

British Schools Overseas (BSO) inspection report

12 to 14 May 2025

De La Salle College

Wellington Road

St Saviour

Jersey

JE2 7TH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect British Schools Overseas (BSO). Our inspections report on the extent to which the BSO Standards are met, referred to in this report as 'the Standards'.

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Summary of inspection findings

Provision at the school meets the requirements of the BSO Standards.

1. Leaders ensure that the school's values are clearly articulated to the school community. These values inform the provision of pastoral support to the pupils, which helps them to grow in confidence as well as in their spiritual understanding.
2. Leaders demonstrate the knowledge and understanding to ensure that the school continues to meet the Standards. They have the skills to assess and manage risk both strategically and in day-to-day school operation. Governors exercise appropriate oversight of leaders' work through meetings which discuss the reports leaders prepare.
3. Pupils are taught a suitably broad curriculum which includes creative and technological subjects. The curriculum takes account of both the school's context on the island of Jersey, and its Catholic ethos. Collaboration between staff in the junior and senior schools is not consistent. Consequently, long-term planning to develop the pupils' skills and knowledge is uneven between subjects.
4. Pupils make good progress from their starting points and achieve well in public examinations. Teachers are knowledgeable and typically plan lessons which build upon pupils' prior learning, but this is not consistent. Pupils who have special educational needs and/or disabilities (SEND) also make progress because their teachers provide effective support.
5. Pupils behave well and are respectful of one another. They are attentive to their teachers' instructions and are motivated to do well. They aspire to achieve the awards offered as part of the school's clear system of rewards and sanctions.
6. Children in the early years develop their language skills appropriately because of the detailed teaching and modelling from staff. Children develop their motor skills through a range of activities in learning time and during recreation, when they use resources to move, manipulate objects and engage in creative play. Children learn to collaborate and resolve their differences.
7. Pupils learn to respect all people regardless of their background, as well as appreciating other fundamental values such as democracy and the rule of law. Pupils vote to elect school councillors or to choose charities for the school community to support. Pupils take increasing levels of responsibility for organising charitable endeavours as they get older, culminating in 'The Leavening Project'.
8. Pupils in the secondary school are taught about both personal finance and careers as part of their personal, social, health and economic (PSHE) education, but their level of knowledge and understanding can vary. A new scheme of work has been introduced but is not fully embedded.
9. Leaders ensure that staff are appropriately trained so that they can safeguard the wellbeing of pupils and are vigilant for any signs that a pupil might be at risk. The necessary safeguarding checks are undertaken on new members of staff in a timely manner.

The extent to which the school meets the BSO Standards

The school meets all the BSO Standards.

- BSO Standards relating to leadership and management, and governance are met
- BSO Standards relating to the quality of education, training and recreation are met
- BSO Standards relating to pupils' physical and mental health and emotional wellbeing are met
- BSO Standards relating to pupils' social and economic education and contribution to society are met
- BSO Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure consistent collaboration between subject leaders and teachers across the primary and secondary schools to better support the development of the pupils' knowledge and skills over time
- ensure that all teachers plan and deliver lessons which are matched to the needs of pupils so that they make consistently good progress from their individual starting points
- ensure that careers and economic education is delivered to all secondary pupils to a consistently high standard, so that pupils are fully prepared for life beyond school.

Section 1: Leadership and management, and governance

10. Leaders successfully share with their community the school's values, which are aligned with the Catholic ethos of the De La Salle Brothers who founded the school. Pupils develop confidence and spiritual awareness alongside their academic learning.
11. Pastoral leaders actively promote pupils' wellbeing through a detailed, structured and highly effective system of support, care and management, for example through the organisation of house groups whose staff have wellbeing responsibilities. Leaders are pro-active in developing systems to encourage positive behaviour by reinforcing the school's values.
12. Senior leaders demonstrate appropriate knowledge and skills to carry out their responsibilities. They keep themselves up to date with guidance from the States (government) of Jersey as well as relevant guidance from the UK authorities. For example, leaders understand and implement effective practice in safeguarding, taking note of the most recent advice given to UK schools as well as local requirements. Leaders monitor the school's context and consider changes to school organisation and structure in response.
13. Leaders identify and manage risk in the daily operation of the school by taking appropriate action. For example, leaders implement segregation of vehicles away from pedestrian areas on the school site and mitigate the risk of attracting seagulls to the playground by preventing the pupils from eating food there. Leaders also consider risk strategically, by planning ahead to ensure that the school continues to meet evolving challenges, including safeguarding risks to the pupils.
14. The early years is led and managed skilfully. Leaders ensure that all the statutory requirements and regulations are met consistently. They provide ongoing support and training for staff which promotes the development of the children.
15. Leaders respond to feedback from pupils in order to develop provision at school, for example by organising the playground into year group areas and providing more quiet spaces for pupils to enjoy during their periods of recreation.
16. Governors assure themselves that leaders are effective by reading reports which are then interrogated during meetings. Governors discuss the school's self-evaluation and provide appropriate challenge as well as support to leaders. Governors and leaders engage the services of an external consultant to provide additional expert guidance and challenge to governors as well as to leaders.
17. Governors and leaders know their responsibilities to check that staff are appointed with due regard to the relevant guidance. Governors exercise suitable oversight to ensure that the required information is recorded to evidence that the necessary checks have been carried out.
18. Leaders understand their duties under local requirements which align with the UK Equality Act 2010. An appropriate accessibility plan is in place to promote improved access to the curriculum and school buildings for those with additional needs.
19. Levels of pupil attendance are monitored and plans are put in place for individuals who need additional support to improve their attendance. Leaders foster effective links with external agencies to support pupils' safety and wellbeing.

20. The required information is provided or made available to parents, either via the website or in regular communications. Teachers inform parents of their child's progress through regular reports.
21. Any parental complaints are taken seriously. Leaders respond in a timely manner and keep a suitable record of any such concerns as well as any action taken in response. Leaders attempt to find early resolutions to any issues where this is possible.

The extent to which the school meets the BSO Standards relating to leadership and management, and governance

- 22. All the relevant BSO Standards are met.**

Section 2: Quality of education, training and recreation

23. Leaders provide a suitably broad curriculum which effectively combines core areas of learning, enabling pupils to develop skills in literacy and numeracy from an early age, with a range of scientific and creative subjects which are explored in appropriate depth for the age of the pupils. At various stages of their journey through the school, pupils study foreign languages and computing science including robotics. Older pupils have a broad range of options to choose from for post-16 study as a result of leaders work on consortium arrangements involving other nearby schools. Leaders ensure that the curriculum in no manner undermines fundamental British values.
24. Leaders ensure that religious education is taught in line with the curriculum agreed by the Catholic Bishops' Conference of England and Wales. This promotes an understanding of the principles and tenets of Christianity in the context of learning about the history and practices of a number of world faiths. Elements of the curriculum take account of the school's geographical context, for example in history pupils learn about the occupation of the Channel Islands during World War II. The curriculum is enhanced by a programme of educational visits and visiting speakers which further support the pupils' learning.
25. In some specialist subjects, heads of department in the secondary school collaborate effectively with those teachers delivering their subjects to younger pupils. This planning promotes the development of pupils' knowledge and skills over time. However, this is not yet consistent across all departments.
26. Children in the early years make good progress because a varied curriculum of structured and play-based learning appropriately promotes the development of their skills. Children experience a range of activities which develop their communication, language and numeracy skills. Children count using marbles and construction bricks. They are helped to develop their writing skills in a carefully structured manner. Teachers model the use of vocabulary to the children, who then use the language themselves, for example discussing the different parts which make up a book.
27. Pupils make good, and sometimes rapid, progress from their starting points. For example, younger secondary pupils demonstrate high levels of fluency in their French speaking skills. Leaders ensure that a suitable assessment framework is in place, and teachers regularly monitor the progress of individuals and groups of pupils. Teachers adapt the curriculum where this is necessary to correct any misunderstandings which may have arisen. The impact of the interventions is then measured to evaluate their level of success. This monitoring of progress also informs the reports which appropriately share details of pupil progress with parents.
28. Pupils achieve well in public examinations, in line with expectations based upon their starting points, and above the average for pupils taking the same examinations on Jersey. Most pupils gain entry to the university course of their choice, with others opting for apprenticeships or workplace settings, for example within Jersey's finance sector.
29. Teachers have secure subject knowledge, and many lessons are planned with a range of engaging resources and activities which motivate and inspire the pupils. In these lessons, teachers consider the different starting points of pupils and set work which challenges them to make progress. For example, in Year 12 biology, pupils consolidate their understanding of how chromosomes change and develop by shaping and manipulating plasticene. In physics, pupils demonstrate their own

knowledge by instructing each other on how to conduct an experiment on latent heat. In music, pupils use software effectively to develop film compositions to accompany a video.

30. In some lessons all pupils are expected to complete the same work regardless of their prior attainment, with tasks which are too difficult for some pupils and too easy for others. As a result, pupils are not always engaged in their learning, and pupils make less rapid progress from their varied starting points.
31. Leaders ensure that pupils learn about challenging topics and draw comparisons between the present day and historical contexts. For example, older pupils discuss propaganda and censorship in conflict, drawing on their teaching about the British Empire in India and the expansion of the American West.
32. Pupils who have SEND are assessed, monitored and supported so that they can access the curriculum successfully and make good progress overall. Strategies are put in place by specialist staff, who also provide support and training to all teachers in order to effectively meet the individual needs of pupils in the classroom. For example, additional pre-school reading groups help pupils in the primary school to become more confident readers.
33. Pupils who speak English as an additional language are monitored to consider whether any support is necessary and, if so, individualised interventions are organised to promote pupils' understanding and engagement with the curriculum.
34. There is a varied programme of clubs and activities, including a number of sports. Pupils with creative interests can take part in a motor racing activity, spray art club, music ensembles or drama productions. There is a debating club which discusses motions related to current affairs. The 'Impact Club' combines discussions, with a member of the school chaplaincy team, around themes of spirituality and religion, with the opportunity to relax and play games. Pupils can also be prepared for Confirmation.

The extent to which the school meets the BSO Standards relating to the quality of education, training and recreation

35. All the relevant BSO Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

36. The emotional wellbeing and spiritual development of pupils is effectively supported by staff, with tutors and house leaders providing focused and individualised assistance to pupils. Staff such as the wellbeing lead and the chaplaincy team are trained as emotional literacy support assistants, to provide further help to individuals and groups of pupils when necessary. There is also a school therapy dog available when required.
37. As a result of taking on additional responsibilities, pupils develop a range of personal, organisational and communication skills which support their wider learning and preparation for adult life as active members of the community. Leaders promote activities which allow pupils to develop appropriate levels of confidence, self-esteem and self-knowledge
38. Leaders ensure the pupils understand how their actions and behaviours have a direct impact on their learning. Pupils behave well in lessons and they are attentive to instructions from their teachers. Pupils move around the school site with due consideration for those around them. Pupils respond positively to the rewards system. They aspire to be 'Leading Lasallians' and, ultimately, to be awarded 'Lasallian Gold' for consistently representing the school values. Pupils reflect on their actions when they make mistakes because staff are consistent, clear and supportive as they apply the behaviour policy.
39. The school's anti-bullying policy and procedures are robust. Staff are vigilant and take action with regard to any issues which may arise. On those occasions when leaders need to act, they do so effectively and in a timely manner. Leaders keep detailed records of any incidents and monitor these records for any patterns or trends which emerge, whether in respect of individuals or groups of pupils.
40. Children in the early years experience a range of activities which promote their physical and emotional development. They develop their motor skills through activities including riding trikes, playing on climbing equipment, playing 'egg-in-a-cup' or playing tag. Children learn to collaborate and share, and manage any disagreements with equanimity, because teachers encourage them to resolve their differences peacefully.
41. Pupils are taught a broad and suitable physical education (PE) curriculum which develops their skills through team sports and other disciplines such as gymnastics and athletics. Pupils make good progress from their different starting points because of the detailed coaching they receive. Older pupils can choose sports they enjoy. Pupils understand and appreciate that physical exercise contributes to their wellbeing. Sports teams are regularly successful in local and inter-island competitions and a number of individual pupils have gone on to play representative sport with counties in England.
42. The curriculum for PSHE education, includes the teaching of sex and relationships which reflects statutory guidance in the UK. Parents are consulted on this policy and are informed about the topics their children are taught. Sex education is taught in an age-appropriate way to older pupils, including how bodies grow and change as well as issues such as consent and privacy. Pupils also learn about equality and apply this knowledge in their everyday lives, because teachers explain that their

community is built on foundations of tolerance and respect. Pupils develop the confidence to stay safe and healthy.

43. Teachers provide effective supervision for pupils during the school day, for example during breaktimes. Pupils are appropriately registered twice daily, and effective arrangements are in place to register older pupils attending lessons at nearby schools as a result of the consortium arrangements. Leaders monitor pupils' attendance to look for and act on any patterns of absence which might impact on pupils' learning. The school informs the States of Jersey of any pupils who join or leave the school at non-standard transition points in line with local requirements.
44. The premises are suitable and well-maintained. Health and safety policies and procedures are appropriate. Accurate records are kept, for example of regular checks of water supplies and electrical safety. A competent person carries out regular fire risk assessments and leaders ensure that any action points are addressed promptly. Staff are trained in fire safety procedures and evacuation drills are regularly carried out.
45. First aid arrangements are appropriate. Staff have suitable training and there is always at least one adult trained in paediatric first aid present in the early years department. Suitable records are kept of any aid given to pupils, as well as any medication dispensed. There is an appropriate facility for ill or injured pupils to use on a short-term basis. Parents are suitably informed if their child has been ill or injured.

The extent to which the school meets the BSO Standards relating to pupils' physical and mental health and emotional wellbeing

46. All the relevant BSO Standards are met.

Section 4: Pupils' social and economic education and contribution to society

47. Leaders ensure that pupils learn British values through the PSHE curriculum. Pupils show respect for others and understand how this relates to the Lasallian values which underpin the school's ethos. Pupils understand about equality and develop an appreciation for different cultural backgrounds. For example, within the curriculum teachers celebrate the achievements of prominent female leaders from business and sport.
48. Pupils learn about democracy and civic institutions, and participate in many democratic processes at school. They learn about the institutions of Jersey as well as those in the UK, for example by visiting the States chambers, as well as marking significant occasions for the island such as Liberation Day. Pupils learn about rules and laws, for example pupils in Year 6 discuss and compare modern legal expectations with those of the Ten Commandments.
49. Leaders organise a range of opportunities for pupils to contribute to the lives of others and to realise the school's ethos as a mutually supportive community. Pupils at various ages take on leadership responsibilities whether as form, house or sports captains, wellbeing ambassadors, prefects or school leaders. These roles exist primarily to serve others and to contribute to the smooth functioning of the school, as well as focusing on promoting charitable endeavours. All pupils take part in the annual 'Island Walk' as well as fundraising weeks organised by each house in turn. Pupils vote on which charities they wish to support. Pupils in Year 12 take part in 'The Leavening Project', in which they prepare and deliver their own programmes to support wider society in Jersey, working in partnership with business and civic organisations.
50. The school councils for both primary and secondary schools meet periodically to discuss how the school experience might be improved, for example younger pupils ask for certain books for the library, and older pupils successfully bid to have a classroom repurposed as a games and relaxation area.
51. Pupils experience a positive transition from one year to the next. Leaders arrangements for pupils in Year 6 to learn some subjects in the senior school enhances the process of progression from the primary school to the secondary school. Children in the early years are well prepared for the move to Year 1.
52. The oldest pupils learn about careers and the different pathways towards various professional disciplines, which might involve further study, apprenticeships or entering directly into the world of work. Visitors speak to pupils about their roles, for example in the finance industry, the armed services, or as business owners and operators. Year 10 pupils select opportunities for work experience which will help them to develop their understanding of the world of work. The youngest pupils, including children in the early years, have a range of suitable opportunities to role play different professions and play at making transactions, handling play currency as well as counting with coins. The oldest pupils also learn about personal finance, banking and preparing for financial independence.
53. Children in the early years learn to take responsibility for their environment and to make decisions, because of the opportunities leaders and teachers give them. Children vote for which stories they want to hear. They enthusiastically take turns to tidy up or to update the weather chart. Pupils in the

secondary school experience appropriate teaching and information in respect of careers and economic education. However, pupils in some year groups demonstrate an inconsistent understanding of these areas of learning. A more structured approach has been introduced through a new scheme of work for careers and economic education, which is not yet fully embedded.

The extent to which the school meets the BSO Standards relating to pupils' social and economic education and contribution to society

54. All the relevant BSO Standards are met.

Safeguarding

55. Leaders implement policies and procedures to promote an effective culture of safeguarding within the school. Staff are appropriately trained and understand the need to be vigilant so that they know how to identify signs that a pupil's welfare might be at risk. This includes taking prompt action if they have concerns about the behaviour of other adults and being aware of the potential harm of child-on-child abuse.
56. The safeguarding team, led by the designated safeguarding lead (DSL), are appropriately trained so that they can carry out their duties effectively. They update their training regularly so that they are aware of any new or emerging risks which may affect pupils at the school, such as that posed by threats such as extremism.
57. Governors are trained so that they can appropriately monitor and evaluate the safeguarding practices at the school. They read regular safeguarding reports so that they can provide support and challenge to safeguarding leaders, as well as being kept informed of any trends.
58. Pupils are encouraged to share any concerns they have either about their own welfare or that of other pupils. As well as having a range of adults to whom they have access, older pupils can also report any concerns anonymously online.
59. Leaders take prompt action and liaise effectively with external agencies when necessary to support pupils and their families. Leaders maintain detailed records and monitor any ongoing concerns effectively.
60. Pupils are confident about using the internet appropriately because they have learned about online safety through their PSHE and computing lessons. Their access to the internet while at school is suitably monitored and filtered, and these systems are tested regularly to ensure they remain effective.
61. Suitable processes are in place with regard to the appointment of new staff, which follow the guidance issued to UK schools and local requirements. The necessary information is sought from previous employers. Where there are unavoidable delays in criminal checks being returned, leaders put appropriate risk assessments in place. The checks are accurately recorded on the school's single central record (SCR).

The extent to which the school meets the BSO Standards relating to safeguarding

- 62. All the relevant BSO Standards are met.**

School details

School	De La Salle College
Department for Education number	707/4008
Address	De La Salle College Wellington Road St Saviour Jersey JE2 7TH
Phone number	01534 754100
Email address	college.admin@dls-jersey.co.uk
Website	www.dls-jersey.co.uk
Proprietor	Brothers of the Christian Schools (Jersey)
Chair	Advocate Steven Meiklejohn
Headteacher	Mr Jason Turner
Age range	3 to 18
Number of pupils	577
Date of previous BSO inspection	23 to 24 May 2022

Information about the school

63. De La Salle College is an independent day school for male pupils, located in St Saviour, Jersey. The school is overseen by a governing body on behalf of the Brothers of the Christian Schools (Jersey).
64. The school has identified 65 pupils as having special educational needs and/or disabilities (SEND).
65. English is an additional language for 18 pupils.
66. The school states its aims are to provide a Christian education within the Catholic tradition which enables pupils to realise their academic potential and to reach significant spiritual and social awareness. The school seeks to work together as an inclusive community, which engenders confidence so that pupils relish challenge, seek opportunities and strive for excellence, as a central tenet of their daily life.

Inspection details

Inspection dates

12 to 14 May 2025

67. A team of five inspectors visited the school for three days.

68. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

69. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are British Schools Overseas inspected?

- The Department for Education accredits British international schools which meet the BSO Standards. Accreditation last for three years from the date of inspection.
- ISI is approved by the Secretary of State for Education to inspect BSO schools. ISI inspections report to the Department for Education on the extent to which the school meets the Standards.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net