



Jersey Schools Review Framework

Independent report of

Jersey College for Girls

Le Mont Millais
St Saviour
Jersey
JE2 7YB

Headteacher: Mr Carl Howarth
Review date: 7-9 October 2025

Summary

Jersey College for Girls, or JCG as it is colloquially known, is without doubt a school where the sum is greater than the parts. Leaders are successful in their ambition 'to provide transformational learning that fosters the development of head, heart and humanity and inspire each girl to make a lasting and positive impact on her world.' They are unapologetic advocates for equipping pupils to conquer the gender stereotypes they do and will face as females, and to flourish as leaders. Pupils leave with the attitudes, attributes and aspirations they need for future success and an extremely strong sense of social responsibility and justice.

The mantra 'believe you can' and the interwoven values of 'aspire, inquire, excel, belong' are at the heart of everything the school does and its many successes. In many respects, 'belong' is the first among equals. The 'infectious culture' leaders allude to is palpable. Year 7 pupils already have a strong sense of everyone looking out for each other. Sixth formers talk fondly about the 'student-led community' they have grown up through. The six houses, named after inspirational women from history, bond pupils with a strong sense of respect and responsibility for themselves and for others, in and beyond the school. Pupils' views are valued highly and influence decision-making in all aspects of JCG life.

Outward-looking and forward-thinking leaders constantly aspire to even greater things for pupils. A watchful eye is kept on both the academic and wider curriculums to ensure their relevance. The recent introduction of the 'She Leads' programme complements the myriad of leadership opportunities pupils have as they move up through the school. From Year 7 upwards, they are taught the very essence of being a leader. 'IDEA' prefects champion and are charged with ensuring equality issues are front and centre.

Professional learning keeps teachers up to date, drawing on current research and educational thinking. Their subject knowledge is strong. As a result, teaching is mostly high quality, underpinned by well-planned subject curriculums which together enable typically very strong academic standards. Nevertheless, leaders never lose sight of whether, whatever their starting point, pupils are achieving their full potential. They know that there is some work to do to ensure that teaching and learning, and the precision of the underpinning curriculums are consistently at the level of the very best seen in school in order to promote even better achievement. They acknowledge that monitoring processes would be enhanced if improvement plans were more precise about what success will look like.

Contextual information

- Jersey College for Girls is a selective, fee-paying school for girls between the ages of 11 and 18. Around 10% of pupils are in receipt of a full or part bursary.
- At the time of the review, there were 784 pupils on roll, including 206 in the sixth form.
- A collaborative arrangement with three other fee-paying schools on the island widens the subject options open to students, boys as well as girls, in the sixth form.
- The proportion of pupils with special educational needs and/or disabilities (SEND) sits at just under one in 10, with the most common primary needs being social, emotional and mental health (SEMH). There were no pupils with a record of need (RoN) at the time of the review.
- Around 15% of pupils are multi-lingual learners (MLL), most of them fluent English speakers. The proportion of pupils who are eligible for Jersey Premium is very low.
- The school shares a governing body with Jersey College Preparatory School.

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: personal, social and health education (PSHE) including citizenship; mathematics; physical education (PE) and sports studies; art and textiles; economics; and religious studies. For each subject, the reviewers discussed the curriculum with subject leaders, visited lessons where possible, talked to some pupils about their learning and looked at samples of pupils' work.
- Discussions were held with the principal, vice principal, 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 the chair and vice-chair of the governing body, and with the school's senior advisor from CYPES to gather their perspectives on the school's strengths and current priorities.
- Reviewers also met with a range of pupils holding leadership roles. The views of the wider staff and pupil bodies and of parents were gathered through surveys conducted by the school and explicitly for this review.
- The team visited assemblies, tutor times and house meetings and observed pupils at the start of the day and at breaks and lunchtimes and as they moved around school. 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 four-year strategy; reports to and minutes of governing body and committee 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, the provisional data report for 2024/25 from CYPES and the school's own internal assessment information and analysis.

Full report

Curriculum, teaching and learning

- Examination outcomes are impressive. Over time, and across subjects, almost all pupils achieve a standard pass and most a strong pass at GCSE. Standards at A level are also high. The very large majority of students go on to university, either straight from school or after a gap year, in most cases to their first choice.
- None of this happens by chance. As pupils say, 'Teachers provide the opportunities and we take them up on that.' Collaborative relationships between staff and pupils are the bedrock. The curriculum offer is deliberately designed to give pupils the traditional strong academic grounding JCG is, rightfully, proud of and much more, with a forward-looking twist. A golden thread, permeating all aspects of the school's work, is ensuring that pupils are well prepared for their future and the world they will be living and working in.
- The different curriculum components complement each other well. Pupils follow a broad range of subjects alongside the academic core before being guided to make informed choices about their GCSE options. Alongside, through standalone sessions and subject curriculums, pupils are taught digital health, resilience and skills, including responsible use of new technologies. Philosophy, politics and economics sessions have recently been introduced in Year 8 to give them important life skills early on. Electives in Year 12 extend students' learning beyond their subject choices.
- Subject planning is systematic. Each subject is planned, initially, as a five-year journey from Year 7 to GCSE. The short-term pathway through a subject, in terms of the intended learning is, though, occasionally not fully understood by all staff delivering it. Leaders have this in hand as part of their continual refinement of the already strong curriculum offer. The plan this year is to review all subject schemes and ensure that roadmaps are in place so that it is clear how learning builds over time in line.
- There is clear and considered thinking about the professional learning programme for teachers. Over time, staff have been introduced to reputable research and current educational thinking about how pupils learn best. The key components of excellent teaching necessary for meaningful learning and long-term retention of knowledge and skills have been shared. More often than not this is evident in practice, but not always.
- Heads of School keep track of all pupils' progress meticulously, identifying those who are at risk of not reaching their potential. Extra support, including mentoring from senior leaders or sixth form students is swiftly put in place.
- Aspirations are unfailingly high for all pupils, whatever their starting point or circumstances. Teachers are well equipped with strategies to 'hold in mind' and support those who are eligible for Jersey Premium. Likewise for multi-lingual learners. The few who are not fluent English speakers benefit from tailored support. Both groups thrive at JCG. Any slight variances in attainment for these groups tends to be cohort-specific rather than inherent.
- There is a more discernible attainment gap for pupils with SEND. Many have social and emotional rather than learning needs. The nurturing ethos is instrumental in ensuring that their progress from starting points is positive.
- Leaders are ambitious to raise the quality of teaching still further for the benefit of all pupils. As such, a more collaborative approach to sharing good practice has been introduced, but is still at an early stage. A new programme of tailored coaching is

planned, including a specific focus on provision for pupils with SEND, is planned but yet to be launched.

Behaviour, attitudes and attendance

- Pupils' abounding enthusiasm for school is palpable as soon as they arrive in the morning. Many arrive early taking the time to use the library to work or read, or just to enjoy the social time together in the Dome. Here, the backdrop of high calibre playing as pupils practise at the grand piano adds something special in getting the day off to a good start.
- Sixth formers are excellent role models for the younger pupils, setting a high bar which most rise to. On the rare occasion that someone crosses the line, their peers are usually the first to show their disapproval. Pupils who need to use the Hub for time out to self-regulate do so sensibly. Suspensions are rare and a last resort.
- The school's values, coupled with high-quality provision for learning and pupils' wider development successfully underpin an energetic, yet calm culture. Pupils' mostly impressive behaviour in lessons reflects the high value they put on learning. The school's focus on oracy gives them the tools to question, reason and present their ideas. Just occasionally, when teaching is not at its very best, they can be distracted or passive.
- High levels of attendance overall, reflect pupils' appreciation of all that JCG offers them. Leaders are very aware, though, that they can never be complacent about this. The guidance team monitor closely pupils who are late or absent without good reason. They draw on their knowledge of each pupil's story to tailor support and, in the main, catch them before they get into bad habits.
- Pupils with SEND are more likely to be absent than their peers. Leaders are very aware of the anxieties some of these pupils face and shape support sensitively to check in with them and encourage them into school. For some with more acute emotional or mental health needs this takes time.

Personal development

- Cultivating pupils' social and emotional well-being and preparedness for life beyond JCG is the central tenet of what JCG is all about. An incredibly comprehensive and ever-evolving programme attending to pupils' wider development is at the heart of the school's success. Inspirational quotes and positive affirmations abound. A well-organised programme of careers advice and guidance builds from Year 7. Pupils are self-assured, confident to share their views and not afraid to question the status quo.
- Pupils are fired up with a determination to make the world a better place. Indeed, many already are. A group of Year 13 girls, for example, have carried the torch for tackling violence against women and girls (VAWG) and influenced work on the Island. They are securing their legacy by passing the baton into the safe hands of Year 12 pupils and their counterparts in another school.
- Leadership development is without doubt high profile. An extensive apprenticeship system of leadership opportunities, open to and taken up by all groups, builds towards a coveted role on the student senior leadership team in Year 13. Sixth formers enthuse about their work and the say they have in the running of the school.

- The recently introduced 'She Leads' programme has taken this up a notch. The formal expert-planned programme explores with pupils what it means to be a leader and develops their confidence to step into the role now or in the future. They learn, for example, that leadership is so much more than being the dominant person in the room. Pupils come to appreciate that it is perfectly possible to be a leader as an introvert.
- The PSHE and citizenship curriculum is an important part of the jigsaw. It more than meets the Jersey curriculum requirements with its adaptations to an all-girls context and built-in flexibility to respond to girls' feedback and to local or national issues. Pupil surveys and guidance team meetings are used to identify and discretely withdraw individuals who need a little extra input. Additional support for pupils who feel they need it, such as counselling, is clearly signposted.
- The co-curricular programme is impressive and vast in its range, opening up opportunities for pupils to explore interests and develop talents and step out of their comfort zone. The strong take-up of clubs is testament to the huge goodwill of staff in giving generously of their time. Oversight is strong and additional funding used well to ensure that a family's financial position is not a barrier to participation.

Leadership and management

- An unwavering commitment at all levels to 'holistic student development, fostering academic excellence, emotional resilience and social growth' is pupils' everyday lived experience. It is at the centre of everything the school does and its many achievements. Alumni gratitude is evident in their willingness to give back in various forms.
- Governance is strong. Senior leaders are robustly held to account to ensure that the school is providing the very best all-round education for all pupils. The commitment to celebrating diversity and widening access to 'more than your typical JCG girl' starts here with the recognition of the transformational impact of a high-quality educational experience.
- JCG, supported by the Jersey College Foundation, successfully opens its doors to pupils who otherwise may not be able to benefit from what it has to offer. The opportunities that multi-lingual learners have to work with primary-age pupils of the same background strengthens their sense of identity and belonging. Highly individualised provision for pupils with SEND helps them to thrive.
- Senior leaders are honest in their evaluation of the school's strengths and priorities for further improvement. They are open to advice and indeed outward-looking for validation and challenge to that end. Everything that is planned is centred firmly on what could be better still for pupils. Leaders acknowledge, however, that being crystal clear from the outset not just what will get better but by how much and how they will know would strengthen accountability at all levels.
- Systems for further refining teaching are in a transition period. The move from formal observations to an instructional coaching model is at a very early stage. Decisions about who will lead this programme as it becomes established are yet to be made. While much has been done to develop staff's understanding and set the parameters for what makes for effective teaching, exactly how they should be enacted has been left to departments. There are, on occasion, instances of less effective practice.
- Safeguarding systems are well-thought through and fully in line with the latest guidance. Information-sharing principle and processes are in place to make sure that anything that

might form part of a bigger picture is included. Different levels of responsibility and monitoring ensure that patterns picked up and as needed external advice sought to tackle issues and support girls.

Notable strengths

The school has notable strengths in the following areas:

- nurturing a sense of belonging for pupils
- the wide range of high-quality opportunities for developing pupils' leadership skills

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

Recommendations

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

- Further refine the curriculum, teaching and learning so that it is consistently at the level of the very best seen in school by ensuring that:
 - the curriculum planning, or intent, is enhanced to ensure teachers are supported in their implementation
 - professional autonomy as to how to teach is balanced by greater accountability
 - in implementing the instructional coaching model it is led by those with expertise in the area of focus
 - improvement planning at whole-school and departmental level is clear what success will look like at points along the way and the end point.

Information about the school

Age range of pupils: 11 to 18 years

Gender of pupils: Girls

Number of pupils on the school roll: 784

Of which number in the sixth form: 206

Headteacher: Mr Carl Howarth

Chair of Governing Body: Farah Ballands

School telephone number: 01534 516200

School website: www.jerseycollegeforgirls.com

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 six reviewers. This team included three other off-Island team reviewers (also experienced off-Island school inspector/reviewers) and two senior leaders from other schools who have been trained as reviewers.

Enquiries about this report should be addressed to the Head of School Review & Inspection, Government of Jersey, Floor 2 Union Street, St Helier, Jersey. JE2 3DN