

---

# Jersey Schools Review Framework – Independent Report of

## Beaulieu Convent School

Wellington Road  
St Helier  
Jersey  
JE2 4RJ



Children, Young People, Education and Skills  
Highlands Campus  
PO Box 142  
St Saviour  
Jersey JE4 8QJ

*Chief Executive Officer:* Chris Beirne  
*Head of School:* Andrea Firby  
*Inspection date:* 15-17 November 2022

---

## Summary

The caring and supportive culture and ethos of the school is well established. Pupils feel secure and their conduct around the school is typically exemplary. Similarly, the care pupils and students show for their peers and younger pupils is most impressive. Strong relationships underpin a real sense of community and belonging here at Beaulieu Convent School. Pupils, students and staff are rightly proud to be a part of the school community.

Pupils' behaviour for learning is variable across the different years. Strong leadership in early years, coupled with a clear vision for learning, ensures that the youngest children get off to a flying start and achieve well by the age of 5. Typically, in Key Stages 1 and 2 the pupils are encouraged to blossom. They actively engage in discussions and reflect upon their learning, developing self-confidence as they go. In Key Stages 3 and 4 there are inconsistencies in the quality of teaching. Some teachers do not check pupils' prior knowledge and understanding closely enough to be able to use it to inform the next steps in learning. As a result, there are too many lessons where pupils sit passively whilst their teachers talk. This inhibits the level of challenge for some pupils whilst others can struggle to keep up.

Pupils' GCSE attainment at the end of Year 11 is higher than the UK and island average. The school is to be commended for having an inclusive sixth form provision which flexibly offers students places on a wider range of A level courses by working in partnership with other local schools. However, A level grades are slightly below the Jersey average. Senior leaders agree that too few pupils with high prior attainment achieve the highest grades possible at both GCSE and A Level.

Although leaders make checks on the standard of teaching, their self-evaluation is over-generous. Leaders' monitoring and improvement activities are not sufficiently robust. Consequently, they have not ensured that all areas of the Jersey curriculum are securely covered in the primary school or that all teaching is consistently good within and across subjects in the secondary school.

# Full report

## Achievement

- Children in the Nursery and Reception classes make a very strong start to their education, and they achieve well. In 2022, 96% of children achieved the expected level across the prime areas of learning. Outcomes over time demonstrate the strength of provision in early years, particularly in areas such as expressive arts, mathematics, understanding the world and physical development. This was confirmed by evidence gathered during this review.
- Phonics and early reading skills are taught well. Consequently, pupils make strong progress in their reading as they progress through Reception and Key Stage 1. Staff ensure that there is an effective support programme in place to support the small number of pupils who need help to catch up.
- Over recent years achievement in the primary school has been in line with, or slightly above, other schools in Jersey. Caution is needed with statistical analysis as the small size of the cohorts in each primary school year group mean that one child can represent four percent of the total. However, it is apparent that achievement has dipped slightly in recent years compared to the pupils' starting points.
- In 2022 by the end of Year 6 pupils' achievement in writing and mathematics was broadly in line with island averages and their reading was slightly above. However, considering their starting points, this doesn't represent the strong progress made in previous years prior to the pandemic. The achievement of current pupils is being affected by an imbalance in the primary school curriculum offer. For example, in one year there is too little time devoted to mathematics, while in others there is too little time for science, technology and physical education.
- Pupils achieve GCSE results in Year 11 that are typically above average. However, those who had high prior attainment did not always achieve the top grades at GCSE or A level that they are capable of. Nevertheless, by the end of sixth form students are well-informed with careers guidance and supported well to progress on to their chosen universities, employment or apprenticeship routes.
- Current pupils in Key Stages 3 and 4 typically make good progress in creative subjects such as textiles, art and drama and also in the humanities and physical education where teaching is consistently strong. While many pupils make strong progress in the core subjects of English, mathematics and science, there are others who don't. The proportion of pupils opting to take separate sciences at GCSE has declined. Variation in the quality of teaching within and between these core subjects means that pupils can tend to opt out of English, mathematics and sciences at sixth form, believing them to be too difficult.
- The SENCo monitors the progress of pupils with special educational needs and/or disabilities (SEND) effectively. They have plans in place to boost provision for secondary pupils with complex needs. Support is in place that ensures that typically pupils with SEND are making progress in line with their peers.

## **Behaviour, personal development and welfare**

- The school's work to promote pupils' personal development and welfare is at the heart of the school's ethos. Most pupils are happy at school and value being part of the Beaulieu community. They are well supported by the caring pastoral team of staff. Working relationships between staff and pupils are strong.
- Pupils value the welcoming and warm environment, and the opportunities school offers. Attendance is high. Good systems are in place to offer help, guidance and support to vulnerable pupils, sometimes involving external agencies when appropriate. This is a very caring community.
- Pupils value the opportunities that they have to learn about keeping themselves safe, in and around the school, as well as online. Learning about e-safety is given an appropriately high priority.
- Pupils' spiritual, moral, social and cultural development is promoted very well through PSHE lessons and assemblies. It is also woven well into learning opportunities in history, geography and English. Democracy, teamwork and equality are promoted well through House events and the wide range of extra-curricular clubs including; choir, drama, music, art and sports.
- Staff and pupils share high expectations of behaviour. Pupils and sixth formers are polite, courteous and their behaviour at break and lunchtimes is calm and orderly. They enjoy each other's company at social times and value the good friendships they make here. Pupils of all ages are respectful to each other, to staff and visitors, and they enjoy the secure environment the school offers.
- Unkind behaviour, teasing or bullying is very rare here. Pupils of all ages know exactly what bullying is and have a good understanding of most forms of prejudice-based bullying such as racism which they know is unacceptable. Pupils report that they know who to go to, and that they trust staff to resolve any issues, should they have any concerns.
- In most primary lessons, pupils show an enthusiasm for their learning and engage well in the tasks they are given. However, secondary pupils can tend to be passive in some lessons. This happens when there is insufficient challenge to maintain their interest or actively involve them in the lesson. As a result, the depth of pupils' thinking and the progress they make are limited.

## **Effectiveness of teaching**

- Teaching is very effective in early years. In Nursery and Reception classes staff know the children well and provide a rich range of learning opportunities. This nurtures the development of independence and the development of learning behaviours and skills. The secure and consistent teaching of phonics in Reception and Year 1 ensures that children are supported well to develop strong reading skills.
- Teacher's expectations are generally high, and many pupils make good progress in lessons in primary school. However, there are some areas where the quality of teaching is less consistent. In some lessons, teachers can tend to be reliant on commercially published resources which are not always suitably pitched to meet the needs of pupils

and can lack challenge for some. Produced for schools in England, these resources do not often provide suitable learning about the local context as required in the Jersey curriculum.

- Teaching and learning in English and mathematics is generally strong across Key Stages 1 and 2. However, some teachers are spending too much time on these core subjects. The proportion of time allocated to science and the foundation subjects varies and in some cases is too limited. This is impacting on the depth and range of primary pupils' understanding in these subjects.
- Teachers' subject knowledge is typically strong. However, their use of assessment to inform their lesson planning and pedagogy is variable across the school. There are some areas of strength, for example in secondary textiles, art and humanities lessons where teachers skilfully deploy strategies in lessons that help pupils retrieve their prior learning and build new knowledge and skills. This is not consistent in other subjects.
- In Years 7-11, teachers can lack sufficient information about pupils' prior learning in their subject to plan appropriately challenging learning activities. Consequently, the work that pupils complete is not sufficiently well-matched to their needs, particularly for pupils with high prior attainment.
- The quality and impact of teachers' questioning in class is inconsistent. In the best examples, teachers design engaging learning tasks and then use probing questions to challenge pupils' understanding. However, in Key Stage 4, and particularly in Key Stage 3, some teachers' questioning is less effective. There are too few opportunities given to promote deeper thinking through oracy, discussion and debate. Consequently, there is a lack of stretch, and some pupils lack the confidence to discuss their work in front of their peers.
- Lesson planning and teachers questioning skills are more effective in sixth form teaching. In addition, teachers make good use of pupils' literacy skills to design detailed comprehension and retrieval exercises. This prepares students well for their examinations.

## **Effectiveness of leadership and management**

- The school's Catholic ethos, vision and values underpin daily life at Beaulieu and are a significant strength. Leaders have cultivated a caring and compassionate community where respect and equalities are promoted well. Spiritual, moral and social development of the pupils are promoted very effectively through assemblies, PSHE and in subjects such as the humanities, art, drama and music. Pupils benefit from the rich extra-curricular offer.
- There have been changes to senior leadership over recent years. The headteacher has become the CEO and the head of primary promoted to head of school. Further changes have been made to the school's administration team with a recent appointment of a new chief operating officer. A new deputy headteacher started this year and an appointment has been made for a new head of primary to start next term.
- These changes intended to clarify more distinct roles for the educational and operational side of senior leadership. However, weaknesses in communication have led

to a lack of accountability and a dip in educational standards. Staff recognise this. The staff survey indicates they are loyal to the school and proud to work here. However, a significant minority expressed anxiety about leadership, communication, their workload and falling morale across the school.

- The curriculum seeks to offer balance and breadth across the key stages. There is very effective provision in early years. In the sixth form the flexibility of the curriculum offer, coupled with careers education and guidance in sixth form are also strengths. In the primary school while all subjects of the Jersey curriculum are offered, there is more to do to ensure some, such as science and design technology, are better sequenced.
- There is an imbalance in the time allocation to subjects across the primary years and inconsistencies in teaching within and between subjects in secondary school. Leaders need to conduct more evaluative lesson observations, scrutiny of pupils' work and gather more feedback from pupils. This will facilitate a more accurate analysis of the quality of teaching across subject areas and how it impacts upon the rates of progress made by different groups of pupils.
- Senior leaders' self-evaluation is over-generous. In addition, some key policies and record keeping are not completely up to date. Systems for monitoring and quality assurance are well established, but leaders' in-house implementation of these is not suitably robust. Consequently, school improvement planning lacks detail and precision. Staff are not being held to account to address the inconsistencies and improvements that are required.
- Subject leaders' plans do not focus sharply enough on the curriculum refinements and the adaptations to teaching needed to bring about the necessary improvements in achievement for pupils across the years. Planning lacks clear objectives, success criteria and tightly defined timescales for when the necessary actions will have to be implemented. This limits leaders' capacity to respond with sufficient urgency to improve standards in target subjects.
- Leaders set targets for teachers and teaching assistants to improve their practice and staff have access to external training and sources of support. Some improvements have been made as a result. However, more work needs to be done to ensure that consistently good teaching, learning and assessment across the school challenges all pupils.
- Safeguarding systems and arrangements in the school are effective. Beaulieu offers a very caring and supportive environment. Pupils say they feel safe here and they trust adults will listen to, and respond to, any concerns they may have. Staff receive suitable training which is regularly refreshed, and they are alert to signs that may indicate a pupil is vulnerable. Systems are in place to help staff record and share any concern they may have about pupils. The records kept by the designated safeguarding lead show that the school responds in an appropriate and timely way when necessary. Leaders work with external agencies when necessary to help pupils get the help they need.
- Leaders' records of the checks made on staff, volunteers, directors and trustees to ensure that they are safe to work with children do not meet requirements. This needs to be resolved urgently. Similarly, not all of the required policies are up to date and made available on the website for parents.

# Recommendations

The school should take the following actions.

1. Improve leadership and management by:
  - ensuring more effective communication between the different teams of senior leaders and those responsible for governance so that there is a better understanding of the school's current performance across all areas.
  - upgrading the quality of monitoring systems to give more accurate and robust information to inform self-evaluation and strategic planning.
  - ensuring all required checks relating to staff recruitment are accurately recorded centrally and that statutory school policies are up to date and meet requirements.
  - coordinating training as required, then holding middle leaders more firmly to account for the quality of teaching in their subject areas.
  
2. Improve curriculum provision by:
  - agreeing foundation subject timetable time allocations and carrying out more regular monitoring of these subjects across the primary years to bring the curriculum back into balance and better prepare pupils for secondary education.
  - ensuring secondary subject leads and teachers are better informed of the subject knowledge and skills that pupils have learned in previous years, and they use this information to refine their curriculum planning appropriately.
  - ensuring that the local contexts required by the Jersey curriculum are fully incorporated into lesson planning.
  
3. Improve the consistency of effective teaching strategies across all subjects and year groups by:
  - ensuring all teachers' check what pupils already know and can do so that teaching is pitched to their starting points.
  - ensuring consistently effective use of teaching assistants, in line with the best practice in the school.
  - supporting secondary teachers to improve pupils' oracy, discussion and extended writing skills to ensure that all pupils, particularly those with high prior attainment, are challenged effectively.

## Information about the school

**Age range of pupils:** 3 to 19

**Gender of pupils:** Girls

**Number of pupils on the school roll:** 834

**School telephone number:** 01534 731280

**School website:** [www.beaulieu.jersey.sch.uk](http://www.beaulieu.jersey.sch.uk)

Beaulieu Convent School is an independent fee-paying Catholic school for girls initially founded by the Sisters from the Order of the Immaculate Conception. Drawing pupils from across Jersey, the school is held under a charitable trust and governed by a board of trustees. There is currently a building programme underway to improve facilities available for the teaching of physical education.

- The school has a very small number of pupils eligible for the Jersey Premium.
- A very small minority of pupils speak English as an additional language.
- The proportions of pupils with special educational needs and/or disabilities are approximately 20% of pupils in Years 7-13 and 9% of pupils in Nursery through to Year 6.
- The school has a consortium arrangement that allows sixth formers to access a wider range of subjects by studying A levels in other fee-paying schools in Jersey.

## Information about the review

- This pilot review was carried out at the same time as the review team conducted an inspection of the school against the Jersey Standards for Independent Schools.
- In total, 54 lessons and 6 mentor sessions were visited across the school. The work of teachers and teaching assistants during phonics and early reading sessions was also sampled.
- Samples of pupils' and sixth formers' work across different subjects was considered.
- Discussions were held with groups of pupils and a group of sixth form students about their work and the way the school ensures their safety and wellbeing.
- Pupils were observed during break times and as they moved around the school.
- A tour was made of the school's site to check its security and safety.
- Extended discussions were held with representatives of the board of trustees, school leaders at various levels, teaching and support staff and with the caretaker.
- The school's published assessment data were analysed and taken into account.
- A wide range of documents, policies and curriculum plans were considered. Safeguarding records and staff recruitment files were sampled and reviewed.
- The review considered the results of a survey of staff about various aspects of the school's work.

## **The review team**

The review team consisted of five reviewers. Four of the team are senior advisers and one an education adviser from the Department for Children, Young People, Education and Skills. The review was led by a senior adviser who is an experienced off-island inspector.

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