

Inspection of Les Voies School

Inspection dates: 25 and 26 September 2024

The quality of education	Good
Behaviour and attitudes	Good
Personal development and welfare	Good
Leadership and management	Good

What is it like to attend this school?

Les Voies is a rapidly improving school. Typically, pupils join following long periods of instability in their education. Many have special educational needs and/or disabilities (SEND). Pupils benefit from skilled staff who promote 'routines, relationships and responses' effectively. Staff establish positive relationships and gradually increase what is expected of pupils once they have settled into school. Consequently, pupils' attitudes to learning quickly improve and they typically experience success.

Leaders have worked hard with staff to improve the consistency of how pupils' behaviour is managed. Due to their needs, pupils can present with challenging behaviour. However, there are clear policies that staff follow diligently. Pupils say that bullying is rare. They know that staff care for them. Pupils feel safe. They say that adults consistently sort problems out when they happen.

Most parents speak positively about the difference the school has made for their children. Pupils go on to secure positive outcomes and are well prepared for their next steps.

What does the school do well and what does it need to do better?

Leaders at all levels have responded positively and determinedly to the findings of the previous inspection. The curriculum has been significantly strengthened of late and is now much better designed and taught, including in the Pod and Le Viage. Many pupils now attain qualifications and develop the skills of independence to succeed when they move on from the school. Consequently, they are increasingly well prepared for their next steps into education, employment or training.

Les Voies is a place of transformation for its pupils. Pupils typically arrive at the school having developed negative views of education. However, staff quickly establish positive relationships and get to know pupils well. They utilise initial and ongoing assessments to ensure the curriculum adapts to meet individual interests and needs. As a result, pupils learn to reengage in learning and want to do their best.

The curriculum is now consistent across the breadth of subjects offered at Les Voies, including the Pod and Le Viage. The school has ensured that key content is identified for each subject and reflects the Bailiwick's curriculum appropriately. Pupils increasingly know more and remember more of what they are taught. Leaders are aware there is more to do to help pupils retain and link key knowledge across subjects. For example, to ensure that the knowledge pupils learn in mathematics can be applied in science and geography. The school recognises this as an important next step and has started work to improve this for pupils.

Leaders' ambition is reflected in their bespoke and targeted approaches to ensure that all pupils can read. When pupils arrive, staff complete initial assessments focused on pupils' reading abilities, including phonics. From this, they teach reading lessons that are finely tuned to pupils' individual needs. Pupils in the early stages of reading make rapid progress. Similarly, those who are already skilled, strengthen their comprehension skills effectively. Pupils typically become highly proficient readers. Some learn to love reading for the first time in their education.

Skilled and passionate staff teach the intended curriculum well, including in the Pod and Le Viage. They know the pupils they teach very well, utilising regular and ongoing assessments and the excellent relationships they have secured. Staff creatively engage pupils, linking learning to pupils' interests. For pupils who struggle with social integration, carefully planned opportunities promote communication and interaction with their peers. As pupils get older, teachers increasingly plan learning with pupils' future destinations in mind. Consequently, pupils make strong gains from a wide range of starting points.

Pupils' talents, interests and social opportunities are nurtured considerably. Pupils contribute to their school community in a range of ways, including through leadership roles. The school provides a range of extra-curricular opportunities to broaden pupils' horizons. For example, the annual visit to Berlin for pupils in Years 10 and 11. Nevertheless, the school knows there is more to do. Pupils' understanding of other cultures is sometimes limited. Similarly, some pupils need more support to develop a positive and accurate understanding of diversity, because occasionally the curriculum unintentionally allows pupils to develop misconceptions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- Improvements to the curriculum are relatively new and need embedding. This means that opportunities for pupils to link knowledge across subjects are still constrained. The school should refine the curriculum design, and its implementation, so pupils learn the key knowledge they need to achieve increasingly well.
- Pupils' opportunities to learn about diversity and other cultures is sometimes limited and at other times confusing. This means pupils have some misconceptions about the world around them and the value of multiculturalism. The school should strengthen the opportunities for pupils to learn positively about diversity to strengthen their personal development.

School details

Inspection number	10354382
Type of school	Special school
Age range of pupils	9 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	46
Appropriate authority	The States of Guernsey
Headteacher	Mr Jonathan Furley
Website	www.lesvoies.com
Date of previous Ofsted inspection	22 and 23 June 2022

Information about this school

- This school caters for pupils with social, emotional and mental health needs (SEMH). Some pupils have other needs, including autistic spectrum disorders.
- The school runs two satellite provisions, the Pod and Le Viage. The Pod is for younger pupils with SEMH and associated needs. Le Viage is for older pupils who have particularly high levels of anxiety and were formerly school refusers.
- Most pupils who attend the school have a determination in place. Those who do not are on an assessment placement, with a view to secure a determination.
- This school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 35 of the Guernsey Education Law 1970.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the ongoing impact of the pandemic and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and both assistant headteachers, the behaviour and attendance lead, school staff, pupils and representatives from the Education Office.

- Inspectors carried out deep dives in these subjects: English, including early reading, mathematics, computing and religious, personal, social, health and economics education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- As part of the inspection, an inspector visited the 'Pod' and 'Le Viage'.
- The lead inspector listened to a selection of pupils read to a known adult, including in the Pod.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered the views of parents who responded to the Guernsey Parent Survey. They evaluated the views of staff and pupils from the questionnaires issued at the time of the inspection.

Inspection team

Matthew Barnes, lead inspector

His Majesty's Inspector

Jen Southall

His Majesty's Inspector

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