

British Schools Overseas (BSO) inspection report

1 to 3 April 2025

Blanchelande College

Les Vauxbelets

St Andrew

Guernsey

GY6 8XY

Channel Islands

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 have a clear vision for the school's development based on thorough monitoring and self-evaluation. Leaders are well supported by governors who provide suitable challenge in order to assure themselves that leaders fulfil their responsibilities effectively.
2. The school's Catholic ethos is central to its approach to promoting pupils' spiritual learning and their sense of social responsibility. As a result, pupils have a growing understanding of faith and ethics, and a sense of belonging to a wider religious and moral community.
3. The curriculum is suitably broad and is designed to meet the needs and aptitudes of all pupils. Teachers' planning is effective and considers the prior attainment of pupils so that they make good progress. Typically, teaching encourages pupils to show initiative in their learning. However, some lessons do not challenge pupils to think for themselves. The needs of pupils who have special educational needs and/or disabilities (SEND) are well understood by teachers, but some variability exists in how strategies to support them are implemented. This is because teachers do not always have the information to support their planning. Leaders monitor pupils' performance, so that when pupils' progress falls below expectations, this is addressed promptly.
4. Pupils of all ages benefit from a wide-ranging co-curricular programme, which is designed to support their skills, interests and personal development. Leaders' encouragement means that large numbers of pupils participate.
5. Pupils' emotional and mental health is effectively supported. Consequently, pupils have a number of adults to whom they can go with any concerns. Leaders have put in place clear policies and procedures to ensure that behaviour is good around the school and in lessons. An effective strategy to prevent bullying is in place.
6. Teaching of relationships and sex education (RSE) is effective. Much of the content is presented from a Catholic perspective. Where there is any conflict in content, leaders ensure that pupils are well-informed, and that coverage is in line with UK guidance. Consequently, pupils are appropriately prepared to make informed decisions in their future lives.
7. Leaders create a welcoming and supportive environment which is successful in fostering pupils' personal development. Pupils learn to co-exist effectively and respond positively to the needs of others. They have appropriate knowledge of the range of people they can contact should they have any issues.
8. Leaders take a systematic approach to the management of health and safety at the school. Measures to mitigate risk are suitably implemented and reviewed. Fire safety protocols are well understood. First aid is readily available.
9. Leaders have developed effective links with the island community to ensure that pupils are well informed and well prepared to contribute positively to society in Guernsey and the United Kingdom. Pupils demonstrate tolerance and respect for others. They benefit from a well-structured careers education programme which enables them to make informed choices about their next steps.

10. Governors review safeguarding practices carefully at the school and staff understand the school's procedures for reporting concerns. During the inspection, leaders updated their procedures so that patterns of low-level concerns could be identified. Leaders carry out recruitment checks correctly, and these are recorded appropriately. Pupils know how to keep safe, including online.

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 that teaching consistently encourages pupils to develop their thinking skills
- ensure that teachers consistently have the necessary information and support to address the needs of pupils who have SEND in order to ensure these pupils make the best possible progress.

Section 1: Leadership and management, and governance

11. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively, including to actively promote the wellbeing of pupils.
12. Governors assure themselves that the Standards are met by effective scrutiny and monitoring of the school's practice and procedures. They know the school well and provide appropriate challenge and support to leaders.
13. Leaders ensure that the school's ethos is embedded and understood by pupils. Links with the local diocese are effective in supporting the high quality of the moral and spiritual education that the school provides.
14. Leaders have an accurate view of the strengths of the school and areas for further development and carefully consider the impact that their actions have on pupils' wellbeing. They formulate strategy following methodical and detailed self-evaluation. This has led to the successful introduction of the nursery and the sixth form since the previous inspection.
15. Leaders ensure that the early years setting is well resourced. Leaders ensure that staff have an in-depth understanding of how to support early child development. As a result, children feel secure and make good progress during their time in the setting.
16. Leaders manage any parental complaints appropriately. Records of these are kept alongside details of any actions taken by the school in response. Complaints are dealt with within the timeframes stated in the school's policy.
17. Parents receive reports regularly about pupils' progress, attitudes to work and attainment. All other required information, including details of the school's aims and ethos, is made available to parents, largely through the school's informative website.
18. Pupils are treated fairly, in line with the principles of the UK Equality Act 2010. Leaders ensure there is no discrimination, and suitable adjustments are made to ensure that pupils can access the school site and the curriculum.
19. Leaders have a comprehensive and robust approach to risk management. Leaders have an effective understanding of physical, welfare and safeguarding risks and respond with urgency and diligence to areas of risk when identified. Risk assessments identify potential risks thoroughly and detail appropriate steps taken to reduce or remove these. Leaders monitor risk assessments to check their continued effectiveness.

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

20. All the relevant BSO Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders ensure that the curriculum offered is matched to pupils' needs. Since the previous inspection, the school has expanded its age range to include provision for sixth-form pupils. All three sciences are taught at GCSE, with an increased focus on practical work. Consequently, pupils' scientific skills are well developed. In the primary school, reading and writing schemes follow a thematic approach, which supports pupils' linguistic development effectively.
22. The curriculum is responsive to pupils' needs, considers the local island context and is taught with reference to the school's Catholic ethos. This is embedded in the school through a structured scheme of project work which promotes pupils' understanding across the curriculum. Pupils' work in this area is then frequently linked to socially responsible tasks in the local community. This ensures pupils receive an education that is age-appropriate, builds independence, and prepares them for future learning and life beyond school.
23. Lessons in the junior school feature a wide variety of opportunities for discussions, reading aloud and the development of knowledge of the sounds that letters make. This supports pupils to make good progress and to become increasingly confident in their skills of communication, alongside learning how to research independently and present their findings. Pupils' speaking and listening skills are strong, and they are socially and linguistically adept.
24. Leaders promote teaching practices that support individual learning through structured planning, feedback and pupil tracking. This is in place in many areas of the school, and as a result pupils are engaged, make good progress and are supported through inclusive approaches. Typically, teachers engage with pupils of differing abilities and ensure that they are suitably challenged, engaged and focused. Teachers ensure that pupils are confident in the subject material they are covering and make allowances for different abilities whilst ensuring that subject skills are learnt. However, in some lessons there are limited opportunities for pupils to use their initiative and develop their thinking skills.
25. Leaders work with qualified staff and external agencies to identify the needs of pupils who have SEND. Teachers know their pupils well, recognise those that need additional support and provide appropriate challenge, enabling them to make good progress. Some pupils are supported by detailed information that is provided for teachers regarding their needs and personalised learning methods. However, this provision is inconsistent. The needs of all pupils who have SEND are well understood by teachers, but some variability exists in how the most effective strategies to support them are shared and implemented across the school.
26. The decisions that leaders make in curriculum design and delivery promote British values. This results in pupils experiencing inclusive, respectful environments that reinforce democratic and moral principles.
27. Leaders systematically assess and track pupils' performance. This ensures that underperforming pupils are readily identified and supported. Parents receive information about their child's attainment, progress and attitudes to learning through regular reports and parents' evenings. Pupils make good progress from their starting points to both GCSE and A level.

28. A small number of pupils receive support because they speak English as an additional language (EAL). Teachers check on these pupils' understanding through strategies such as appropriate and precise questioning. As a result, pupils who speak EAL make good progress.
29. Leaders in the early years use careful observations and targeted planning to identify and meet children's communication and language needs. Planning is effectively linked to children's interests. This results in children engaging meaningfully with their learning and making developmental progress in their expressive language. They make good progress towards their early learning goals, typically attaining these by the end of their time in the setting.
30. The school provides a wide range of recreational activities. These take place during most lunchtimes and after school, and many pupils take advantage of them. Leaders encourage pupils to attend in order to widen their skills and interests beyond the formal curriculum. Whilst some clubs provide support for or extension to academic subjects, many are purely for the joy of participation and personal development. These activities extend to trips outside school, including cultural trips in the locality, overnight camping, visits to historically significant places and trips that combine sport and leisure. These provide avenues for lifelong interests and opportunities to forge friendships beyond school.

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

31. All the relevant BSO Standards are met.

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

32. The school's religious ethos is central to its approach to developing pupils' spiritual and moral learning. Leaders promote the school's aims and ethos through assemblies and teaching, encouraging care and respect for others. Leaders also promote theological reflection during form time and in specific religious education or theology lessons. This enables pupils to grow their understanding and respond to biblical themes, including being able to apply their knowledge of right and wrong to a wide variety of scenarios. Care is taken to ensure that pupils of all faiths and none are made to feel included. As a result, pupils have a growing understanding of faith and ethics and a sense of belonging to a wider religious and moral community.
33. Leaders shape the curriculum to develop pupils' personal insight through lessons in personal, social, health and economic (PSHE) education, assemblies and structured discussions. This helps pupils to build confidence, develop personal values and articulate their opinions. The school's close-knit environment contributes to a tangible sense of community and self-worth. Pupils show a mature understanding of strategies to help them to navigate peer pressure.
34. A well-established food and nutrition curriculum develops pupils' understanding of eating healthily and increases their cultural awareness through exposure to different types of foods and diets. Lessons in PSHE include a wide range of topics such as the dangers of drug, alcohol and vaping abuse, mental health, personal wellbeing and social issues. As a result, pupils gain an informed understanding of healthy lifestyles, and the barriers faced by different groups in society. Leaders sequence and adapt the content of the RSE curriculum according to pupils' needs and maturity, supported by external contributors and the provision of staff training. This enables pupils to feel informed and prepared to develop positive relationships. There is appropriate coverage of all aspects of the curriculum that take account of the UK statutory curriculum.
35. Leaders prioritise physical development through timetabled sport, extra-curricular activities and a culture that values engagement in physical activity. This results in pupils enjoying sport and supports their physical development.
36. Good behaviour is promoted effectively. Leaders ensure that the behaviour policy is understood by staff and pupils and is implemented fairly and consistently. Merits and sanctions are closely monitored through thorough analysis of data, including differences between male and female pupils and those pupils who have SEND. When discrepancies occur between groups, these are discussed at staff meetings so that potential issues can be monitored.
37. Leaders ensure that an effective anti-bullying policy is in place to minimise bullying at the school. Staff are trained to recognise and address bullying. They ensure that any instances of bullying of which they become aware are dealt with effectively, and staff help pupils to overcome the impact of any bullying. Pupils understand the school's zero-tolerance approach to bullying and are confident that the school responds to incidents appropriately.
38. Well-structured supervision systems help to manage pupils' safety, including in the early years. Pupils report feeling well supervised and safe on the school site.

39. The register of admissions contains all of the necessary information. When pupils depart or arrive, there is appropriate liaison with schools and other agencies to ensure a smooth transition. Attendance registers are completed accurately in line with current UK guidance. Patterns of attendance are monitored. There is close communication with parents in order to support pupils' attendance. Where necessary, the local authorities are informed, and action plans are established.
40. Leaders maintain the school site to a high standard and respond promptly when issues arise. Well-developed management systems track health and safety risks. Documentation is well organised and accessible. Procedures for liaising with third-party contractors are well embedded. These promote an effective culture of safety. Fire safety systems are well maintained and regularly serviced. Termly fire drills are well established and reviewed. Pupils benefit from an environment that supports effective teaching and learning.
41. First aid procedures in the school are well planned and followed with care. There is clear understanding of individual pupils' needs, including any allergies. Medication is stored securely. Many staff are trained in first aid. Staff in the early years are trained in paediatric first aid.
42. Provision to support the personal development of children in the early years is well planned. Outdoor learning is a regular feature, and this helps to support their physical development, as well as providing opportunities for them to appreciate their environment. Children are well supervised in the early years. Planning for children's experiences is developed through close observation by staff and is adapted to the needs and preferences of the children. Children spend significant time playing and socialising with each other and adults. Adults model positive behaviour, and children respond well, growing in confidence and reflecting on their behaviour choices.

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

43. **All the relevant BSO Standards are met.**

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

44. The Catholic social teaching approach that leaders promote across assemblies, the curriculum and through community involvement fosters pupils' understanding of human needs and the concept of service to others. Pupils display a sense of empathy and social responsibility, participating actively in charitable initiatives from an early age.
45. Leaders promote inclusivity through the curriculum, and a pastoral care system that ensures mutual respect is central to school life. The effective use of resources to explore disability and neurodivergence helps pupils to develop empathy and mutual respect for others. Pupils are tolerant and empathic towards one another and respect their individual characteristics and differences.
46. Leaders teach values such as the rule of law and democracy through lessons on the legal system, and by promoting community engagement. This supports pupils in understanding their responsibilities in society, particularly through their involvement in school councils and parliaments. Learning opportunities such as school elections model democratic processes and prepare pupils for their civic voting duty in Guernsey at the age of 16. This results in pupils gaining practical experience of how democracy works and their role within it. This helps pupils prepare for life in Guernsey and modern Britain. Teaching is closely monitored to ensure that a balanced viewpoint is presented on political issues. Consequently, pupils are well informed on current affairs.
47. Pupils learn about cultural diversity in the wider world through many opportunities which are planned in the curriculum. The English curriculum includes units relating to areas such as civil rights and Black History Month. Pupils learn about significant festivals in different religions. In the early years, texts are used which represent different cultural stories. Through reading challenges in the library, pupils are encouraged to broaden their social and cultural understanding. The school promotes awareness of the experiences of others through the use of a wide variety of multicultural resources such as songs, texts and visits so that pupils understand themes such as accessibility. This helps pupils develop respect and empathy for different backgrounds and life experiences.
48. Leaders ensure that pupils are aware of their abilities and aptitudes and how they might be suited to their next steps in education and future careers. A well-structured scheme of work builds knowledge and understanding and encourages pupils to analyse how to achieve their ambitions. A programme of activities, experiences and opportunities enhance this, such as work-related visits off-site and work experience. All pupils are guided to act responsibly and to research potential routes and ensure that choices made are part of a coherent plan to achieve their goals. Support is offered for writing CVs and application letters. Leaders ensure that the careers education programme is responsive to pupils' needs and changing interests, including those who might leave the school at intermediate points.
49. The school has an effective social development programme with a wide range of fundraising and awareness initiatives and community service. Pupils show a growing awareness of their roles in both the school and wider community through service projects such as beach cleans and charity events, and they understand the value of collaborative efforts to support others. The school's Catholic values and moral teaching encourage charitable action and thoughtful decision-making. Pupils demonstrate a clear understanding of how charity work contributes to the wider community, including international programmes. This results in pupils developing a strong sense of right and

wrong and taking ownership of their moral choices. Leaders foster a strong sense of pride and appreciation for the island locality and celebrate its unique nature.

50. An understanding of British culture and society is promoted through PSHE and subjects such as history and English. Connections with public services include regular visits from the police and fire service. This encourages pupils to value the law and other services that keep them safe. Younger pupils are taught about the value of money, and the importance of budgeting and making financial decisions. Older pupils are taught about student finances. Consequently, they are well prepared for independent living after school.
51. Teachers in the early years have clear targets and plans to support the development of social skills and knowledge. This enables children to socialise well and build on what they already know and can do, ready for the transition to their next stage of learning. They learn to accept and respect difference and show tolerance for those around them. They enjoy learning about other cultures and helping with routine tasks in the setting, such as clearing up resources at the end of sessions.

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

52. All the relevant BSO Standards are met.

Safeguarding

53. Safeguarding arrangements are effective and reflect the requirements of current UK statutory guidance. Leaders with designated safeguarding responsibilities respond promptly and appropriately to any safeguarding concerns that arise. They consult with external safeguarding agencies and refer safeguarding concerns to them when appropriate. Leaders keep suitable records of safeguarding concerns and the decisions and actions taken in response to these.
54. Suitable arrangements for the handling of allegations against staff or senior leaders are in place. These are well understood by staff and followed when required. The school has recently established procedures that allow for patterns of low-level concerns to be monitored and addressed where appropriate.
55. Governors maintain an effective overview of the safeguarding policy and procedures. The governor with particular responsibility for safeguarding visits the school regularly to ensure that measures in place are secure and carried out effectively. All governors undertake appropriate training in safeguarding.
56. Safeguarding training for staff, including that for the safeguarding team, is thorough, regular and in line with local requirements. Leaders provide safeguarding updates and scenario-based training for all staff, followed by quizzes to review understanding. Staff understand their safeguarding responsibilities and know how to escalate concerns when required. A suitable induction process is in place to ensure that new staff understand their safeguarding responsibilities.
57. Leaders are aware of the contextual risks and challenges facing pupils beyond the school, including the risks relating to radicalisation, extremism and child-on-child abuse.
58. Leaders provide a number of ways for pupils to raise any concerns that they might have. Pupils know who they can go to should they wish to share any concerns.
59. Leaders ensure that all appropriate recruitment checks on adults are made in a timely manner and are accurately recorded in a suitable single central record of appointments (SCR). Staff files are well organised and contain the supporting evidence.
60. Pupils are taught how to keep themselves safe, including when online. Suitable internet filtering and monitoring procedures are in place. These systems are tested regularly by the school and any alerts are immediately reviewed by members of the safeguarding team, who take action as required.

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

61. All the relevant BSO Standards are met.

School details

School	Blanchelande College
Department for Education number	000/6163
Address	Les Vauxbelets St Andrew Guernsey GY6 8XY Channel Islands
Phone number	01481 237200
Email address	office@blanchelande.sch.gg
Website	www.blanchelande.co.uk
Chair	Mr Trevor Wakefield
Headteacher	Mrs Alexa Yeoman
Age range	2 to 18 years
Number of pupils	449
Date of previous BSO inspection	16 to 19 October 2018

Information about the school

62. Blanchelande College is an independent co-educational day school. The school is a Roman Catholic foundation and is recognised by the Diocese of Portsmouth. Originally founded in 1904, the school was re-established in 1992, moving to its present site in 1999. It is a non-profit organisation with three trustees and a board of governors who respectively oversee the finances and the educational work of the school. The primary section of the school consists of the early years, infant and junior departments. The senior section educates pupils in Years 7 to 13. Since the previous BSO inspection, the school has expanded its provision to educate children under 4 years of age and pupils over 16.
63. The school has identified 165 pupils as having special educational needs and/or disabilities (SEND).
64. English is an additional language (EAL) for seven pupils.
65. The school states its aims are to provide a safe environment where each young person flourishes, to foster the gifts and talents of each pupil so that they develop their personal vocation and to direct intellectual inquiry through the search for truth, beauty and goodness. It further aims for pupils to learn to communicate with accuracy, logic and style, to engage in service and charity by helping others and to preserve God's creation. It seeks to extend pupils' cultural horizons by having opportunities to experience and participate in the arts and to nurture their health through growing in endeavour and enjoying true leisure.

Inspection details

Inspection dates

1 to 3 April 2025

66. A team of four inspectors visited the school for three days. The on-site inspection was quality assured by a monitor.

67. 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 headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. 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