



ISI Independent
Schools
Inspectorate

British Schools Overseas

Inspection Report

De La Salle College, Jersey

May 2022

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School's Details

College	De La Salle College			
Address	De La Salle College Wellington Road St. Saviour Jersey JE2 7TH			
Telephone number	01534 754100			
Email address	college.admin@dls-jersey.co.uk			
Headteacher	Mr Jason Turner			
Chair of governors	Mr Steven Meiklejohn			
Age range	3 to 18			
Number of pupils on roll	708			
	EYFS	35	Juniors	192
	Seniors	380	Sixth Form	101
Inspection dates	23 to 24 May 2022			

1. Background Information

About the school

- 1.1 De La Salle College is an independent day school for male pupils, owned by the Brothers of the Christian Schools. Responsibility for the college is delegated to a board of governors who are appointed by the Trustees of DLS Jersey Trust, the Catholic Diocese of Portsmouth and from a constituency of staff and parents. It opened in 1917 as a Catholic boys' school and moved to its current site in the early 1920s. The States of Jersey contribute to costs via a direct grant and the remaining funds come from tuition fees.

What the school seeks to do

- 1.2 De La Salle College provides a Christian education within the Catholic tradition which enables pupils to realise academic potential and to reach significant spiritual and social awareness. This is achieved through a culture of caring for others and working together as a community; engendering confidence so that pupils cope with challenge, seek opportunities and strive for excellence in all endeavours; and helping pupils of all ability levels to achieve excellent academic outcomes. The aims are based upon a quote of St Jean Baptiste De La Salle to treat every pupil as if they were 'The Son of a King'.

About the pupils

- 1.3 Pupils come mainly from a range of professional backgrounds across the Island and represent a variety of ethnicities, with approximately 40% from Catholic backgrounds, and the rest of all faiths or none. The school is non-selective, and pupils take a range of aptitude tests at different stages, which indicate that the ability profile is average compared to others taking the tests. Approximately 100 pupils have special educational needs or disabilities (SEND), of whom 36 receive additional support for their moderate learning needs; none has a statement of educational needs. English is an additional language (EAL) for 26 pupils, the majority of whom are supported by their classroom teachers. Data used by the school have identified a number of pupils as being the more able in the school's population, and the curriculum is modified for them.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 Pupils follow the Jersey Curriculum which is based on the UK National Curriculum and the Early Years Foundation Stage (EYFS) for children under the age of five. All subjects, apart from foreign languages, are taught in English. The curriculum enables pupils to sit examinations for General Certificate of Education (GCSE) at the end of Year 11 and a few International General Certificate of Secondary Education (IGCSE), and in Years 12 and 13, to sit A-level examinations and then gain places to a wide range of universities in the UK and other European Countries. In addition, the inclusion of a small number of applied qualifications, such as Business and Technology Education Council (BTEC) Sports Science, allows for a vocational route.
- 2.4 The curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills and an excellent understanding of English. It provides a wide-ranging programme of personal, social, health and economic education (PSHE). Policies, plans and schemes of work for all subjects take account of the ages, aptitudes and needs of the pupils. A small minority of parents felt that the school did not provide a good choice of extra-curricular activities, but the inspection found that pupils throughout the school have the opportunity to participate in a range of extra-curricular activities should they so wish. An appropriate programme of careers guidance is offered to pupils in the secondary school and junior pupils are prepared for life in the senior school through some cross-phase teaching. The curriculum and extra-curricular activities prepare pupils for the opportunities, responsibilities and experience of life beyond school, underpinned by the college's mission to encompass a Christian vision of the development of the whole human being, and thus life in British society.
- 2.5 The teaching enables pupils to acquire new knowledge and make good progress. Results in GCSE and A-level examinations pre-2020 are in line with UK national averages for maintained schools. Results in centre-assessed grades in 2020 show similar results and teacher-assessed grades in 2021 show increased attainment levels. Primary school data is based on Jersey aptitude tests and demonstrate that pupils achieve, on average, the expected outcomes based on their ability on entry, but there is a marked variance which demonstrates that pupils who have been in the school longer achieve higher than their expected outcomes. A large majority of pupils and parents felt the school gives pupils the opportunity to learn and make good progress. Inspection evidence confirms this. The teaching encourages pupils to take an interest in their work and to develop the ability to think and learn for themselves. Lessons are well-planned, employ effective teaching methods, use a range of resources and good subject knowledge and understanding. The teaching shows a good understanding of the aptitudes, needs and prior attainment of the pupils and ensures these are taken into account in the planning of lessons and work given. Additional support is provided for pupils who start school with little knowledge of English. Pupils with SEND receive specialist support to meet their needs. Strategies for managing behaviour in class are effective and encourage pupils to act responsibly. The teaching does not undermine British values or discriminate against pupils because of their protected characteristics.
- 2.6 The school has a suitable framework to assess pupils' performance and to track their progress.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

2.8 Through assemblies, the PSHE programmes and the promotion of its core values, the college promotes principles such as democracy, the rule of law, liberty, respect and tolerance, which are fundamental to life in the UK and many other countries. Through school trips, retreats and participating in UNICEF's *Rights Respecting School Award*, pupils in both primary and secondary sections are enabled to develop their self-knowledge, esteem and confidence. Pupils are taught to distinguish right from wrong and to accept responsibility for their own behaviour. The college aims to live out the Lasallian values and thus promotes tolerance and harmony between different cultural traditions and respect for other people and religious beliefs. It prepares pupils for the responsibilities of citizenship in Jersey and the wider world, and encourages respect for democracy and the democratic process. It helps pupils to develop balanced views on political issues and provides them with the opportunities to make meaningful contributions to the lives of others. A large majority of pupils, and the vast majority of parents and staff, felt that the school treats pupils fairly, supports their personal development and promotes tolerance and respect for others, including regard for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inspection evidence confirms this.

Part 3 – Welfare, health and safety of pupils

2.9 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

2.10 The college has thorough arrangements to safeguard and promote the welfare of pupils and takes into account both local requirements and guidance provided for schools in the UK. It has a comprehensive programme to train staff in safeguarding when they join the school and to keep them regularly updated with changes in procedure. The safeguarding policy covers all the areas required of schools in England, takes into account Jersey regulatory requirements and is implemented effectively. A member of the governing body maintains oversight of safeguarding procedures, monitors the implementation of the policy and ensures that an annual review of its policy and procedures is undertaken. The designated safeguarding leads (DSLs) are supported effectively by a team of appropriately trained senior staff. Confidential records of all child protection concerns are maintained and the team is readily available to deal with any issues that arise, and does so efficiently. Pupils are made fully aware of matters that might affect their welfare, health and safety through assemblies and topics covered in the college's PSHE programmes.

2.11 The college has appropriate policies to prevent bullying, in so far as reasonably practical, and these are implemented effectively. Various initiatives take place during the year to educate pupils about bullying, how to prevent it and what to do should they encounter it. As a result, the majority of pupils and a very large majority of parents felt that the school does all it can to prevent bullying from happening. Inspection evidence confirms this. Procedures to promote good behaviour are known and understood by pupils and staff and a large majority of parents and pupils felt that the school actively promotes good behaviour.

2.12 The college demonstrates a rigorous approach to health and safety; policies and practice meet the requirements of the Jersey authorities and are in accordance with expectations for schools in England. Thorough records are kept of all health and safety checks, many of which are undertaken by external specialists. Fire alarms and fire-fighting equipment are serviced regularly. Fire drills are carried out at least termly, and pupils know what to do should they hear the fire alarm. An external company carries out a detailed risk assessment of all areas of the college, including a comprehensive fire risk assessment. Hazardous materials, such as those used by cleaners or in the science laboratories, are stored securely. A wide range of risk assessments covering all of the college's buildings and facilities and pupil issues, including activities on and off-site, indicate that the college takes its duty seriously to identify and mitigate risks which may affect pupils' welfare, health and safety. A very large majority

of parents and staff, and a large majority of pupils, felt that the college provides a safe and healthy environment, which was confirmed by the inspection.

- 2.13 The college has appropriate policies for first aid and the administration of medicines and many staff are trained in first aid, including paediatric first aid where appropriate. Staff with responsibility for first aid provide suitable care for those who are ill or injured and keep appropriate records of any medical incidents or consultations. Medicines are stored securely. First aid kits are available in different locations around the site and for sports events and trips. The college communicates promptly with parents should their child be ill or injured.
- 2.14 Staff rotas provide for members of staff to be on duty at breaks and lunchtimes, and pupils are supervised appropriately throughout the school day. The college has thorough procedures for checking attendance of pupils and for ascertaining reasons for absence. Admission and attendance registers meet local and UK requirements, are backed up electronically every day and are retained for the requisite period of time.

Part 4 – Suitability of staff, supply staff, and proprietors

- 2.15 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.16 The college carries out the required checks on staff, supply staff and members of the governing body to ensure their suitability to work with children. Records make it clear that where the college uses staff provided by a supply agency, the agency has undertaken all the necessary checks. Information on the college's single central register of appointments is complete with dates which match when checks have been undertaken, such as the right to work in Jersey and the identity and qualifications all staff, including support staff and those providing activities.

Part 5 – Premises of and accommodation at schools

- 2.17 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.18 Suitable and well maintained toilet and water facilities are provided for pupils of all ages. Pupils in secondary section have access to changing rooms and showers for physical education lessons. The first-aid facilities provide appropriate accommodation for the short-term care of the sick and injured pupils. The buildings are maintained in good condition and checked regularly for any issues that might compromise the health and safety and well-being of pupils. The lighting and acoustics in teaching rooms are suitable. Drinking water is available for pupils throughout the school. There is sufficient space for outdoor play and off-site facilities provide adequately for outdoor games for all pupils.

Part 6 – Provision of information

- 2.19 The standard relating to the provision of information [paragraph 32] is met.**
- 2.20 A range of information is variously published, provided or made available to parents, inspectors and local authorities. This information includes details about the governing body, the aims of the college and curriculum offered. Arrangements and policies for admission, behaviour and exclusions, bullying health and safety, first aid, provision for pupils with SEND and those with EAL are available on the college's website, along with useful handbooks for parents for the different age groups. Particulars of the college's academic performance during the preceding school year and its results in public examinations are published. The college meets the standards in providing progress reports at various times of the year as well as a full written report outlining each child's progress and attainment. The safeguarding policy is posted on the college's website. The college was extremely cooperative in providing a wide range of information in connection with this inspection.

Part 7 – Manner in which complaints are handled

2.21 The standard relating to the handling of complaints [paragraph 33] is met.

2.22 The college has an appropriate complaints policy which is available to parents through the college website along with information about the number of complaints registered under the formal procedure during the preceding year. This process seeks to resolve any complaints informally but, if the concerns are not resolved, parents may proceed to lodge a formal complaint in writing. If a complaint remains unresolved, the college makes provision for a hearing before a panel which includes at least one person independent of the management and running of the college, and to which parents may attend accompanied if they wish. The panel can make findings and recommendations which are communicated to the complainant. A confidential record is kept of all complaints and findings including action taken by the college whether or not a complaint is upheld. The policy provides clear time scales for each stage of the complaints process and the college's records show the complaints are handled promptly and in accordance with its published policy, and that all were resolved in the preceding school year.

Part 8 – Quality of leadership in and management of schools

2.23 The standard relating to leadership and management of the school [paragraph 34] is met.

2.24 The leadership and management of the college demonstrate good skills and knowledge and fulfil their responsibilities effectively so the Standards for the British Schools Overseas are met consistently, and the well-being of pupils is actively promoted. The college's leaders responded quickly and effectively to a small number of issues which were identified during the pre-inspection visit and demonstrated keen intent to meet more than just the minimum standards.

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, attended house and form meetings. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Louise Robinson

Reporting inspector

Mr Ian Raybould

Team inspector (Head, IAPS school, UK)