.
305. Reviewers will evaluate the effectiveness of the 16 to 19 study provision, taking into account:
- the quality of curriculum planning, sequencing and delivery; the quality of teaching and how well learners learn the intended curriculum on their different study programmes
 - learners' personal development and welfare
 - learners' behaviour and attitudes to learning, including their attendance, punctuality and conduct
 - the effectiveness of leadership and management of the 16 to 19 provision, including oversight of programmes taught in other institutions, monitoring of curriculum and teaching quality and partnerships.

Sources of information

- Reviewers and school leaders should refer to sections in this handbook on the four key evaluations. The table below shows only additional sources of information relevant to 16-19 study programmes.

Key evaluation	Sources of information
Curriculum, Teaching and Learning	<p>See sources of information chart for schools as a whole. Reviewers will also need to take into account:</p> <p>Curriculum:</p> <ul style="list-style-type: none"> Leaders' planning and choices of appropriate programmes/courses for learners, as based on prior attainment The ambition, range and depth of courses on offer with the school being reviewed and as part of collaborative planning with other institutions Planned provision for those learners who need to catch up in English and mathematics. <p>Teaching:</p> <ul style="list-style-type: none"> Evidence of leaders' monitoring of teaching quality in courses taught off-site Sampled learners' views of the quality of teaching received on off-site provision. <p>Learning:</p> <ul style="list-style-type: none"> Statistical reports on post-16 results for the last three years, comparing the progress and attainment of learners on roll with Jersey and English averages, where available Data on the proportions of learners completing and/or dropping out from their programmes of study, compared against Jersey and English averages, where available Data on the destinations, whether into employment or further study, of learners completing their programmes of study The views, where available, of employers The views of learners about their acquisition of knowledge and preparedness for the next phase of their education or employment.
Behaviour, Attitudes & Attendance	See sources of information chart for schools as a whole.
Personal Development	See sources of information chart for schools as a whole.
Leadership & Management	See sources of information chart for schools as a whole.

Benchmarks in the context of the sixth form provision

These benchmarks for this phase are for guidance only. There is no expectation that sixth form provision receives a separate judgement. Review reports will integrate evaluative comments about the sixth form into the body of the report. (See paragraphs 302/303).

Benchmarks

Curriculum

- Leaders plan and manage ambitious individualised study programmes systematically for all learners.
- Study programmes are deliberately designed to build on learners' prior attainment and meet their needs.
- Appropriate support and reasonable adjustments for all **groups of learners** enable them all to follow study programmes alongside their peers.
- Programmes of study are effectively planned and sequenced in order that learners acquire knowledge, skills and understanding at the right level.
- The enrichment and non-qualification curriculum, including any work experience, is well-planned and tailored to individual learners' needs and aspirations.
- The planned curriculum includes good quality, impartial careers advice and guidance.

Teaching

- Teachers are knowledgeable about their subjects at post-16 level.
- Teachers pitch, plan and deliver sequences of lessons that challenge all **groups of learners** to achieve well and in line with the expectations of their programmes of study.
- Teachers assess learning accurately and take effective steps to ensure that learners do not fall behind.
- Teachers use effective strategies to promote learners' independent study skills and self-discipline.

Learning

- The majority of learners and **groups of learners** make strong progress from their starting points and meet the expectations of their study programmes.
- Learners who did not achieve Level 3 entry standard in English and mathematics are offered appropriately tailored courses to help them to catch up. Most learners on these courses make strong progress with many achieving the required standard.
- The majority of learners remain on their study programmes and are well prepared for higher education, employment, training or an apprenticeship.
- Learners acquire good habits of independent study and practice.

Behaviour, Attitudes & Attendance

- The large majority of learners are confident and conduct themselves well.
- Learners are punctual, and their attendance rates are high.

Personal Development

- Learners develop strong 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 and respect others. They understand how to keep themselves safe and healthy and to contribute to wider society and life in Jersey.
- Learners develop a secure understanding of how to form and maintain healthy relationships.
- 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.

Leadership & Management

- Safeguarding is effective.
- Leaders have high expectations of all learners. They improve provision and show evidence of reducing achievement differences between **groups of learners** by monitoring teaching and systems.
- The findings from leaders' monitoring are used to target appropriate training and professional development of staff and/or adaptations to systems to raise standards.

- Leaders' oversight of the 16 to 19 provision is thorough. Partnership work with other schools and institutions is strong and ensures learners' good progress across all study programmes.
- 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 education and/or employment.

Requires significant improvement

*Sixth Form provision will likely be judged a requiring significant improvement in this area if **one or more of the following applies**:*

Curriculum, Teaching & Learning

- The design and coverage of the curriculum does not provide adequately for all learners.
- Teaching, learning or assessment are poor; learners' needs are not met. Over time learners have underachieved considerably.

Behaviour, Attitudes & Attendance

- Learners', or **groups of learners'**, attendance rates are low and show little sign of sustained improvement.
- Learners' poor conduct presents a risk to themselves or to younger pupils.
- A significant minority of learners show a lack of respect for each other or staff which inhibits learning.

Personal Development

- The school does not ensure provision to support learners to develop personal, social and employability skills, both within their courses and through activities and work experience.
- The school does not ensure that learners get access to unbiased information about potential next steps, high-quality careers guidance or opportunities for encounters with the world of work.

Leadership & Management

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

Appendix 1: Deferral of Jersey school 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.

Should a school wish to request a deferral, the headteacher (or Chair of Governors) must make a formal request in writing to the Head of School Review and Inspection outlining their reasons for this request.

If a school requests 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 Education Department, justify deferral or cancellation of the review.

Other circumstances where a school might request a deferral, together with guidelines on CYPES approach are outlined below:

- In the case of serious circumstances, the Head of School Review and Inspection together with Head of SIAS / CYPES officers 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 in school and receiving their 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.

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

Every effort will be made to avoid postponing or cancelling a review.

Appendix 2: Workload - Clarification for schools and teachers

The information below is intended to avoid imposing any unnecessary additional workload on schools in preparation for reviews.

Information for Review

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, extensive collections of marked pupils' work **will not** be requested.

Reviewers **will not** require schools to provide:

- information for review beyond that set out in this handbook
- self-evaluation documents or school improvement plans in any specific format. *Any documentation that is provided should be part of the school's usual processes and not generated solely for a review*
- performance and pupil-tracking information to be presented in any specific format. *Such information should be provided to reviewers as the school would ordinarily use it to monitor the progress of its pupils.* Reviewers are most likely to request top-level analysis. Requests **may** subsequently be made for the information on which this analysis is based
- written evidence of any verbal feedback to pupils
- any specific document or plan in relation to the Jersey Premium other than its Jersey Premium strategy

Involving leaders and governors in reviews

During the review, the headteacher will be invited to observe the reviewers' team meeting at the end of each day. At least one other member of staff may attend the meeting to support the headteacher. This should typically be someone who deputises for them and who can understand and discuss the educational content of the meeting with the headteacher. Additional members of staff may attend at the discretion of the lead reviewer, but attendees should be few in number to allow for a productive conversation in the time available.

Leaders will be invited to attend the review team's end of day meetings and observe the review team bringing together the most pertinent sources of information gathered through different activities. On Days 1 and 2, this will help leaders to decide what they want to draw reviewers' attention to, clarify any matters of fact and contribute to the construction of the timetable for the next day. On Day 3, it will help leaders to understand the evidence on which the judgements are based.

Evaluating the quality of Curriculum, Teaching & Learning

Reviewers will judge schools that take different approaches to the curriculum fairly. The team will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing **and** implemented it effectively.

Reviewers will not look unfavourably on schools that have adopted curriculum sequences created by others, for example commercial schemes. It is up to schools to determine their practices, and it is up to leadership teams to justify these on their own merits.

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 verbal, are important aspects of assessment. They will evaluate the **impact** of feedback given in all its forms on pupils' progress and learning. 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.

The review process **does not**:

- grade or infer grades for individual lessons or subjects
- require teachers to undertake additional work or to ask pupils to undertake work specifically for the review
- require schools to provide individual lesson plans (sometimes called 'short-term plans') to reviewers for lessons or for any part of the review process
- have particular expectations about the way curriculum 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
- 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
- expect schools to carry out a specified amount of lesson observation or of any other forms of monitoring of teaching. *Schools are, however, expected to possess a well-informed view of the strengths and areas for development in their teaching.*
- specify the 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.
- expect to see any written record of verbal feedback provided to pupils by teachers.
- require schools to ensure a particular frequency or quantity of work in pupils' books or folders.

Staff information and professional development

The focus of Jersey School Reviews is on schools, and how all the individuals within them work together to make sure children receive the highest possible quality of education. The focus is not on evaluating or judging the specific individuals that work in schools.

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 information should be generated for the review.

Evidence gathered during sampling subjects and visiting lessons during reviews **must not** be used by schools in capability or disciplinary proceedings or for the purposes of performance management.

Reviewers **will not** routinely check personnel files, although they may look at a small sample.

Safeguarding and security

All Jersey schools are expected to meet the requirements of Jersey's latest 'Keeping Children Safe in Education' guidance in terms of safer recruitment. As required by this guidance, schools need to maintain a School Central Record (SCR) of the safeguarding checks they carry out. Reviewers will explore the SCR as proof that the school undertakes necessary safeguarding checks during recruitment of staff, governors and regular volunteers.

For Government of Jersey provided schools, reviewers will check how the school ensures that Disclosure and Barring Service (DBS) checks for existing staff and volunteers are renewed every 3 years in line with Government policy.

In all schools, reviewers will consider how the school ensures its SCR is kept up to date. For example, schools and colleges will need to carry out new checks on existing staff such as:

- either when an employee moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children
- or there has been a break in service of 12 weeks or more
- or there are concerns about an individual's suitability to work with children.

Beyond this:

- all Government provided schools are subject to a separate safeguarding and governance audit process overseen by CYPES officers. As well as checking safer recruitment practices, this process considers wider aspects of governance, health and safety and site security. Reviewers therefore will not consider site security (for example the need for perimeter fences or lockdown alarms etc) in these schools as this is covered in by this audit process.
- the Jersey Standards for Independent Schools offers a separate framework for inspection of independent schools. These inspections (or the outcomes of similar Independent School Inspections) are used to satisfy the Minister that independent schools are compliant with the relevant statutory requirements relating to safeguarding, governance, health and safety and site security. Therefore, these wider aspects of safeguarding and security are not considered by reviewers when conducting a Jersey School Review of these independent schools.

Appendix 3: Support for schools not meeting the benchmarks

The School Improvement and Advisory Service (SIAS) is a part of Children, Young People, Education and Skills (CYPES). SIAS works in concert with the Childhood and Early Years Service (CEYS) and the Education Inclusion Service (EIS) within CYPES to support children, families and professionals in Jersey settings, schools and colleges.

SIAS's vision:

“Together we seek to give every Jersey child the best learning experience by influencing schools to provide an enriched curriculum, effective teaching and strong leadership. Whilst working across the sector, its core focus is the improvement of all Government of Jersey schools by:

- Supporting and challenging school staff to raise standards and achieve all of the Jersey School Review Framework benchmarks for a high-quality inclusive education.
- Leading on identified workstreams, training or working with other CYPES colleagues, across Government of Jersey departments.
- Ensuring that schools are safe places for children to grow and flourish.
- Acting with respect and integrity and being willing to challenge weak or poor practice in the interests of all children and young people.
- Celebrating best practice and promoting collaboration between schools and departments.
- Offering pastoral care and support to school leaders.”

All Government of Jersey schools are offered ongoing programmes of support and professional development linked to their needs.

3a: Following a review

Where schools **meet all the benchmarks**, then it is unlikely that the school will receive its next Jersey School Review within four years unless there is a significant event, change of leadership or drop in standards.

Where the Curriculum, Teaching & Learning and/or Leadership & Management benchmarks are evaluated as **not consistently met** by a review, CYPES will normally commission additional support through a monitoring visit. This is likely to take place about twelve to eighteen months after the original review.

Following a review that has evaluated aspects of a school's work as **requiring significant improvement** a School Improvement Board will be set up by CYPES to offer more structured and formal support. These schools will also receive monitoring visits. The number and timing of these monitoring visits will be linked to the circumstances and context of the issues that led to this judgement being made. Consideration will be given to ensuring suitable time is given between visits to enable leaders and the support board to develop and act on their improvement plans.

3b: Monitoring visits

Purpose

A monitoring visit will provide an independent external 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 who will attend the school for one day. Where possible, CYPES will arrange for the same lead reviewer who reviewed the school to return to conduct the monitoring visit. In larger schools, an additional reviewer may be involved.

The reviewer will ask for the school's evaluation of the progress it has made against the specific recommendations that were made in the school's published report from the previous review. They will explore the information 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, 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 it has gathered.

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

Report

A brief monitoring visit report will be completed. This will be sent to the headteacher, chair of the governing body and to CYPES. As Jersey School Reviews do not result in published grades, to routinely publish monitoring visits is not always appropriate. However, there are circumstances when publication of monitoring visit reports would be appropriate. For example, should safeguarding concerns have been raised in the original review report which have subsequently been addressed, then it would be reassuring to parents to have access to the monitoring visit report.

The reviewer will make a recommendation to the headteacher and CYPES whether the report should be published given the circumstances of the visit and the context of the school. The Head of School Review and Inspection will advise the Minister, who will ultimately make the final decision as to whether each monitoring visit report is published or not.

3c: School Improvement Boards

Purpose

The School Improvement Board (SIB) 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 appropriate.

The SIB will support the vision of the Government of Jersey to improve the quality of provision and the educational achievement for all pupils in the school. 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 Advisor (and any other advisors) 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 necessary
- challenging the school's senior leadership team and/or its advisors 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 Board meeting.

The SIB 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 Advisor or other advisors
- reports from any interim review which may have taken place.

Membership and administrative support

- the chair (who is appointed by CYPES)
- headteacher of the school
- chair of governors (if there is a governing body)
- CYPES officer(s): Senior Advisor(s) and/or members of the Inclusion or CEYS teams as appropriate
- an off-Island external advisor
- an 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.

Timings and practical arrangements for meetings of the SIB

- 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 inviting participants.

Concluding a School Improvement Board

It is not envisaged that an SIB will have a long-term role. It will function only for as long as necessary to help and encourage the school to improve. School improvement is ultimately the responsibility of the school's headteacher and senior leadership team. 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 SIB will close the Board's work at the earliest opportunity once the above conditions are met.

Appendix 4: 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.

(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 5: Summary of statutory safeguarding 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.

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 latest Jersey's Keeping Children Safe in Education (KCSIE) guidance 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.

Schools will ensure staff and volunteers:

- are recruited via the official safer recruitment process and a single central record of pre-appointment checks is maintained in line with the requirements of the most recent Jersey KCSIE
- 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 names and contact details of the Designated Safeguarding Lead (DSL) and Deputy DSL and any other staff with responsibility for safeguarding. New staff should also have the opportunity to meet the DSL as part of their induction.

Schools will ensure that the Designated Safeguarding Lead (DSL):

- 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, CYPES policies and guidance
- 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 school's Safeguarding and Child Protection Policy is available to all staff

The governing body will:

- promote awareness of the Child Protection Policy
- monitor the school's compliance with safeguarding requirements and policies and remedy any non-compliance without delay
- be aware of the procedure for managing allegations against staff
- 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
- promote equalities and foster an inclusive environment where learners 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 and timely manner
- 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.

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.

Promoting Attendance - 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.

Promotion of Safeguarding -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 including when online.
- teach children and young people to recognise dangers and harmful situations and to know the preventive actions they can take to keep themselves safe.

Health and safety

Health and safety checks are now incorporated into Safeguarding and Governing audits rather than the JSRF. These audits are completed / updated by schools each year and checked by CYPES officers through a rolling programme of onsite visits. Consequently, this updated JSRF does not have set criteria for evaluating health and safety, but reviewers will report on any failure to comply with statutory requirements. School leaders and reviewers should be aware of the requirements below.

Health & Safety - schools will:

- have a designated person responsible for health and safety within the school
- disseminate and promote awareness of CYPES Policies and 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
- train all staff to know how to cope with critical incidents or emergencies such as fire
- use appropriate hazard identification and risk assessments to cover the school's premises, equipment, on-site and off-site activities. These should be treated as 'living documents'.
- report all notifiable accidents to CYPES via the online portal
- maintain thorough records of health and safety incidents and issues
- monitor all parts of the site, internally and externally 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. Including, as appropriate to the school's circumstances: intimate care, positive behaviour support and physical intervention.

Should any concerns regarding health and safety practices in a school arise during a school review, the lead reviewer will share these with the headteacher and CYPES. Occasionally it may be appropriate to reference these concerns in the published school report (For example, it would be necessary should weaknesses in health and safety practices be a contributory factor to a judgement of safeguarding not being effective).

Appendix 6: Early Years Foundation Stage

In Jersey it is expected that a high-quality child centred early years provision will include:

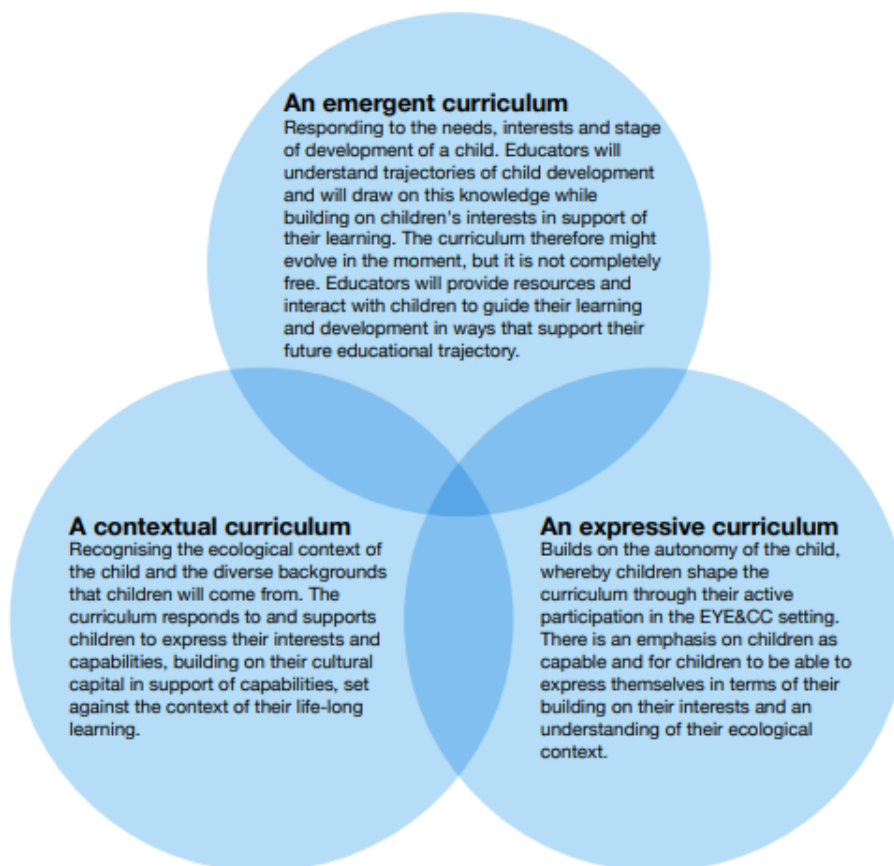


Figure 1 Campbell-Barr et al, 2023

* EYE&CC = Early Years Education and Childcare

6a: Observation, Assessment and Planning

Learning and development in the EYFS begins with child. Ongoing formative assessment which centres around observation of the child engaging in all aspects of the curriculum, informs the observation, assessment and planning cycle (OAP) of the EYFS. Further guidance on the Observation, Assessment and Planning Cycle for the EYFS can be found on page 38 in 'Birth to 5 Matters'.

6b: Early Learning Goals

The Early Learning Goals describe children's typical (expected) achievement by the age of five (at the end of Reception).

Early Learning Goals

Communication and Language - Prime Area

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World - Specific Area

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development - Prime Area

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design - Specific Area

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics - Specific Area

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development - Prime Area

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy - Specific Area

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

6c: Characteristics of Effective Learning

The characteristics of effective learning describe the dispositions that play a central role in children's development and how they become to be effective learners. 'They support children to discover, think, create, solve problems and self-regulate their learning.' (Birth to 5 Matters, 2021). These characteristics run through and underpin all areas of learning and development in EYFS and are outlined below:

(Note: Jersey's EYFS policy requires settings to report to the Education department the extent to which children are demonstrating these dispositions)

Playing and Exploring (Engagement)

'Finding out and exploring' is concerned with all children's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which children build concepts, test ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Being willing to 'have a go' refers to the child:

- finding an interest
- initiating activities
- seeking challenge and having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn.

Active Learning (Motivation)

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience.

'Enjoying achieving what they set out to do' builds on the intrinsic motivation which supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

Creating and Thinking Critically (Thinking)

'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others.

'Choosing ways to do things and finding new ways' involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies.

6d: Wellbeing and Involvement (Note: Jersey's EYFS policy requires settings to report that children are demonstrating these dispositions)

Central to children being intensely engaged in activities and deeply involved in their learning, is ensuring their high levels of wellbeing and involvement. *Leuven's Scales of Wellbeing and Involvement* have been found to be helpful in the Jersey context.

Adults need to ensure EYFS children feel at ease and free of emotional tensions, promote their self-confidence, self-esteem and resilience. The higher the levels of wellbeing and involvement that can be achieved within a setting the more it can add to the child's development. If there is a systematic lack of promotion of well-being and/or involvement, it is likely children's development will not meet the good benchmarks for EY.

Leuven's Scales of Wellbeing and Involvement

Level & Description	Wellbeing signals	Involvement signals
1 Extremely Low	Children in obvious distress or upset. Perhaps they are crying, maybe angry or tired.	Activities are simple, repetitive and passive so children don't engage. Children seem absent and display little/no energy. They may stare into space or look around to see what others are doing.
2 Low	Children may be unhappy or uncomfortable in their surroundings which may make them reluctant to engage.	Frequently interrupted activity. Children will be engaged in the activity for some of the time they are observed. However, there will be moments of non-activity when they will stare into space or be distracted by what is going on around them.
3 Moderate	Children may not appear to be either happy or sad and are performing a task but may not be exhibiting any sign of doing so with any enthusiasm or engagement past a performing or superficial level.	Children are busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4 High	Children are visibly happy in what they are doing. They may be laughing or smiling or simply absorbed in what they are doing in a contented way.	Continuous activity with intense moments and children seem involved at all times. They are not easily distracted.
5 Extremely High	Children are very comfortable in their surroundings and exhibiting signs of engagement and enthusiasm for the task at hand, whatever it may be. They may chat away about what they are doing, to another child or adult or even to themselves, as they go about their activity.	Children show continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed periods.

Appendix 7: Reviewing wrap around childcare provision run by the school

7a: When will childcare provision be evaluated as part of the Jersey School Review?

Some schools arrange for on-site breakfast or after-school clubs run by other external providers to be hosted on-site. Where this occurs, this provision is not part of this Jersey School Review as regulatory checks will be completed by the Childcare and Early Years Service (CEYS) team within CYPES.

However, in addition to offering sporting and extra-curricular clubs, **some Jersey primary schools offer their own school-run childcare provision.** (These may be known as 'After-School Club', 'Extended day' or 'Wrap Around Care'.) **If this is for longer than 2 hours per day, this additional provision must be registered with CYPES.** A list of registered holiday, breakfast, after-school and activity clubs is published on the Government website. See [List of registered childcare providers \(gov.je\)](https://www.gov.je/childcare/providers)

The compliance and quality of any school-led childcare provision will fall under the scope of the Jersey School Review. Lead reviewers will gather evidence through coordinating meetings, visits to the provision and analysis of documents to confirm the childcare provision meets statutory regulations for compliance and quality expectations in line with the details below.

7b: Compliance

Proof of Registration:

The setting **should** be displaying:

- the setting's registration certificate should be visible and up to date with the correct information about registered numbers, address and opening hours
- certificate(s) of public liability insurance needs to be visible and in date
- any minibuss documents (insurance, licences and servicing), if applicable.

Adult:child ratios:

- 1:10 over the age of five years
- 1:8 for children under the age of four years.

(See paragraph 296 for further details on ratio requirements in the EYFS)

Record Keeping:

Secure records **must** be kept of information on each child including:

- child's full name and date of birth.
- registers
- parental contact details:
 - name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child)
 - which parent(s) and/or carer(s) the child normally lives with
 - who is authorised to collect the child and who is not
 - emergency contact details for parents and/or carers
 - written parental permission if their child is to walk home without an adult or to take a taxi
- pupil's health and wellbeing needs:
 - SEND information relevant to the care and ongoing support for the child
 - information about relevant allergies to enable an individual care plan to be provided. (This must contain a description of the allergy consequences and treatment from the child's GP or consultant)
 - administration of medication sheets, accident report forms
- a complaints log.

Safeguarding:

The school **must** be able to evidence that:

- within the school central record (SCR), childcare staff pre-recruitment checks are kept up to date The school must be able to evidence that:
 - all staff have an enhanced DBS (including barred list) check and are on the update service. This must be renewed annually.
 - people whose suitability has not been checked do not have unsupervised contact with children. (As an exception, the setting should have a completed risk assessment submitted to CEYS for a staff member who is unable to start work due to a delayed DBS application)
 - all staff complete a health declaration as part of the safer recruitment process
- there are at least two DSL trained staff with one either on site, or contactable on Island, at all times the provision is operating
- all staff have the Childcare and Early Years Service (CEYS) safeguarding training (full day).

Health & Safety:

All of the following requirements **must** be met:

- 50% of all staff must have a paediatric first aid qualification
- all staff handling food must have a Level 2 Food Hygiene qualification
- There must be an Eat Safe registration and rating
- Appropriate up to date Risk Assessments must be maintained.

Facilities:

The following requirements **must** be met:

- indoor space must be sufficient for each child to have 2.3 sq. metres of space. There must be windows, natural light and ventilation.
- sufficient outdoor space for all children to move freely and vigorously, this space should be accessed directly from the inside.
- 1 toilet for every ten children.
- separate adult toilets.
- snacks must be healthy and nutritious; drinking water must be freely available.

Required Policies:

The following policies **must** be in place and made available to reviewers:

Note: Headteachers may decide to include these childcare provision policies within their wider whole school policies. If so, school policies must be suitably adapted to meet the context and needs of the school's extended childcare provision so that staff are aware of expected practice to meet the regulations.

Safeguarding Policies:

- Child Protection and Safeguarding (This must include a section on managing allegations against adults, Children and Families Hub contact details and signs/symptoms of the four types of abuse)
- Intimate Care and Toileting
- Missing Child
- E-Safety and Online Safety
- Whistle Blowing.

Health & Safety Policies:

- Health and Safety (to include Risk Assessments)
- Emergency and Fire Evacuation
- Administration of Medication
- First Aid / Accidents
- Infection Control
- Outings and Visits
- Smoking, Vaping and Alcohol.

Other Policies:

- Partnership with Parents
- Positive Behaviour Management (to include biting)
- Inclusion (to include equal opportunities)
- Data Protection (to include a privacy notice)
- Complaints (this must include the Childcare and Early Years Service contacts and details of how raise concerns and/or complaints).

7c: Quality expectations

The following quality considerations have been included because they outline the descriptors used for independent childcare providers not within the remit of Jersey School Review Framework. Reviewers will be mindful of these when making judgements about the whole school provision for the school and its childcare provision when applying the four benchmarks of the JSRF.

Stimulating resources should be provided, and children are free to choose, make, modify and move them. Practitioners should provide opportunities for children to take risks in their play to support a child's self-esteem and inner confidence as well as keep them safe from harm.

CYPES expects that after-school (playworker) practitioners will have access to training that will enable them to:

- be trained to the minimum of the 'Introduction to Playwork' course provided by CYPES or alternative provider
- be fully aware of the UNCRC, with particular regards for Article 2, Article 3, Article 12 and Article 31 and the UNCRC General Comment 17
- understand play (Including play types, the play process, the play cycle, principles)
- provide a good role model for children and the care of the environment is embedded into practice.

Children in after-school provision:

- **must** be able to access physical and transient play spaces, they must be able to adapt, manipulate and change the play environment.
- **must** have autonomy to choose their own play resources.
- **must** be able to control the content and intent of their play.
- **should** be encouraged and supported to use the UNCRC to share their thoughts and ideas with leaders. For example, through a children's leadership group to support improvements.

Appendix 8: Attendance & pupils with part-time timetables

Attendance:

Schools should be compliant with CYPES School Attendance Policy⁴⁴. This requires schools to:

- complete attendance registers twice a day: once at the beginning of the morning session and once at the beginning of the afternoon session
- record in registers whether a pupil is present, engaged in an approved educational activity or absent. When a pupil of compulsory school age⁴⁵ 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.

Reviewers should be aware that 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.

Part-time timetables:

School senior leaders **must** ensure that the school complies with the requirements of CYPES Part-time Timetables Policy⁴⁶ to prioritise the safeguarding of pupils. This policy outlines how schools are responsible for:

- providing full-time education to all pupils on roll **and** the appropriate support to enable pupils to participate in full-time education
- informing CYPES of any instance of a child being placed on a part-time timetable, so that the Minister can be made aware of the arrangements
- providing information to governors where applicable about any children placed on part-time timetables, so that governors can fulfil their responsibilities to monitor the school's provision.

In the case of a child being placed on a part-time timetable, a detailed, fixed term plan must be agreed with parents and incorporating a clear path to reintegration from reduced provision to a reintegration to full-time attendance. This plan should cover a maximum of a six-week period before it is reviewed, at which point the possibility of a further six weeks may be considered. Where appropriate, the child should be actively involved in this planning. Reviewers will gather information relating the use of part-time timetables (*See paragraphs 82, 88 and 262*)

⁴⁴ CYPES School Attendance Policy – see Children, Young People, Education and Skills Policies (gov.je)

⁴⁵ 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.”

⁴⁶ CYPES Part Time Timetables Policy – see Children, Young People, Education and Skills Policies (gov.je)

Appendix 9: Further guidance when considering pupil groups

School leaders are expected to monitor and self-evaluate how effective their school's provision is for all groups of pupils (as defined in Part 1 of this handbook). Leaders may well wish to monitor additional groups dependent upon the school context. Leaders' monitoring for different groups should consider: achievement and progress, behaviour and attendance, and personal development aspects.

9a: Pupils with special educational needs and/or disabilities (SEND)

Reviewers will consider:

- The school's ambition for pupils with SEND. They will explore how determined the school is that pupils with SEND will access and secure the same learning as their peers and, wherever possible, reach the same ambitious endpoints. Reviews will look for how the curriculum has been designed to give pupils with SEND the best chances to succeed and will evaluate how well teaching is adapted to meet their needs and enable their long-term learning.
- The impact of funded support for pupils with special educational needs and /or disabilities on closing any gaps in pupil's essential prior knowledge, understanding and skills. 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.
- Where differences exist between the quality of the curriculum, teaching and learning of pupils in any ARC/ARP, and those with similar starting points with SEND educated through the mainstream school provision. Reviewers will report on the differences and the reasons for them.

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

Where a school caters for pupils with the most complex SEND, 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. Reviewers will think about the breadth of the curriculum for these pupils and how well it also promotes their physical health and development as well as their social, emotional and mental health. They will pay particular attention to how well the school is contributing to the young person's preparation for adulthood, equipping them with what they need to know and be able to do to lead rich, fulfilling lives. Where pupils are not engaged in subject-specific learning, reviewers will consider the seven aspects of engagement.

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 **involving families and other professionals** leads 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.

9b: Pupils eligible for the Jersey Premium

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.

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.

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 made⁴⁷.

9c: Multilingual learners (MLL)

Many schools teach pupils whose home language is not English. Reviewers will consider how the school's provision meets the multilingualism objectives within CYPES Languages Policy for Jersey Education⁴⁸.

Reviewers will evaluate the degree to which the school's provision enables these pupils to:

- access the curriculum
- develop confidence with English
- participate fully in the life of the school.

Consideration will be given to how well prepared MLL pupils are to leave school/college with the linguistic, academic, and social skills and competencies they require to become successful members of the community. 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.

9d: The most vulnerable pupils

Across all review activities reviewers will evaluate the impact of the school's actions to ensure its most vulnerable pupils achieve well across both the taught and wider curriculum. The JSRF will consider vulnerable pupils as:

- those with identified health or development needs, are looked after or care leavers, or are subject to wellbeing plans as detailed in the Children and Young people (Jersey) Law 2022
- any who may be vulnerable due to a protected characteristic⁴⁹ as defined by the Discrimination (Jersey) Law 2013.

Consideration will be given to how effectively the school prepares its most vulnerable pupils to leave school/college with the academic, and social skills and competencies they require to become successful members of the community.

⁴⁷ Care must be taken to avoid identifying particular pupils in these cases.

⁴⁸ CYPES Languages Policy is published on Children, Young People, Education and Skills Policies (gov.je)

⁴⁹ **Under Jersey Law there are 7 protected characteristics;** race, sex, sexual orientation, gender reassignment, pregnancy and maternity, age and disability. (*The UK's Equality Act 2010, includes 2 additional protected characteristics; marriage & civil partnership and religion or belief.*)

9e: The highest prior attaining pupils

Based on prior attainment at the previous phase, reviewers will pay attention to whether a school's cohort of highest prior attaining pupils are making progress towards attaining suitably ambitious curriculum standards and achieving as well as they should.

Reviewers will consider the degree to which the school's cohort of highest prior attaining pupils are regularly set work demanding greater depth and challenge than others.

9f: Pupils with low prior attainment

Reviewers will consider the progress that the school's cohort of pupils with the lowest prior attainment are making. This will include analysing the impact of provision upon the closing of any gaps in their knowledge and skills so that they are enabled to keep pace and find success with the curriculum set out for their age.

Appendix 10: SEND specialist provision in ARPs and special schools

The curriculum

Jersey special schools and ARPs 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 have gaps in their learning and development, 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. All pupils will be assessed laterally on their independence, resilience 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, but not always, follow courses aimed at the achievement of external accreditation.

Pupils with SEND have a range of different needs and starting points. They may have unique, individual needs, even where their needs may fall under the same umbrella term, such as autism. Some pupils with SEND have starting points at least as high as other pupils of their age, for instance some pupils with sensory impairments. However other pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory.

When reviewing special schools and SEND provision, reviewers will gather and evaluate information about:

- whether leaders are suitably ambitious for all pupils with SEND
- how well leaders identify, assess and meet the needs of pupils with SEND
- how effectively the curriculum is coherently sequenced to meet all pupil's needs, starting points and aspirations for the future
- how successfully leaders involve parents, carers (and other professionals/specialist services where appropriate) in making decisions for pupils with SEND
- how well pupils with SEND are included in all aspects of school life
- how well leaders ensure that pupils' outcomes are improving as a result of any different or additional provision made for them, including outcomes in all four areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health difficulties
 - Physical and/or Sensory Needs
- how well pupils with SEND are prepared for their next steps in education, employment, training, and their adult lives.

Reviewers will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally.

Reviewers will evaluate the ways in which leaders have made appropriate and effective safeguarding arrangements that reflect their increased vulnerabilities (see Jersey KCSIE).

Guidance to support considering of the quality of provision within an ARP:

Jersey has a number of Additional Resource Provisions (ARPs), managed by mainstream schools. In these schools 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 ARP and the evaluation must contribute to the evaluation for the school as a whole, using the criteria from the four key evaluation areas. The following expands on the guidance from the rest of the handbook, mainly in terms of the information to be considered.

Curriculum, Teaching & Learning

- The specialist qualifications, knowledge and experience of staff who work with the pupils in the ARP.
- How effectively the mainstream classroom teachers take responsibility for and adapt their curriculum provision to facilitate the learning of pupils who attend an ARP.
- Support provided by the ARP to prepare pupils for succeeding when working in mainstream classes (where appropriate) and the impact of this.
- 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.
- Links with specialists, other schools, agencies in the community and outstanding practice in the UK to promote pupils' learning.
- How effectively assistive technology/specialist resources are used to promote independence.

Behaviour, Attitudes & Attendance

- How well staff support all pupils in the school and understand the differing needs of the school community.
- Destinations of leavers and whether pupils (and families) are effectively supported to sustain high attendance.

Personal Development

- The extent to which pupils who attend an ARP 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 ARP 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 ARP.
- Advice for transition and preparation for adulthood.

Leadership & Management

- Training provided to other staff across the school, including supply teachers and new staff, in understanding the needs of pupils who attend an ARP to build capacity within the school.
- The balance of time spent in the ARP and in mainstream classes to ensure a suitable range of subjects is studied and a broad curriculum is provided for pupils who attend an ARP.
- The quality and impact of monitoring by senior leaders of the provision and quality of learning within the ARP.
- How effectively the statutory annual reviews are facilitated in co-production with parents.
- Support for parents in managing the specific needs of pupils who attend an ARP.
- Parents' perceptions of the ARP provision.
- How the ARP is publicised/referenced within school policy documents, web page, newsletters, parent leaflets, etc.
- How well the environment of the ARP is managed and used to address specific needs; for example, to enable one-to-one sessions, therapy time, and offer a suitably wide range of learning opportunities
- The extent to which ARP improvement is seen as belonging to overall school planning for improvement.
- Support for staff wellbeing in the ARP and how this compares with the rest of the school.
- Succession planning to ensure the sustainability of the ARP and wider inclusion team.
- How the school self-evaluates and benchmarks the specialist provision against Quality Standards.

Appendix 11: Assessment in the Jersey context

To underpin the evaluation of the quality of education offered by Jersey's diverse range of primary and secondary schools (and comparison with other jurisdictions), the JSRF requires review teams to evaluate much more than just the published performance information and assessment data from previous years. Reviewers must engage in all the activities outlined in Part 1 of the document – 'Evaluating the Curriculum' (see paragraphs 17-40). This process has been designed to gather robust and reliable information to support the review team coming to an agreed professional judgement of the overall standard of Curriculum, Teaching & Learning within a school.

This JSRF 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 sequenced 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 CYPES Assessment and Reporting Arrangements⁵⁰
- schools own internally generated data / spreadsheets (if shared by the school) should not automatically be considered by reviewers as evidence in their own right. Rather, reviewers should use these to help explore with subject leaders how they design and use assessment to inform and refine the quality of the curriculum offer in order to meet the needs of all groups of pupils.
- In primary schools:
 - all schools to complete
 - EYFS - baseline judgements and assessment of development by end of Year R
 - KS1 teacher assessment of reading, writing & mathematics
 - KS2 teacher assessment of reading, writing, mathematics and French
 - by the end of the academic year 2025/26, statutory summative teacher assessments judgements for the ends of KS1 and KS2 will be made using the UK government guidance www.gov.uk/government/collections/key-stage-1-teacher-assessment www.gov.uk/government/collections/key-stage-2-teacher-assessment
 - Note: Year 4 teacher assessment judgements, the Phonics Screening Check (PSC) in Y1 and the Multiplication Tables Check (MTC) in Year 4 are not currently statutory tests in Jersey.
Review teams will need to liaise with CYPES to ensure that they are familiar with the primary assessment interim arrangements for 2025-27
- In secondary schools:
 - Jersey has no requirement for the publication of assessments at Key Stage 3, schools are free to use their own assessment approaches
 - KS3 must offer all pupils a rich, ambitious and well-sequenced curriculum. **It must be sufficiently broad** to allow **all pupils** opportunities to study the full range of Jersey Curriculum subjects
 - The JSRF has no preference for the required length of KS3 (whether it is two or three years), it is the quality and depth of curriculum provision that is important

⁵⁰ CYPES Assessment and Reporting Arrangements policy can be found on Children, Young People, Education and Skills Policies (gov.je)

- Comparisons with standards in England at Key Stages 4 and 5 will take account of; available assessment data, differences in examination taken (*for example iGCSE v GCSE*), and whether the school has engaged in multiple entries of exam (*multiple exam entries within subjects are allowed in Jersey, unlike in England where only first entry GCSE results are published*).

Reviewers will consider:

- Level 2 and Level 3 examination attainment data for individual subjects
- CYPES Data reports for Key Stage 4 which include Jersey 8 and Jersey Progress scores
- CYPES Data reports for Key Stage 5
- Retentions and destinations data

Appendix 12: Definitions of 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 13: 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 (REAC).

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.

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. In line with the UK, sixth form students can decide for themselves whether or not to attend, without giving a reason for doing so.

(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 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.

Religious Education including World Views

As a subject within the statutory Jersey Curriculum, it is appropriate for Religious Education including World Views to be selected by lead reviewers as a sample subject under the Jersey School Review Framework.

Defining Collective Worship

For the purposes of the Jersey School Review, this framework adopts the following definitions of collective worship drawn from the DfE's non-statutory guidance detailed in [Circular 1/94 Religious Education and Collective Worship](#).

Aims

- Collective worship in schools should aim to provide opportunities for pupils to worship God, consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Organisation

- Collective worship, subject to the right of withdrawal, is intended to be appropriate for and to include all pupils attending a school. As a rule, all acts of collective worship should take place on the school premises.
- The timing and organisation of weekly collective worship can be flexible. There may be a single act of worship for all pupils or separate acts for pupils in different age groups.

Meaning

- In the absence of a definition of 'worship' in either English or Jersey legislation it should be taken to have its ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or respect. However, worship in schools will necessarily be different in character from worship amongst a group with beliefs in common. Legislation reflects this difference in referring to 'collective worship' rather than 'corporate worship'.
- Collective worship can be related to the day-to-day life, aspirations and concerns of the school.
- Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear so that any pupils and/or staff who wish to withdraw may do so.

Character

- Schools can have acts of worship that are wholly of a broadly Christian character, acts of worship that are broadly in the tradition of another religion, and acts of worship which contain elements drawn from a number of different faiths. Providing that within each school term the majority of acts of worship are wholly or mainly of a broadly Christian character, it is not necessary for every act of worship to be so. The majority of acts of worship over a term must be wholly or mainly of a broadly Christian character.

Appendix 14: The questions used in the JSRF surveys

During a school review, CYPES will share template letters with the headteacher which they are required to circulate to inform pupils, parents and staff of the review. These letters share a hyperlink to an online survey inviting them as stakeholders to share their views about their school with the review team.

Below are the questions used in each of the online surveys that are used during a JSRF. Most questions are multiple choice only. Some give an option of adding free text, if the respondent wishes to do so.

Pupil Survey Questions:

- 1. I enjoy school.**
All the time / Most of the time/ Some of the time/ Almost never / Never
- 2. Teachers help me do my best and give me work that is challenging**
In every lesson / In most lessons/ In some lessons / In very few lessons / In none of my lessons
- 3. I enjoy my learning at this school**
All the time / Most of the time/ Some of the time/ Almost never / Never
- 4. Teachers listen to what I have to say in lessons**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 5. There is an adult at school I can talk to if something is worrying me**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 6. In my lessons the behaviour of other pupils is usually good**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 7. Around the school the behaviour of other pupils is usually good**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 8. Is bullying a problem at your school?**
It doesn't happen / It happens, and staff are really good at resolving it / It happens and staff are good at resolving it / It happens and staff are not good at resolving it / It happens and staff do nothing about it
- 9. I feel safe when I'm in my school**
All the time / Most of the time/ Some of the time/ Almost never / Never
If pupils give a negative answer, there is the option of a follow-up freetext question - What makes you feel unsafe?
- 10. My school encourages me to look after my physical health (for example healthy eating and fitness)**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 11. My school encourages me to look after my emotional and mental health**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 12. My school provides opportunities for us to get involved in activities outside lessons, like clubs, sports, music and art**
Very often / Often / Sometimes / Not very often / Never
- 13. My school encourages me to respect people from other backgrounds and to treat everyone equally**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
If pupils give a negative answer, there is the option of a follow-up freetext question - What needs to be better?
- 14. My school gives (or will give) me useful information to help me prepare for my next steps when I leave. For example, careers information, details of colleges / universities and apprenticeships, how to find a job etc**
Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree
- 15. I would recommend this school to a friend moving to Jersey**
Yes / No / Maybe

Note: The lead reviewer will also have access to any ongoing pupil surveys conducted by CYPES arising from recommendations made by the VAWG report.

Staff Survey Questions:

- 1. What is your role within the school?**
Senior Leader / Middle leader/ Teacher / Teaching Assistant / Support Staff
- 2. I am proud to be a member of staff at this school.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 3. I believe that the school has improved since the last 'pilot' review.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 4. Pupils are safe at this school.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 5. Pupils' behaviour and wellbeing are at least good at this school.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 6. Leaders support staff well in managing behaviour.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 7. The school deals with any cases of bullying of pupils effectively.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 8. I am given opportunities for professional development in order to support my continuous improvement.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 9. I believe that the school has high expectations for all of its pupils.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 10. Extra-curricular activities, trips, visits and enrichment can be hugely valuable for pupils. This school ensures our staff here have the capacity and support needed to offer an appropriate range of activities to our pupils.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 11. The school fully supports my wellbeing and how to manage my workload.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 12. Please feel free to use this space for any additional comments**
Freetext answer

Parent / Carer Survey Questions:

- 1. My child is happy at this school.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 2. My child feels safe at this school.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 3. The school makes sure its pupils are well behaved.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 4. The school responds quickly and effectively if there is any bullying.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 5. The school makes me aware of what my child will learn during the year.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 6. When I have raised concerns with the school they have been dealt with properly.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 7. Does your child have special educational needs and/or disabilities (SEND)?**
Yes / No
- 8. If you answered yes to the above question, how strongly do you agree with the following statement: 'My child has SEND, and the school gives them the support they need to succeed'.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 9. The school has high expectations for my child.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 10. My child does well at this school.**
Strongly Agree / Agree / Disagree / Strongly Disagree
- 11. The school lets me know how well my child is doing.**

Strongly Agree / Agree / Disagree / Strongly Disagree

12. There is a good range of subjects available to my child at this school.

Strongly Agree / Agree / Disagree / Strongly Disagree

13. My child can take part in clubs and activities at this school.

Strongly Agree / Agree / Disagree / Strongly Disagree

14. The school encourages my child to be independent and to get on with others.

Strongly Agree / Agree / Disagree / Strongly Disagree

15. I would recommend this school to another parent/carer.

Strongly Agree / Agree / Disagree / Strongly Disagree

16. Please feel free to use this space for any additional comments

Freetext answer.

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Appendix 15: JSRF complaints procedure

The great majority of Jersey School Reviews proceed smoothly and without incident. Throughout a school review, the lead reviewer will meet regularly with the headteacher and will check that they are satisfied with the conduct of the review. It is expected that any matters raised will, if appropriate and possible, be resolved during the review whilst the team are onsite to the satisfaction of the school. This should ensure that the review can proceed in a positive and constructive climate.

If an issue remains unresolved or cannot be dealt with to the satisfaction of the school and the lead reviewer, either party can contact CYPES during the review or the day after the review.

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. The procedures followed will be in line with the Government of Jersey Customer Feedback Policy⁵¹.

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
- explain that the complaint has not been upheld complaint and why this is the case to the school.

⁵¹ The Government of Jersey Customer Feedback Policy is available online here: [Customer feedback policy](#)

