

Summary Statement



Curriculum Teaching and Learning Summary Evaluation

d'Auvergne offers an ambitious, inclusive and coherent curriculum that develops knowledge, skills and character through rich learning experiences. Teaching is strong, reflective and informed by evidence and assessment. The use of du Four's questions ensures clarity of intent, effective monitoring and adaptive practice.

Staff expertise, effective deployment and professional development underpin consistently good teaching. Support staff are well-trained, early intervention is prioritised, and pupils' additional needs are met through personalised provision.

Pupils benefit from a creative curriculum enriched by technology, oracy, cultural diversity and outdoor learning. They are motivated, articulate and proud of their achievements. Parents express high confidence in the quality of teaching and communication.

Attainment and progress are improving steadily, with writing and maths continuing as targeted priorities. Outcomes for JP and MLL pupils are particularly strong, reflecting the School's sustained commitment to equity and inclusion.

The School demonstrates a reflective culture of continuous improvement, informed by data, pupil voice and external review. It is well placed to sustain its positive trajectory through focused development of numeracy, oracy and writing over the next three years.

Overall, the School meets and exceeds the benchmark for Curriculum, Teaching and Learning, providing a rich, balanced and forward-looking education that enables every child to thrive.

Behaviour, Attitudes and Attendance Summary Evaluation

Behaviour, attitudes, and attendance at d'Auvergne are consistently strong and meet, or exceed, the benchmark for good provision. Pupils are respectful, motivated, and proud of their school. Staff uphold high standards with compassion and consistency, ensuring every child feels safe, valued, and included.

Leaders' proactive monitoring, inclusive ethos, and investment in staff expertise have produced a climate where pupils thrive socially, emotionally, and academically. Attendance is well managed, and behaviour incidents are minimal.

Overall SEF Judgement: GOOD with STRONG elements of OUTSTANDING

The school demonstrates sustained improvement and an unrelenting focus on pupil wellbeing, inclusion, and belonging – ensuring every child at d'Auvergne is ready to learn, contribute, and succeed.

Personal Development Summary Evaluation

d'Auvergne School provides an exceptional environment for children's personal growth and wellbeing. Its inclusive ethos, extensive pastoral systems, and commitment to early intervention ensure every pupil is supported academically, socially, and emotionally.

Pupil engagement, attendance, and behaviour are excellent. Parents and staff express overwhelming confidence in the School's leadership, safeguarding, and educational quality. The curriculum and enrichment opportunities equip pupils with the resilience, independence, and empathy needed to succeed as confident, responsible citizens.

The School not only meets but exceeds the benchmark for personal development, physical and mental health, and emotional wellbeing, serving as a model of inclusive and holistic education across the Island.

Leadership & Management Summary Evaluation

d'Auvergne demonstrates highly effective leadership and management that ensures a culture of ambition, inclusivity, and professional excellence. Leaders are reflective, proactive, and deeply committed to the wellbeing and success of every pupil and member of staff.

- Leadership decisions are evidence-informed and impact-driven.
- Middle leadership capacity continues to strengthen, despite staffing challenges.
- Professional learning is exemplary and aligned to school priorities.
- Safeguarding is robust and a cornerstone of the school's ethos.
- Relationships with parents and the community are exceptional, fostering shared responsibility and trust.

Leadership and Management at d'Auvergne provide clear strategic direction, ensuring that the school remains a thriving, forward-thinking community—truly “Fit for the Future.”

EYFS Summary Evaluation

The Early Years provision at d'Auvergne demonstrates a **clear, evidence-based strategy for improving communication, language, and mathematics outcomes**. The school's actions are well-informed by baseline data, external expertise, and reflective practice.

- **Leadership** is proactive, responding swiftly to identified areas for development.
- **Teaching and learning** are consistently improving through targeted CPD and the embedding of structured, evidence-based approaches (WellComm, RWI, ECERS).
- **Children's outcomes** show sustained improvement in language development, early reading, and mathematical reasoning.
- **Parents and carers** are well-engaged and empowered to support learning at home.
- **Transitions** are smooth, and children demonstrate high levels of confidence and security.

As a result, the EYFS provision provides children with a strong foundation for future success, meeting Benchmark Expectations for high-quality, inclusive, and ambitious early education.

SEND Specialist Provision in ARP (Futures)Summary

The Futures (ARP) Provision at d'Auvergne offers a highly personalised, inclusive education that enables every child to thrive academically, socially, and emotionally. A bespoke curriculum,

dedicated staff, and close collaboration with families and professionals ensure each pupil's individual needs are met with care and ambition.

Through innovative communication strategies such as AAC, strong assessment systems, and an emphasis on independence, the ARP empowers children to express themselves and achieve meaningful progress. Its close integration with the mainstream school fosters community belonging and smooth transitions.

Leadership is reflective and robust, maintaining high safeguarding standards and continually improving practice.

The result is a nurturing, inclusive environment where staff and pupils alike are supported to grow, develop confidence, and prepare for future learning and life.