



Jersey Schools Review Framework

Independent report of

Beaulieu Convent School

Wellington Road
St Helier
Jersey
JE2 4RU

Headteacher: Mr Matthew Burke
Review date: 24 - 26 March 2026

Summary

New leaders have made great strides in turning Beaulieu around. As one parent rightly observed, 'There is a clear sense that the school is on an upward journey...Beaulieu feels more ambitious and better organised'. Others have noticed the positive step change in the academic focus and commitment to ensuring that teaching is more consistently high quality. Pupils' outcomes at key points, from early years up to sixth form, reflect this.

Day in, day out, Beaulieu champions its promise to encourage pupils to, 'embrace challenge, seize opportunities, show respect for others, and always endeavour to be the best version of themselves'. Pupils' appreciation for all the school offers them are palpable in their positive attitudes and the way they conduct themselves in class and around school. They celebrate each other's successes and are keen to share that 'the Beaulieu family is a real thing'.

Through what has undoubtedly been a turbulent time, the school has held firm to its founding principle of *toute de charité* (all about love). Pupils have continued to thrive on first-rate pastoral support and a multitude of opportunities to pursue interests and develop their talents. As older pupils describe it, they are 'saturated, in a good way' with the range of co-curricular activities to choose from. This is the reality of leaders' firm belief that it is their job to help pupils find what they are good at. Initiative is encouraged. If a club does not already exist, but there is the interest and will to make it happen it gets the green light.

The values of love and service go hand in hand. Equal importance is attached to developing pupils' sense of social responsibility in school and beyond. Pupil leaders make an important contribution to the school community and learn important skills and attributes for later life. Supporting the local community and organising charity events encourage pupils to understand their place in the world and how they can make a difference.

Senior leaders and governors are purposeful and outward-facing with a shared vision of what they want to achieve next. They have done much to move the school forward in a relatively short space of time. There is a greater sense of one school, and consistency between the primary and secondary phases. Thinking about how pupils learn best is up-to-date. Staff are onboard with the direction of travel, welcoming the renewed sense of optimism and clarity of purpose.

Leaders are, though, under no illusion that much is fairly new and that there is more to do to fully achieve their ambitions for the school. Their plans properly include the need to further develop the curriculum and teaching, with a particular focus on pupils with additional needs and those who are capable of achieving at the higher levels. Further developing middle leadership to play a full part in developments will be crucial.

Contextual information

- Beaulieu Convent School is an independent fee-paying girls' school originally founded by the Sisters of the Immaculate Conception. The school is held under a charitable trust and governed by a board of trustees many of whom are new since the last review in November 2022.
- There have been significant leadership and staffing changes in recent years. The current headteacher joined the school in September 2024. The two deputy headteachers took up post in September 2023. All but one of the assistant headteachers were new in post between September 2023 and September 2025 and the senior leaders in primary between April 2024 and September 2025. There have been two changes of SENCo since the last review, with the current postholder joining the school in April 2025.
- The school draws pupils from across Jersey, admitting girls from 3 to 18 years and boys into the sixth form. Pupils join the school at different points, typically at the start of Nursery, known as Pre-school, Reception, Year 3, Year 7 or Year 12. Around 6% of pupils are in receipt of a full or part bursary.
- A collaborative arrangement with three other fee-paying schools on the Island widens the subjects open to students in the sixth form.
- The proportion of pupils identified with special educational needs and/or disabilities (SEND) is, at 9%, lower than in other schools on the Island. Very few pupils have a record of need (RoN). Only around 3% of pupils are multi-lingual learners (MLL), most of them fluent English speakers. A very small number of pupils are eligible for Jersey Premium.
- The after-school club, known as Beau Belles, run by the school is regulated separately. Consequently, it was not included in this Jersey School Review.

Information about the review

The Jersey School Review Framework (JSRF) was launched in 2018. Following a pause during the COVID-19 pandemic, reviews continued from September 2022. The first cycle of school reviews was completed for all Government of Jersey schools by July 2024. The framework was updated from January 2025. This particular review was conducted, and its report written, under this updated framework.

- Reviewers evaluated the curriculum, teaching and learning through sampling these subjects: early reading; personal, social and health education, including citizenship (PSHE); mathematics (primary and secondary); history (all key stages); science (secondary); business studies (Key Stages 4 and 5); and Health and Social Care (sixth form). For each subject, the reviewers discussed the curriculum with subject leaders, visited lessons where possible, talked to some pupils about their learning, looked at samples of pupils' work and listened to some younger pupils read to a familiar adult. The team also looked at the curriculum in other subjects, including physical education (PE), French, music and drama.
- Discussions were held with the headteacher, deputy headteachers, other leaders and staff to explore the various aspects of the school's work, including the identification of and provision for different groups of pupils and safeguarding arrangements. The lead reviewer met with members of the governing body.
- Reviewers met with a range of pupils, including some holding leadership roles. The views of the wider staff and pupil bodies and of parents were gathered through surveys conducted explicitly for this review.
- The team visited a secondary department assembly and observed pupils at the start of the day and during social times. Reviewers talked with pupils informally during these times to hear their views of the school and how it looks after their academic and personal development.
- The review team triangulated this evidence by considering a range of documents, including: leaders' self-evaluation; their development plan and five-year strategy; reports to and minutes of governing body meetings; and behaviour and safeguarding records, including the school's central record of checks on staff. They also took account of information and policies on the school's website, academic outcomes data for 2024/25 from CYPES and the school's own data analysis.

The team also carried out an inspection of the school against the Jersey Standards for Independent Schools at the same time as this review. The findings of this inspection are presented at the end of this report.

Full report

Curriculum, teaching and learning

- Beaulieu's ambition for pupils' academic success is evident from the very beginning. The early years curriculum is underpinned by a strong understanding of how young children learn and develop. Learning from the start of Pre-school through to the end of the Reception Year is carefully plotted to lay strong foundations for Year 1 and beyond. Staff are highly responsive to children's needs and interests, while keeping the important milestones they need to reach in mind. Typically, children are remarkably independent, curious and aware of themselves and others.
- High-quality 'back and forth' interactions in early years intentionally develop children's vocabulary and extend their learning. Exposure to a wide variety of books and rhymes from the beginning of Pre-school develops children's 'sound awareness' ready for formal phonics teaching in Reception. Here, adherence to a well-structured scheme and small group teaching ensures that children get off to a strong start in learning to read. By the end of Year 2, most pupils are fluent, confident readers with outcomes typically higher than other schools on the Island.
- Early writing and number outcomes at the end of Reception have not been quite as strong as reading in recent years. Leaders are successfully addressing this with equally well-considered programmes. They are doing the same as pupils move up through the primary years. A concerted focus on stretching pupils capable of reaching the higher levels by the end of Year 6 reaped benefits in 2025. Leaders are keen to consolidate these improvements, paying particular attention to writing and to ensuring that mathematics teaching consistently deepens pupils' understanding and ability to apply their learning.
- New senior leaders are well-versed in current educational thinking and outward-looking in terms of learning from others on the Island and beyond. They have brought a fresh pair of eyes to curriculum design and a rigorous approach to tackling any subjects that were previously not fully meeting Jersey curriculum requirements, such as history. Adjustments to GCSE options have opened up single sciences to more pupils. Changes to PSHE this year across the primary and secondary phases are further strengthening provision.
- In the primary phase, given the small staff team, leaders are sensibly taking a largely collaborative approach to checking the content of each subject, ensuring that it is carefully sequenced. Time is built in to revisit and ensure that the curriculums are being delivered as intended and building pupils' learning. By its very nature, this approach means that some subjects are yet to be updated. Explicitly teaching pupils to retrieve important learning from their long-term memory is a work in progress.
- Primary pupils benefit from specialist teaching from secondary staff in a few subjects. Where this is the case, there is a coherence between what they are taught in the primary and secondary phases. In some subjects, though, there is a disjoint between the two curriculums, risking repetition or gaps in pupils' learning as they move from one phase to the next.
- Overall, pupils achieve well at GCSE compared to their peers in other schools on Island. The headlines do, though, mask some differences between subjects and groups of pupils. In English, creative subjects, PE and some vocational options, such as Business Studies, the proportions of pupils gaining not only a standard but a strong pass are higher than other Island schools. Elsewhere, though, the proportions of strong passes are notably lower. Overall, middle prior attainers make better progress compared to similar pupils in other Island schools than those who were lower or higher prior attainers.
- While the secondary curriculums have been revised, a new teaching and learning evaluation process is still to be fully rolled out. In the better-performing subjects, there is a clear line of sight from planning what pupils need to learn, how they will best learn it and checking whether they are. Where outcomes are not as high, there tends to be more focus on knowledge than on subject-specific skills and deepening pupils' thinking. Teaching tends to be more instructional and focused on examination preparation. This lessens pupils' engagement in and enjoyment of the subject and puts a cap on

outcomes at the higher grades. Consequently, take-up at A level in these subjects is more modest than might be expected.

- Leaders are rightly proud of the very high proportions of pupils who stay on to study in the sixth form and go on to a range of universities in the UK. The wide range of subjects open to them, either at Beaulieu or at one of the other schools in the sixth form collaboration, is impressive. Expectations are high. Students are supported well to develop effective study habits that will benefit them now and in the future. Most follow a full Level 3 study programme, with the proportion passing three A levels above the Island average. The numbers achieving all their A levels at the highest grades are not, however, quite as strong.
- Across both phases, leaders are establishing an inclusive ethos and building increasingly effective systems to identify and support pupils with SEND and those who need additional support. Pupils with more complex needs have appropriate personalised pathways. Some additional help for others supports their learning well. On the other hand, interventions are not always timely enough, including for the few pupils who join Year 7 without secure reading skills, or support staff deployed to maximum effect. Training on adaptive teaching is planned but has not yet happened.

Behaviour, attitudes and attendance

- From the word go in early years, children are encouraged to make appropriate choices, to take responsibility for themselves and their learning, and to be caring towards others. Pupils carry these attributes, and the kindness that staff model, with them all the way through school. Older pupils, particularly sixth formers, are important role models.
- Expectations of pupils and them of themselves and their peers are consistently high. Behaviour around school and at social times is praiseworthy. Pupils are thoughtful and kind towards each other. They are courteous and polite with adults. There is very little need for reminders of how to behave. Where needed, the school adopts a relational approach, supporting pupils to reflect on their actions and make better decisions in future.
- Older pupils are very self-aware, recognising that there will inevitably be times when they fall out, even within friendship groups. They are confident that they have learned the skills to sort things out themselves. Pupils are adamant that bullying is rare, but appreciate that staff are easily accessible if they have any worries or need support. Suspensions are low, used appropriately if needed, and only as a last resort.
- Across all year groups there is a purposeful atmosphere in class. Mostly, pupils have extremely positive attitudes to learning. They are focused and sustain concentration admirably in lessons. Occasionally, where teaching is less engaging, pupils are less enthusiastic about their learning and can become passive.
- Attendance rates are high. Any emerging concerns about non-attendance are quickly picked up through the school's highly effective pastoral systems. As a result, very few pupils are regularly absent. Where needed the school does its best, through work with families and external agencies, to support pupils to get back in the routine of regular attendance.

Personal development

- Beaulieu's commitment to be 'a welcoming community that equips students to face the challenges of the modern world with confidence' underpins pupils' academic and wider successes. As one parent captured perfectly, the school makes 'each child feel like a child and not a number'. Comprehensive introduction and induction programmes ensure that each pupil is known as an individual whatever age they are when they join the school. The same investment is made each time they move class or year group. A well-established house system adds to the sense of belonging
- A strong, deep-rooted culture of care and support permeates the school. Staff in the early years foster warm, nurturing relationships that, along with familiar routines, give the youngest children the emotional security they need to settle and flourish. Class teachers in the primary phase take over the baton of care, ensuring that any pupils who need extra support, for example to manage their feelings, get what they need.
- The secondary pastoral team wrap metaphorical arms around older pupils, being alert to any concerns and giving them a range of adults they can turn to if they are finding things difficult. Regular meetings of the team consider where more support might be needed, linking with the school counsellor and external agencies where appropriate. Packages of support are co-designed with pupils and their families. Clear boundaries avoid creating a dependency culture.
- At Beaulieu, the curriculum is much more than pupils' academic studies. The thoughtful interweaving of the PSHE offer with assemblies, house events and an extensive range of co-curricular activities means that the sum is greater than the parts. Opportunities to consider important social and moral issues are woven through different subjects. The most is made of opportunities to participate in events and competitions on the Island and beyond, with some remarkable successes. Careers education is being enhanced to support pupils in thinking about the options open to them earlier.
- The PSHE curriculum is integral to pupils' personal development. Enhancements this year have made it more responsive and relevant to pupils' lives and questions. Sixth formers, for example, really welcome the emphasis on equipping them with the wherewithal to make sensible choices in life outside of school now and in the future. Pupils would, however, appreciate learning more about other cultures.
- Partnerships with external organisations draw on expertise to deliver important or sensitive topics, including those intended to tackle violence against women and girls (VAWG). Drop-down days ensure that these topics are given due time and attention. The delicate balance needed to respect Catholic teaching about relationships and meet Jersey curriculum requirements is sympathetically and well managed.
- Sixth form students are well prepared for life beyond Beaulieu. The extended project qualification (EPQ) option offers them the opportunity to deepen learning and develop independent learning skills. A range of enrichment electives and leadership roles enhance students' wider development.

Leadership and management

- The parent who observed that 'there is a strong leadership team in place' was spot on. What has been achieved since the last review is impressive. The over-riding consensus from all groups of stakeholders is that the school is being transformed, while holding its values firm. Governors collectively bring a useful set of experiences and skills to their oversight of the school's work. Leaders model professionalism and courtesy. Staff feel well supported and enjoy working at the school.
- The unwavering focus on doing what is right and in pupils' best interests is unmistakable. Senior leaders are driven by a sense of moral purpose and well informed by current educational thinking. They are outward-looking, keen to learn from the best within the circles they move in, on Island or beyond, and as part of the wider families of Catholic and independent schools. Beaulieu is well poised to continue to improve.

- While rightly very proud of what they have accomplished, leaders acknowledge that much is still quite new and needs embedding. They are honest about what still needs further development. Leaders are ambitious and pragmatic in equal measures, knowing what they are aiming for, but also that in a changing world there is always something that could be even better.
- Improvement planning identifies the right priorities. However, as senior leaders and governors acknowledge, it would benefit from clear milestones and measurable success criteria so that they know that they are on track and having the intended impact. Generally, departmental action plans need to be more precise about what aspects of the curriculum, teaching and learning need to improve and how that that will be achieved
- Where, as is mostly the case, there is both a mutual respect between subject leaders or heads of department and senior leaders, and a commitment to the direction of travel, subjects thrive. This is not, though, universally the case. Senior leaders know which subjects need their attention most, but they have yet to make inroads. A new departmental review process has recently been introduced which should help leaders to be more forensic in unpicking how well pupils are learning and what could be better.
- Leaders are committed to entitlement and being equitable whatever a pupil's background, needs or aspirations and whether they practise the Catholic faith, another one or have no faith. Sixth form advice and guidance caters for students who do not want to follow a university pathway. Leaders are reflective about how to promote spirituality for pupils of no faith.
- Identification of pupils with SEND has been tightened up. Provision is improving but there is more to do to ensure that the school feels confident it has the skills and expertise to meet the different needs of pupils who may want to join the school. Monitoring of the quality and impact of support for pupils with additional needs is, as yet, under-developed.
- Safeguarding is effective. It is integral to the school's ethos of love and care and underpinned by an appropriate set of policies and processes which promote a culture of vigilance. Strong pastoral systems ensure that staff are alert to any signs that something might not be right. Pupils are confident that staff look out for them and would trust them with any worries. Assemblies and the PSHE curriculum are responsive in tackling any emerging patterns of concern.

Notable strengths

Senior leaders have maintained and built on the school's notable strengths in the following areas through a period of change:

- high-quality pastoral care which nurtures pupils' wellbeing and their positive attitudes to school and their learning
- the wide range of co-curricular activities which allow pupils to find and follow their interests and develop their talents.

The review team recommend that the school seeks to share its learning and expertise/strengths in these areas with other schools on-Island.

Recommendations

The review team recommend that the school should take the following actions:

- Secure consistently high-quality teaching and learning across all subjects by:
 - refining subject planning where needed so that it identifies and sequences both the substantive and disciplinary knowledge that pupils need to learn
 - rolling out planned pedagogical training and developing retrieval practice
 - upskilling teachers to better meet the needs of pupils with SEND
 - checking that challenge for pupils capable of reaching the higher levels is consistently strong
 - ensuring that curriculums are implemented as intended.

- Build on successes to date and maintain momentum in the improvement journey by:
 - developing the strategic oversight of provision for pupils with SEND
 - further developing middle leaders and holding them robustly to account
 - ensuring that improvement plans are more precise in identifying what needs to improve, the actions that will be taken and by when, and how leaders will know if they are having the intended impact.

Information about the school

Age range of pupils: 3 to 18

Gender of pupils: Girls 3 to 18, boys 16 to 18.

Number of pupils on the school roll: 730 including 20 in Nursery

Of which number in the sixth form: 154

This independent school runs its own childcare provision known as Beau Belles: This is regulated separately

Headteacher: Matthew Burke

Chair of Governing Body: Stephen Reilly

School telephone number: 01534 731280

School website: <https://bcs.je>

Information about the review team

Jersey School Reviews take place over three days. The size and specialist experience of each review team reflects the size and the context of the school

This review was led by an experienced off-Island school inspector/reviewer and consisted of a total of five off-Island team reviewers (all experienced off-Island school inspector/reviewers).

Enquiries about this report should be addressed to the Head of School Review & Inspection, Children, Young People, Education and Skills, Government Building, Union Street, St Helier JE2 3DN.

Jersey Standards for Independent Schools Inspection of

Beaulieu Convent School

Wellington Road
St Helier
Jersey
JE2 4RU

Proprietor: The Governing Body
Headteacher: Matthew Burke
Inspection date: 24 - 26 March 2026

Summary

Beaulieu Convent School is an independent all-through Catholic school for girls offering education from ages 3 to 18 years, founded on the values of faith, love and service. Sixth form provision is open to girls and boys.

This inspection was conducted concurrently with the Jersey Schools Review of the school. During the inspection, judgements were made against the Jersey Standards for Independent Schools. These standards are based on the statutory requirements of Education (Jersey) Law, 1999 and are the minimum standards required to be met in all independent schools in Jersey.

Inspectors followed CYPES inspection methodology to review all relevant documentation and policies as well as site provision, leadership evidence and school practice before determining that the school is compliant across all eight standards.

Part 1: The Quality of Education Provided – Standard met

The school meets this standard by implementing written curriculum policies across primary and secondary phases, supported by appropriate schemes of work covering linguistic, mathematical, scientific, technological, human and social, physical, and creative education. Teaching is planned according to pupils' ages, needs and starting points to promote strong progress over time.

Part 2: Pupil Behaviour and Personal Development – Standard met

Beaulieu actively promotes the fundamental Jersey values through its Catholic ethos, reinforced through its pastoral systems and behaviour policies. The school fosters pupils' self-confidence, responsibility, respect for others, and appreciation of difference and offers them balanced views. Pupils contribute positively to the school and wider community.

Part 3: Pupil Safeguarding and Welfare – Standard met

The school meets safeguarding expectations through their application of suitable policies and arrangements for safeguarding and child protection, first aid, health and safety, anti-bullying and risk assessment systems. Safeguarding procedures align with Jersey requirements, and the school maintains clear attendance registers and behaviour records. Its pastoral systems, including mentor support and wellbeing policies, ensure pupils' safety, care and support.

Part 4: Suitability of Staff and Proprietors – Standard met

The school operates rigorous safer recruitment procedures ensuring identity, right to work, qualifications, medical fitness, and criminal records checks are completed for all staff, including supply staff, prior to appointment. Overseas checks are conducted where relevant. Trustees are appropriately checked and verified as suitable and maintain an up-to-date school central register of all required checks.

Part 5: Suitability of School Premises – Standard met

Beaulieu's facilities provide appropriate toilet and washing facilities, supervised outdoor spaces, suitable classrooms, and medical areas as required. Buildings are clean and well maintained. Health and safety compliance is upheld through the application of appropriate policies and frameworks. Outdoor spaces, including playgrounds and sports areas, allow pupils to socialise, play and take part in physical education safely.

Part 6: Provision of Information – Standard met

The school meets this standard by publishing key policies and information, providing parents with all required information, and ensuring contact details, ethos statements, admissions procedures and information about provision for pupils with SEND is available on the website. Annual reports on pupils' academic achievement are provided to their parents, and inspection reports are made available following publication.

Part 7: Parental Complaints – Standard met

Beaulieu's complaints policy meets the standard by outlining clear procedures, timescales and stages including informal, formal and panel review stages with an independent panel member. Records of complaints and resulting actions are maintained as required.

Part 8: Quality of Leadership and Management – Standard met

The school meets this standard through strong senior leadership aligned with Catholic values promoting a culture of high expectations, inclusivity and continuous improvement. Leaders and governors fulfil their statutory responsibilities, maintain compliance with safeguarding and health and safety regulations, and promoting pupils' wellbeing, personal development, including their contribution to society, and academic achievement.

Recommendations for improvement

These are incorporated into the recommendations outlined within the Jersey School Review conducted at the same time.