



Jersey Schools Review Framework – Independent Report of

La Passerelle School

St Saviour's Hill
St Saviour
Jersey
JE2 7LF

Executive headteacher: Sarah Anderson-Rawlins
Review date: 18-20 June 2024

Summary

La Passerelle School is a friendly, welcoming environment where pupils' confidence, self-belief and ambition grows as they do. Leaders are striving to ensure that pupils' special educational needs and/or disabilities (SEND) do not limit what they can achieve. Staff are wholeheartedly committed to ensuring pupils develop a strong sense of self so that they can be proud of who they are. The caring, therapeutic approach results in pupils making excellent progress with their social and emotional wellbeing. Pupils benefit from the creativity of staff who make sure that the activities offered are enjoyable and motivating. Pupils enjoy participating in a wide range of activities which include photography, cooking, music technology, coasteering and kayaking. Participating in events such as the swimarathon and Jersey Pride allows pupils to feel part of their wider community. Staff go above and beyond to support pupils to take part in such events if at all possible.

Over the last two years, the executive headteacher and her team have worked hard to make the much-needed improvements across the school. Their ambition to provide high-quality, inclusive education for pupils with social, emotional and mental health difficulties is beginning to be realised; they are determined to ensure pupils have the same life chances as their peers in mainstream schools. Situated across several sites, the school now caters for both primary and secondary aged pupils. Bringing the different sites and parts of this specialist provision together has been a challenge, not least making sure that everyone shares the same high level of aspiration for pupils. While many are clear about the shared aims of the school, for some, this is still unclear.

The positive impact of school improvements can be more clearly seen in the primary school, where teaching is regularly well-planned. However, leaders are under no illusions that there is still much work to be done across both primary and secondary provision to ensure consistency, so that pupils across all areas of the school can benefit from a high quality education. Up until recently, curriculum content has not been considered in sufficient detail and pupils' progress has not been assessed.

For many pupils, their attendance has improved since joining La Passerelle, and the school is helping them to think about their future in a positive way. This is something that cannot be underestimated. However, leaders know that attendance is still too low for some pupils.

Full report

Achievement

- Exam results last year were positive, with Year 11 pupils achieving a range of GCSEs or BTECs. English and maths results were encouraging and the range of accreditations available suited the cohort's needs and interests well. The particularly strong art and photography results reflect the exceptional quality of work pupils produce in this subject. Pupils' art and photography portfolios are extremely impressive and clearly illustrate pupils excellent progress in this subject.
- Currently, pupils are not achieving their full potential; leaders are fully aware that pupils would make more progress if the curriculum was better planned and delivered. While leaders and staff assert that many pupils make strong progress from their starting points with their subject-specific learning, evidence for this is currently largely only anecdotal as there is no performance data to consider.
- It is difficult to see consistent evidence of progress over time in pupils' books or when visiting examples of learning. However, alongside obvious strong progress over time in art and photography, the review team did see some evidence of pupils making progress over time in primary, and in mathematics in secondary.
- Reviewer's discussions with pupils illustrated that pupils develop knowledge, understanding and skills over time, although this is limited due to an underdeveloped curriculum. Pupils explained to us that they definitely felt they were learning more than they did in their mainstream schools, as La Passerelle better suits them.
- Pupils' attitudes to reading are positive. As many pupils have previously had negative experiences of reading, this is a success to be celebrated. However, as with the rest of the curriculum, pupils will make more progress with their reading when there is a carefully considered strategy in place and the quality of teaching is improved.
- Pupils make strong progress with their social development and emotional wellbeing, hugely increasing their chances of future happiness and success. This is a direct result of the successful focus on enabling and supporting pupils to understand and manage their own emotions. This can be clearly seen through individual success stories, as well as through behaviour monitoring data. There are also clear successes in terms of a significant positive impact on engagement, attendance and self-esteem for individual pupils who access personalised, bespoke learning.
- A lack of robust and reliable assessment information means it is not currently possible to comment on whether multilingual learners and those eligible for Jersey Premium attain in line with other pupils.

Behaviour, personal development and welfare

- Pupils' behaviour, personal development and welfare are a strength of the school. The extent to which staff strive to promote pupils' social development is palpable.
- The different school sites offer calm, orderly learning environments. Relationships between pupils, and between pupils and staff are warm and caring.

- As a result of their SEND, many pupils find it difficult, at times, to self-regulate their behaviour. The therapeutic approach helps staff to understand reasons behind different behaviours and helps pupils to understand themselves. Staff know and understand pupils and their needs really well. This, alongside useful staff training from the school therapists and other experts, results in staff who are knowledgeable and skilled in supporting pupils with their sensory and emotional needs. Consequently, if pupils become dysregulated, staff help them, reassuring them and using a range of sensory strategies well. As a result, pupils make excellent progress with their emotional wellbeing.
- Where appropriate, pupils are taught to not only manage their own behaviour and make good decisions, but to be able to recognise and talk about previous experiences in their mainstream school. This helps them to accept their responsibility and understand the consequences of their actions.
- Leaders carefully track and analyse all information recorded about behaviour and use this to make sure strategies and approaches are working well. This information also clearly illustrates the declining trend in any incidents of behaviour as new pupils settle into La Passerelle. On rare occasions, pupils may need physical guidance from staff. Staff receive thorough training on appropriate strategies and any incidents are recorded effectively.
- Pupils feel safe and well cared for. They feel well listened to and know their opinions matter. They agree that staff are understanding and that they do not get into trouble here. In their words, 'nobody is on our case'. School Council provides an opportunity for pupils to have a say in school developments. The distraction free corridors of the primary school site are a direct result of requests from pupils to keep the school as clear as possible, to help them concentrate and feel calm.
- Staff prioritise helping pupils develop aspirations for their futures. Pupils told us about the jobs they wanted to do when they were older. Careers education, like other aspects of the curriculum, is currently being developed.
- Although the personal, social and health education (PSHE) programme is in an early stage of development, the focus is rightly on building wellbeing and positive mental health. Leaders are working with outside agencies, such as social care, to make sure that they get the curriculum right for pupils. Interesting projects, such as the recent 'I can, I am and I will', focus on empowerment and owning, exploring and celebrating your own identity. PSHE provision runs through daily life at La Passerelle. Pupils have regular check-ins with staff, providing them with time to reflect. This is particularly helpful after pupils have become dysregulated.
- The variety of community engagement activities on offer successfully help promote teamwork and cooperation.
- Attendance is low percentage wise. However, all pupils join the school with either no or extremely low, attendance and individual case studies demonstrate the positive impact of personalised strategies. Leaders regularly analyse attendance, and families and external agencies are fully involved in early conversations, leading to useful support. Nevertheless, for too many pupils, attendance is still too low. Some pupils are part-time, working towards a full-time offer. Pupils who attend the integrated, intensive youth service (IYYS) are only offered 2.5 hours education per day.
- La Passerelle also provides outreach support to pupils in mainstream schools with low attendance. Schools appreciate this and families are grateful for the support.

Effectiveness of teaching

- The effectiveness of teaching is variable. Leaders are fully aware of this and are working hard to improve it across the school. Curriculum planning is at an early stage, with primary curriculum developments being further ahead than the rest of the school. Consequently, not all teachers have considered how their subjects are sequenced. As a result, teaching does not always build upon what pupils already know, understand and can do.
- Relationships between staff and pupils are strong. Regular movement, brain and soft-play breaks or similar are scheduled in. Transitions between lessons and activities are carefully planned for, well-managed and generally successful.
- When teaching is stronger, teachers have thought clearly about exactly what they want pupils to learn, having taken into account what they already know. In these instances, lessons have been planned well, appropriate visuals are available to support pupils' understanding and resources are of a good standard. When these things happen, pupils are fully engaged, they know what they are doing and why. However, too often, lessons contain activities that, while enjoyable, do not relate to what has been taught before or will be taught after and there are a lack of resources to effectively support pupils' learning.
- A lack of systems and process in place mean that, up until recently, leaders have been unable to formally assess or monitor the effectiveness of teaching. Leaders have now introduced a formal system to achieve this. However, this system is not yet well enough established and embedded into practice and it is too early to be having a positive, systematic impact on improving teaching.
- Pupils receive a bespoke offer that aims to be motivating and engaging. Teachers plan activities that are varied and stimulating. These activities mean that pupils enjoy school and are successfully re-engaged back into education. However, there remains a lack of forward planning to ensure pupils' learning builds over time. A number of pupils receive education off site as part of their personalised offer and this works well. Pupils particularly enjoy the gym and going offsite to undertake practical learning in the mechanics workshop.
- Historically, there have been no formal assessment systems in place to precisely monitor pupils' progress. These are now being introduced. However, on the whole, teachers assess what pupils are learning in the moment and use this to help decide what they will teach next.
- Across the school, classrooms have been set up thoughtfully, despite the difficulties associated with the buildings not being intended to be used as schools. As a result of enthusiastic and committed staff, the best has been made of the poor environment. Classrooms and other learning spaces are suitably resourced and improvements to the environment have been carefully considered.
- Pupils' individual, specific SEND needs are not always considered or planned for well enough as many pupils do not have individual learning/education plans. For example, although some pupils with a record of need (RON) now have individual learning targets which work towards their long-term goals, target setting and recording are not of consistently high quality. However, leaders have introduced systems which are already beginning to improve this.

Effectiveness of leadership and management

- Leaders know their school well and have identified key priorities to improve provision. They are aspirational for pupils and recognise there is still much to do if pupils are to receive the high-quality education they deserve. Leaders use their self-evaluation documents to keep on the correct pathway for improvement and developments.
- School developments have been positive over the last couple of years, with developments in primary being further ahead than other areas of the school. Leaders and teachers are now working across both primary and secondary sites to ensure a consistency of provision across the school.
- Up until very recently, there has been no cohesive curriculum thinking or planning. Curriculum content is now being developed in line with the Jersey Curriculum, with the aim of getting pupils back into mainstream school or onto the appropriate next stage of education. The school's bespoke learning pathways have been carefully considered to ensure that provision will meet the needs of pupils' well. Systems currently being implemented (such as pupil assessments and the monitoring of teaching) will provide leaders with information to accurately inform school developments moving forward.
- Leaders are determined to ensure pupils are fully included in their community. Over the last two years, leaders have dramatically increased opportunities for pupils to participate in community events.
- While progress is generally positive for these pupils attending the IYS, particularly in terms of engagement and social and emotional progress, their academic curriculum needs to be more aspirational.
- Leaders have introduced a comprehensive programme of staff training to ensure staff are upskilled and can work with pupils effectively.
- Safeguarding arrangements in the school are effective. Staff understand the school's safeguarding procedures and carry them out appropriately. Leaders have systems in place to underpin safeguarding record keeping and promote a culture of safeguarding. Open and trusting relationships are encouraged to ensure that pupils' communicate their worries about to staff. Systems in place ensure strong communication between staff and external agencies.
- Leaders have been thoughtful in approaches introduced to involve families in the life of the school and in their child's education. Communication with parents is now much stronger than previously. Parents now benefit from three reports and three parents evenings per year.
- The IYS is jointly led by the Government of Jersey education and social care departments. Whilst this joint leadership has benefits, it has resulted in a lack of clarity around leadership decisions and confusion in terms of a sense of staff belonging. However, the colocation of education and social care in same building is beneficial in terms of communication and the impact of this on pupils' attendance is positive
- Pupils in the IYS are currently only offered 2.5 hours provision a day. Leaders' aim is to increase this offer, but this is currently hindered by the dual leadership decision-making process.
- Pupils express positive views about their school. Many are able to explain the difference the school has made and how it has helped them to be more optimistic about their future. Parents who responded to the survey during the review appreciate the strong communication they receive about how well their child is doing at school.
- Staff are very positive about the school and the improvements leaders are making.

Recommendations

The school should take the following actions:

1. Improve the quality of education across the school, leading to improved achievement, by ensuring that:
 - The curriculum and school's pathways, thinking and content are developed
 - appropriate pedagogical approaches are used consistently
 - pupils' progress is effectively assessed and used to inform next steps
 - pupils' have individual targets which relate to their specific SEND
2. Improve attendance by:
 - continuing to support pupils to develop good habits which lead to improved attendance
 - improving the quality of education pupils receive, thereby making attending school regularly more attractive
3. Increase and improve provision available to pupils who attend the IIYS by:
 - ensuring there is clarity around the precise role and future of IIYS
 - ensuring lines of leadership, accountability and decision-making are clear
4. Ensure the vision, aims and ethos of the school are clear to all so that everyone understands exactly who the school is for, and what the aspirations for these pupils are by:
 - communicating this clearly to all stakeholders
 - ensuring all staff are signed up to and can articulate the vision
 - ensuring entry criteria is fully transparent

Information about the school

Age range of pupils: 5-16

Gender of pupils: mixed

Number of pupils on the school roll: 45 (this changes regularly)

Headteacher: Sarah Anderson-Rawlins

School telephone number: 01534 872840

School website: under development

Contextual information

- La Passerelle is the only specialist SEMH school on the Island. All pupils have SEND, and approximately 60% have a record of need.
- The school has been known by other names previously including La Sente (the previous name for the primary school). In recent years the primary and secondary provision have been brought together as one school. The executive headteacher joined the school in 2022, leadership has been restructured and several staff are relatively new.
- The school is responsible for the educational aspects of the provision of secondary pupils attending the integrated, intensive youth service (IIYS). The leadership of the IIYS is shared between education and social care departments.
- Numbers of pupils on roll change regularly and every pupil has a bespoke timetable. For many, this is a combination of learning on and off site, in various destinations which are often outdoors.
- As cohorts change regularly so do the proportions of pupils who are multi-lingual learners or who are eligible for Jersey Premium. However, a high proportion of pupils are eligible for Jersey Premium at any one time.
- The school is currently housed in temporary accommodation. There are plans to significantly improve the learning environment by restoring an old building that the school used to occupy. This work is needed to significantly improve the facilities and allow pupils currently educated offsite to join other pupils in the school.

Information about the review

Reviewers considered information about pupils' progress and attainment. A range of lessons were visited in primary, secondary, the Nest, and sessions off-site. Reviewers scrutinised a sample of pupils' work and evidence of their learning. They also heard a small number of primary pupils read.

Reviewers met with both the primary and secondary School Council members and spoke with other pupils throughout the two days about their work and their life at the school.

The views of parents were taken into account from conversations and the online survey. Reviewers met with leaders and groups of staff and considered the responses of staff to the staff survey.

Meetings were held with safeguarding leaders and policies and record keeping were reviewed. Reviewers also considered a range of policies, practices and systems used by the school to promote health and safety.

The review team

Led by an experienced off-Island reviewer with expertise in SEND, the review team consisted of a total of five reviewers.

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